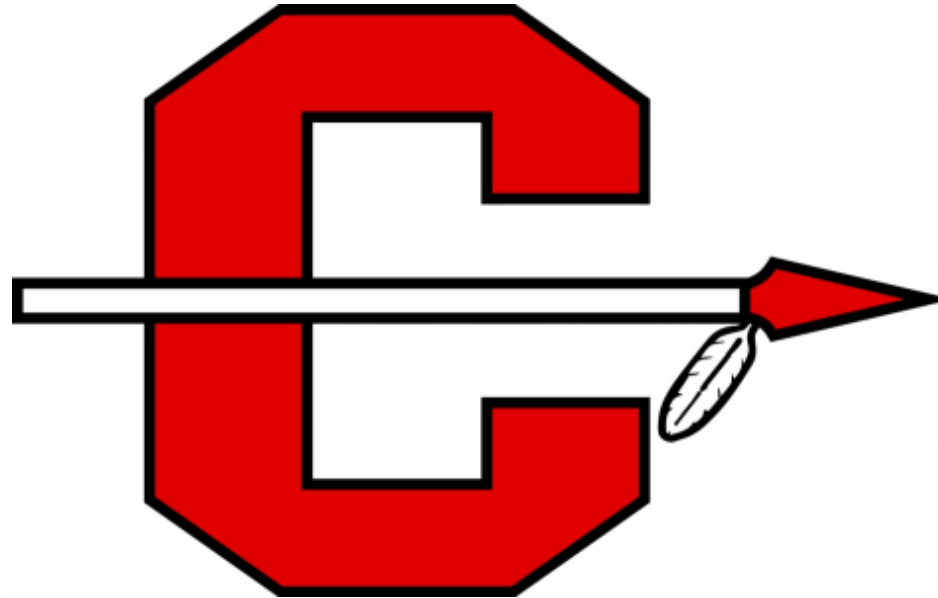


Cleveland Independent School District
Cleveland High School
2021-2022 Campus Improvement Plan



Board Approval Date: October 8, 2021

Mission Statement

The mission of Cleveland High School is to graduate positive, productive, service-oriented life-long learners who can succeed in an ever-changing world.

Vision

The vision of Cleveland High School is to create opportunities for community engagement and learning that will provide students with college and career options upon graduation.

Value Statement

The faculty and staff of CHS are committed to the following values:

We will provide high levels of learning to ALL students.

Provide a safe and positive learning environment for my students where students feel comfortable to take risks and to reach outside of their comfort zone.

We will encourage students to take ownership of their own learning by thinking deeper and setting SMART goals.

We must demonstrate respect, compassion and empathy as a team for the personal and educational growth of every student.

We will be flexible with our colleagues and students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Goals	13
Goal 1: Cleveland High School will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.	14
Goal 2: Cleveland High School's staff of quality professionals will implement a professional learning community that enhances individual student success.	25
Goal 3: Cleveland High School will strengthen parent, community, and business involvement.	26
Campus Funding Summary	28
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleveland High School is one of nine campuses in Cleveland Independent School District. Cleveland High School serves predominantly rural working class families in Cleveland and the surrounding communities. Cleveland High School serves approximately 2700 students in grades nine through twelve. The campus is committed to working in collaborative teams designed to provide high levels of instruction to all students.

The 9th grade student population is 993 students, 10th grade student population is 713, the 11th grade has 614 students, and the 12th grade student population is 454 students. The demographic make up is 6.7% African-American, 19.3% Anglo, 71.2% Hispanic, and 3% other. We are more than 90% Economically Disadvantaged. We have 1375 students who are Emergent Bilinguals, and 178 students who receive Special Education services.

Cleveland High School has a current staff population of 9 administrators, 8 counselors, 5 instructional coaches, 185 teachers and 20 aides.

Demographics Strengths

CHS values our student diversity and celebrates the different cultures within our school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance needs to increase. **Root Cause:** Students are unaware or uninterested in the opportunities that CHS provides.

Problem Statement 2: Student involvement in campus organizations and events needs to increase. **Root Cause:** Students lack the ability to participate due to a variety of circumstances (i.e. economic status, transportation, family obligations).

Student Achievement

Student Achievement Summary

English I	2017-2018	2018-2019	2019-2020	2020-2021
Approaches	54%	51%	Not Rated	50%
Meets	32%	32%	Not Rated	31%
Masters	3%	2%	Not Rated	6%

English II	2017-2018	2018-2019	2019-2020	2020-2021
Approaches	53%	55%	Not Rated	57%
Meets	28%	33%	Not Rated	38%
Masters	3%	2%	Not Rated	5.4%

Algebra I	2017-2018	2018-2019	2019-2020	2020-2021
Approaches	64%	72%	Not Rated	67%
Meets	20%	38%	Not Rated	31%
Masters	4%	18%	Not Rated	11%

Biology	2017-2018	2018-2019	2019-2020	2020-2021
Approaches	80%	78%	Not Rated	72%
Meets	46%	43%	Not Rated	40%
Masters	11%	10%	Not Rated	14%

US History	2017-2018	2018-2019	2019-2020	2020-2021
Approaches	93%	91%	Not Rated	88%
Meets	59%	71%	Not Rated	62%
Masters	27%	34%	Not Rated	37%

CCMR	Achievement
2016-2017	34%
2017-2018	52%
2019-2020	52%

Student Achievement Strengths

CHS student achievement strengths include:

- Increase in Masters for English I
- Increase in Approaches, Meets, and Masters for English II
- Increase in Masters for Biology
- Increase in Masters for US History
- Increase in post-secondary opportunities:

	Junior College	University	Technical/Trade School	Military	Industry-Based Certifications (CCMR)
Class of 2019	111	50	26	10	289
Class of 2020	136	19	12	10	110
Class of 2021	221	101	31	7	498

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Increase the overall academic performance to meet or exceed the state average on STAAR EOC, All Subjects. **Root Cause:** Gaps in student learning exist due to a variety of circumstances (i.e. altered learning environment caused by COVID, economic status, high mobility, family dynamic, social-emotional well-being).

Problem Statement 2 (Prioritized): Close the achievement gaps between student groups on STAAR EOC, All Subjects. **Root Cause:** Gaps in student learning exist due to a variety of circumstances (i.e. language-barrier, altered learning environment caused by COVID, economic status, high mobility, family dynamic, social-emotional well-being).

Problem Statement 3: Increase CCMR achievement rate for the 2022 graduates. **Root Cause:** CTE curriculum and industry-based certifications are not aligned. Students are not prepared students to take Advanced Placement and college admission exams.

Problem Statement 4: Increase performance for students who are Emergent Bilinguals on the STAAR EOC, All Subjects. **Root Cause:** Implementing language-rich strategies to support students who are Emergent Bilinguals is not consistent across all subjects.

School Culture and Climate

School Culture and Climate Summary

Our school culture and climate at Cleveland High School is focused on helping students become successful both academically and socially. We are a student-driven campus that emphasizes overcoming challenges, achieving goals, and becoming lifelong learners and productive citizens. We emphasize that a successful school environment involves the staff, students, and community.

School Culture and Climate Strengths

We are composed of compassionate, diligent, and dedicated teachers and staff members who are willing to meet our students needs. Our staff is also dedicated to providing high levels of learning to **all** students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Increase opportunities to build relationships between our students, staff, and school community. **Root Cause:** Communication is not consistent from school to home.

Problem Statement 2: Increase student participation in extracurricular activities. **Root Cause:** Students are not able to participate due to a variety of reasons (i.e. transportation, family obligations, economic status).

Problem Statement 3: Increase staff involvement in promoting and competing in Academic UIL events. **Root Cause:** Academic UIL has not been a focus for CHS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have 185 teachers - 53% have 0-5 years of experience, 19% have between 5-10 years, and 16% have 11 or more years of experience, 11% have over 20 years .

Staff Quality, Recruitment, and Retention Strengths

The staff is high energy, flexible, and open to learn new instructional practices.

Five instructional coaches support core areas and are strictly focused on supporting teachers and instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Increase professional learning opportunities for new teachers. **Root Cause:** Targeted support for new teachers through mentorship is lacking.

Problem Statement 2: Increase professional learning opportunities to address blended learning. **Root Cause:** Targeted training and infrastructure for blended learning (i.e. Canvas, Edgenuity, iTutor, web-based resources, online response programs) is lacking.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our schoolwide programs consist of strategies from 7 Steps to a Language-Rich Interactive Classroom, weekly collaborative meetings using the PLC process, weekly professional learning opportunities, book studies, and assistance by five instructional coaches (one for each core subject and STEM).

Curriculum, Instruction, and Assessment Strengths

Our goal is to continue the implementation of the instructional systems (i.e. 7 Steps to a Language-Rich Interactive Classroom, weekly collaborative meetings using the PLC process, checking for understanding, and goal-setting) that have proven successful with our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We must maintain the fidelity of our instructional programs throughout the school year. **Root Cause:** Implementation of instructional programs is not consistent school-wide.

Problem Statement 2: We must continue to develop the PLC process in our collaborative teams. **Root Cause:** Every member of the collaborative team are not trained in answering all parts of the PLC process.

Parent and Community Engagement

Parent and Community Engagement Summary

Our campus is focused on increasing the communication between school and parents. Quarterly outreach programs are planned to help assist our families with the success of their student.

Parent and Community Engagement Strengths

- Positive increase in our parent/teacher conferences.
- Parental support for after school activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Increase opportunities to build relationships between our students, staff, and school community. **Root Cause:** Communication is not consistent from school to home.

School Context and Organization

School Context and Organization Summary

Cleveland High School has 185 teachers with a 24:1 teacher to student ratio. Twenty paraprofessionals are employed to serve our Life Skills and special education instructional support roles. Outside the regular classroom, we also provide an adaptive behavior unit, three Life Skills/Applied classrooms, a behavior mindfulness room, and utilize the inclusion teaching model for our students with special learning needs. Each academic core subject area has a common planning period. This common planning time is utilized for lesson planning, data analysis, curriculum mapping, discussion of campus issues, and collaborative meetings using the PLC. The school day is comprised of seven periods lasting approximately 52 minutes. Electives and CTE courses comprise of a team approach as well. Cleveland High School staff members serve on various school committees: Campus Leadership Team, Campus Improvement Team, Equity Committee, Class Committees (9-12), CHS Climate and Culture Committee, and CHS Positive Behavior Intervention Systems Team.

School Context and Organization Strengths

- Instructional and professional learning support.
- Targeted and collective mission, vision, values, and goals.
- Goal alignment with district.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Consistent implementation of effective instructional practices in every classroom, every day. **Root Cause:** Implementation of effective instructional practices is not consistent in every classroom, bell-to-bell.

Problem Statement 2 (Prioritized): Implementing an effective PLC process for collaborative teams. **Root Cause:** Every member of the collaborative team are not trained in answering all parts of the PLC process.

Technology

Technology Summary

Available Chromebook access in the classroom for each student is limited. Each classroom has access to a mounted ceiling projector. We provide our students access to eSchool Student and Parent Access to check their grades weekly, Google Accounts to increase their online access, Canvas for classroom instructional delivery options, and a variety of online programs to help them increase their academic achievement.

Technology Strengths

- Canvas for blended learning.
- Access to technology for teachers and students in and outside the classroom.
- Google Apps campus.
- Instructional technology trainings are offered by the district.

Problem Statements Identifying Technology Needs

Problem Statement 1: Specific support technology training needs to be provided to all staff. **Root Cause:** The integration of a new SIS system has decreased efficiency in campus processes.

Problem Statement 2: The campus needs consistent access to technology throughout the building. **Root Cause:** The lack of internet bandwidth has decreased efficiency in campus processes and effectiveness of instruction.

Priority Problem Statements

Problem Statement 1: Increase the overall academic performance to meet or exceed the state average on STAAR EOC, All Subjects.

Root Cause 1: Gaps in student learning exist due to a variety of circumstances (i.e. altered learning environment caused by COVID, economic status, high mobility, family dynamic, social-emotional well-being).

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Close the achievement gaps between student groups on STAAR EOC, All Subjects.

Root Cause 2: Gaps in student learning exist due to a variety of circumstances (i.e. language-barrier, altered learning environment caused by COVID, economic status, high mobility, family dynamic, social-emotional well-being).

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Increase opportunities to build relationships between our students, staff, and school community.

Root Cause 3: Communication is not consistent from school to home.

Problem Statement 3 Areas: School Culture and Climate - Parent and Community Engagement

Problem Statement 4: Implementing an effective PLC process for collaborative teams.

Root Cause 4: Every member of the collaborative team are not trained in answering all parts of the PLC process.

Problem Statement 4 Areas: School Context and Organization





Goals

Revised/Approved: September 30, 2021

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

Performance Objective 1: Opportunities for specific and targeted intervention will occur throughout the year for all EOC tested subjects.





Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: During Advisory, all teachers will provide acceleration opportunities for all students who have not passed a STAAR EOC exam.</p> <p>Strategy's Expected Result/Impact: Teachers will provide targeted acceleration to assist students in closing learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, RtI Teachers, Associate Principal of Curriculum & Instruction.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: iTutor - State: Compensatory Education - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Consultants, pull-out options, or in-class intervention activities will be utilized to increase EOC scores in all tested subjects.</p> <p>Strategy's Expected Result/Impact: Students will receive frequent and targeted intervention based on low performing TEKS to increase the passing rate on STAAR EOC Exams.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, RtI Teachers, and the Associate Principal of Curriculum and Instruction.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: EOC intervention materials - Title I Part A-Improving Basic Programs - \$3,900</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: Cleveland High School will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 2: Enhance programs and processes to address the needs of those students who are identified as at-risk of failing or in danger of not meeting the requirements to be promoted to the next grade level.

Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: The tutorial hub will consist of teachers from core subjects each week after school, Monday through Thursday, to address individual student needs.</p> <p>Strategy's Expected Result/Impact: Students will be able to receive individualized support to improve grades, recover course credit, develop language skills, or receive intervention.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorials- Teachers - State: Compensatory Education - \$350,000, Language development materials and programs - Title III-Bilingual/ESL - \$2,000, Tutorials- Transportation - State: Compensatory Education - \$100,000, Tutorials- Remediation/Intervention Materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the behavioral and academic RtI programs at CHS by identifying student needs quickly and developing a plan for each student to ensure success.</p> <p>Strategy's Expected Result/Impact: Consistent tracking and support will ensure students who have behavioral or academic needs will receive the support they need. Support by Behavior or Academic RtI will be targeted and timely to increase academic performance.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction, Behavior Interventionist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental resources designed to close performance gaps. - State: Compensatory Education - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Develop campus instructional leaders and teachers with clear roles and responsibilities focused on increasing academic achievement.

Evaluation Data Sources: Campus-wide staff directory, defined roles and responsibilities flow chart(s), T-TESS Evaluations, T-PESS Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership will promote campus and district initiatives by providing clear, high expectations, effective feedback, aligned coaching cycles, and regularly scheduled professional development. An administrative tool for observation and feedback will also be utilized.</p> <p>Strategy's Expected Result/Impact: Clear expectations, effective feedback and coaching, and intentional professional development will keep all staff aligned to the campus mission, vision, values, and goals designed to increasing student performance.</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal of Curriculum and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Coaching training, literature, and materials - Title I Part A-Improving Basic Programs - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire highly qualified staff that directly impact student achievement.</p> <p>Strategy's Expected Result/Impact: By providing proper support and growth opportunities, highly qualified staff will invest in our students and community and teacher retention will increase. Increased teacher retention will optimize consistent and effective learning experiences for students.</p> <p>Staff Responsible for Monitoring: District Personnel, Principal</p> <p>Funding Sources: Promotional materials (flyers, poster programs, materials) - Title I Part A-Improving Basic Programs - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Mentor new teachers through professional learning and professional growth opportunities to increase retention and student performance.</p> <p>Strategy's Expected Result/Impact: By providing intentional support and growth opportunities, new</p>	Formative			Summative
	Nov	Jan	Mar	May


teachers will receive the support they need to be more successful in the classroom. Students will benefit from more effective and engaging instruction.


Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: New Teacher Book Study - Title I Part A-Improving Basic Programs - \$5,000

 No Progress

 Accomplished

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



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

Performance Objective 4: On the 2021-2022 EOC English I STAAR, the percentage of students attaining Meets standard will increase at least 10 points (from 31% - 41%) and on the 2021-2022 EOC English II STAAR, the percentage of students attaining Meets standard will increase at least 10 points (from 38% - 48%).

Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams





Strategy 1 Details	Reviews			
<p>Strategy 1: All ELA teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and desegregate data to ensure all students learn at high levels.</p> <p>Strategy's Expected Result/Impact: All students will be provided with instruction that is aligned to the district ELA curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: STAAR EOC intervention materials - State: Compensatory Education - \$30,537, Interactive notebook and formative assessments materials - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and train teachers on a writing framework for expository essays.</p> <p>Strategy's Expected Result/Impact: All students will learn how to write an essay using district aligned strategies.</p> <p>Staff Responsible for Monitoring: ELA Assistant Principal, ELA Instructional Coach</p> <p>Funding Sources: EOC Prep Materials - Title I Part A-Improving Basic Programs - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and train teachers on a writing framework for persuasive essays.</p> <p>Strategy's Expected Result/Impact: All students will learn how to write an essay using district aligned strategies.</p> <p>Staff Responsible for Monitoring: ELA Assistant Principal, ELA Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: EOC Prep Materials - Title I Part A-Improving Basic Programs - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and train teachers on a reading framework through frequent workshop model.</p> <p>Strategy's Expected Result/Impact: All ELA teachers will instruct students using a reading framework designed to increase reading comprehension.</p> <p>Staff Responsible for Monitoring: ELA Assistant Principal, ELA Instructional Coach</p> <p>Funding Sources: Reading framework training and materials (Notice & Note; Gretchen Bernabei), EOC Reading Prep Materials - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: On the 2021-2022 EOC Algebra, the percentage of students attaining Meets standard will increase at least 10 points (from 31% - 41%).





Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: All Math teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and desegregate data to ensure all students learn at high levels.</p> <p>Strategy's Expected Result/Impact: Instruction that is aligned to the district Math curriculum will increase the Math performance for all students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interactive notebook and formative assessments materials - Title I Part A-Improving Basic Programs - \$15,000, STAAR EOC Intervention materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 6: On the 2021-2022 EOC Biology STAAR, the percentage of students attaining Meets standard will increase at least 10 points (from 40% - 50%).





Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: All Science teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and desegregate data to ensure all students learn at high levels.</p> <p>Strategy's Expected Result/Impact: Instruction that is aligned to the district Science curriculum will increase Science performance of all students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interactive notebook and formative assessments materials - Title I Part A-Improving Basic Programs - \$15,000, STAAR EOC Intervention materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All science teachers will increase real world application and hands on activities by incorporating labs for 40% of instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase content knowledge by applying processing skills in a lab setting.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental lab materials and equipment, on-line lab programs - Title I Part A-Improving Basic Programs - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 7: On the 2021-2022 EOC US History STAAR, the percentage of students attaining Meets standard will increase at least 5 points (from 62% - 67%).





Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: All Social Studies teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and desegregate data to ensure all students learn at high levels.</p> <p>Strategy's Expected Result/Impact: Instruction that is aligned to the district Social Studies curriculum will increase Social Studies performance for all students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interactive notebook and formative assessments materials - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All Social Studies teachers will instruct students using document-based learning and TEKS aligned processing skills.</p> <p>Strategy's Expected Result/Impact: Utilizing document-based learning and processing skills will increase critical thinking skills.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: DBQ training and materials - Title I Part A-Improving Basic Programs - \$5,500, STAAR EOC Intervention materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 8: CHS will build a collective, compelling and aligned vision, mission, goals, values focused on a safe environment, high student expectations, and positive school climate and culture.





Evaluation Data Sources: Campus survey, TAPR Report, PBIS Tracking

Strategy 1 Details	Reviews			
<p>Strategy 1: All administrators, teachers, and staff will create a collective and aligned mission, vision, values, and goals for the campus.</p> <p>Strategy's Expected Result/Impact: All staff will have a clear and intentional purpose of what need to be accomplished to improve academic performance for all students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Driven by Vision Consultant - Title I Part A-Improving Basic Programs - \$15,000, Leadership book study and materials - Title I Part A-Improving Basic Programs - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All CHS staff will promote a positive school climate and culture by applying and supporting campus-wide PBIS initiatives.</p> <p>Strategy's Expected Result/Impact: By promoting positive behavior, school climate will be better for students and staff.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Associate Principal of Operations, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 9: Enhance programs and processes to address the needs of those students who are not considered College or Career Ready.





Evaluation Data Sources: CCMR score, CTE certifications, TSI scores, AP scores, SAT scores, ACT scores, ASVAB scores

Strategy 1 Details	Reviews			
<p>Strategy 1: The advanced academic lab will consist of teachers from advanced courses (i.e. Advanced Placement, Dual Credit, and College Prep) each week after school, Monday through Thursday, to address individual student needs.</p> <p>Strategy's Expected Result/Impact: The advanced academic lab will increase student scores and performance in advanced courses.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Curriculum and Instruction, Associate Principal of Operations, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Advanced tutorial teachers & transportation - State: Compensatory Education - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Advanced course teachers will provide opportunities to accelerate and remediate student learning throughout the school year for advanced courses and testing.</p> <p>Strategy's Expected Result/Impact: 20% more students will pass advanced courses and advanced exams.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: SAT, ACT, & TST test prep materials - State: Compensatory Education - \$50,000, AP test prep materials - State: Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Advanced course teachers will be provided professional growth opportunities and will develop their processes and instruction to help students meet the targeted rigor of the course or test.</p> <p>Strategy's Expected Result/Impact: 20% more students will pass advanced courses and advanced exams.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction.</p> <p>Funding Sources: Advanced course teacher trainings and materials - Title I Part A-Improving Basic Programs - \$32,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 10: On the 2021-2022 EOC, the percentage of students who are Emergent Bilinguals attaining Meets standard will increase at least 10 points (from 17% - 27%).





Evaluation Data Sources: Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs), Benchmarks, STAAR EOC Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will incorporate language-rich learning strategies during instruction.</p> <p>Strategy's Expected Result/Impact: Language-rich learning strategies will increase performance of students who are Emergent Bilinguals in all tested subjects.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction, Instructional Coaches, Bilingual RtI</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental materials for formative assessments - Title III-Bilingual/ESL - \$24,845, Consultants, training, materials for interventions - State: Bilingual/ESL Funds - \$20,000, Seidlitz Consultant - Title III-Bilingual/ESL - \$47,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Implement and monitor a system of common planning through which collaborative teams will develop comprehensive lesson plans that include content (alignment to the rigor of TEKS), instruction (high yield strategies), and assessment.

Evaluation Data Sources: PLC documents, sign-in sheets, developed formative assessments, CFA data, CBA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a consultant to provide feedback on the process of collaborative teams.</p> <p>Strategy's Expected Result/Impact: Teachers who invest in the PLC process are committed to achieving student growth and success.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction, Instructional Coaches, Assistant Principals</p> <p>Funding Sources: Driven by Vision Consultant - Title I Part A-Improving Basic Programs - \$19,418, PLC Training - Title I Part A-Improving Basic Programs - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and monitor collaborative teams using the PLC process (i.e. ensure collaborative have established norms, agendas, team leads, 4 PLC questions).</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction, Instructional Coaches, Assistant Principals</p> <p>Funding Sources: PLC materials and books - Title I Part A-Improving Basic Programs - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Cleveland High School will strengthen parent, community, and business involvement.


Performance Objective 1: CHS will actively promote student achievement and programs on multiple social media outlets.

Evaluation Data Sources: Social media impressions

Strategy 1 Details	Reviews			
<p>Strategy 1: Assigned campus administrators will post student achievement and program updates on social media and campus announcements weekly.</p> <p>Strategy's Expected Result/Impact: Promotion of student activities will increase student participation.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Operations</p> <p>Funding Sources: Promotional programs (i.e. Canva, Smore) - Title I Part A-Improving Basic Programs - \$5,000, Translation programs and materials - State: Bilingual/ESL Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a monthly community coffee with the principal.</p> <p>Strategy's Expected Result/Impact: Open and transparent communication will increase school , parent, and student relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Refreshments - Title I Part A-Improving Basic Programs - \$100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide more social and emotional support for students.</p> <p>Strategy's Expected Result/Impact: Students who meet with counselors and are given tools to handle situations like anxiety, depression, substance abuse, and stress are more likely to perform better in school.</p> <p>Staff Responsible for Monitoring: Associate Principal of Curriculum and Instruction, Counselors</p> <p>Funding Sources: SEL Consultants - State: Compensatory Education - \$50,000, SEL Training for Counselor - State: Compensatory Education - \$25,000, SEL Materials - State: Compensatory Education - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished





 Continue/Modify

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Goal 3: Cleveland High School will strengthen parent, community, and business involvement.

Performance Objective 2: CHS will provide more opportunities and resources to increase parent involvement.

Evaluation Data Sources: Event sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will develop a parent advisory committee and meet once a month to discuss campus progress and updates.</p> <p>Strategy's Expected Result/Impact: Providing an opportunity for parental input and involvement will increase school , parent, and student relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Refreshments - Title I Part A-Improving Basic Programs - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will increase communication with all parents regardless of language barrier.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents through the use of multiple communication applications will create a positive relationship between the school, parents, and students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal of Operations</p> <p>Funding Sources: Title III event materials, brochures, and refreshments - Title III-Bilingual/ESL - \$1,000, Translation programs - State: Bilingual/ESL Funds - \$7,162</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	EOC intervention materials		\$3,900.00
1	3	1	Coaching training, literature, and materials		\$10,000.00
1	3	2	Promotional materials (flyers, poster programs, materials)		\$1,000.00
1	3	3	New Teacher Book Study		\$5,000.00
1	4	1	Interactive notebook and formative assessments materials		\$15,000.00
1	4	2	EOC Prep Materials		\$5,000.00
1	4	3	EOC Prep Materials		\$5,000.00
1	4	4	Reading framework training and materials (Notice & Note; Gretchen Bernabei), EOC Reading Prep Materials		\$15,000.00
1	5	1	Interactive notebook and formative assessments materials		\$15,000.00
1	6	1	Interactive notebook and formative assessments materials		\$15,000.00
1	6	2	Supplemental lab materials and equipment, on-line lab programs		\$20,000.00
1	7	1	Interactive notebook and formative assessments materials		\$15,000.00
1	7	2	DBQ training and materials		\$5,500.00
1	8	1	Driven by Vision Consultant		\$15,000.00
1	8	1	Leadership book study and materials		\$5,000.00
1	9	3	Advanced course teacher trainings and materials		\$32,000.00
2	1	1	Driven by Vision Consultant		\$19,418.00
2	1	1	PLC Training		\$15,000.00
2	1	2	PLC materials and books		\$5,500.00
3	1	1	Promotional programs (i.e. Canva, Smore)		\$5,000.00
3	1	2	Refreshments		\$100.00
3	2	1	Refreshments		\$500.00
Sub-Total					\$227,918.00
Budgeted Fund Source Amount					\$227,918.00
+/- Difference					\$0.00

Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Language development materials and programs		\$2,000.00
1	10	1	Supplemental materials for formative assessments		\$24,845.00
1	10	1	Seidlitz Consultant		\$47,000.00
3	2	2	Title III event materials, brochures, and refreshments		\$1,000.00
Sub-Total					\$74,845.00
Budgeted Fund Source Amount					\$74,845.00
+/- Difference					\$0.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iTutor		\$80,000.00
1	2	1	Tutorials- Teachers		\$350,000.00
1	2	1	Tutorials- Transportation		\$100,000.00
1	2	1	Tutorials- Remediation/Intervention Materials		\$10,000.00
1	2	2	Supplemental resources designed to close performance gaps.		\$5,000.00
1	4	1	STAAR EOC intervention materials		\$30,537.00
1	5	1	STAAR EOC Intervention materials		\$10,000.00
1	6	1	STAAR EOC Intervention materials		\$10,000.00
1	7	2	STAAR EOC Intervention materials		\$10,000.00
1	9	1	Advanced tutorial teachers & transportation		\$100,000.00
1	9	2	SAT, ACT, & TST test prep materials		\$50,000.00
1	9	2	AP test prep materials		\$10,000.00
3	1	3	SEL Consultants		\$50,000.00
3	1	3	SEL Training for Counselor		\$25,000.00
3	1	3	SEL Materials		\$25,000.00
Sub-Total					\$865,537.00
Budgeted Fund Source Amount					\$865,537.00
+/- Difference					\$0.00

State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Consultants, training, materials for interventions		\$20,000.00
3	1	1	Translation programs and materials		\$5,000.00
3	2	2	Translation programs		\$7,162.00
Sub-Total					\$32,162.00
Budgeted Fund Source Amount					\$32,162.00
+/- Difference					\$0.00
Grand Total					\$1,200,462.00

Addendums