

# **Cleveland Independent School District**

## **District Improvement Plan**

**2021-2022**



# 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 independent school district northeast of Houston. The Texas Education Agency (TEA) has labeled CISD as a hyper-growth district and indicated we are the fastest growing district in Texas, as of October 9, 2019. Our rate of growth is 114%. As of September 17, 2021, 10,670 students were enrolled in CISD, an increase of 1,782. Cleveland ISD consists of nine campuses: Cleveland High School, Cleveland Middle School, Southside Elementary, Northside Elementary, Eastside Elementary, Cottonwood Elementary, Pine Burr Elementary, Douglass Learning Academy (Alternative Education/Dropout Recovery Program) and DAEP. Our elementary schools serve Pre-K thru 5th grades.

### Student Groups by Percent

	<b>Afr-Am</b>	<b>Hisp</b>	<b>Wht</b>	<b>As/PI</b>	<b>Nat Am</b>	<b>SPED</b>	<b>LEP</b>	<b>At Risk</b>	<b>Eco Dis</b>
2020-2021	3.8	83.42	11.27	0.04	0.2	8.46	51.89	66.03	93.67
2019-2020	4.6	79.43	14.26	0.04	0.24	8.14	46.99	64.9	90
2018-2019	5.38	74.61	17.82	0.05	0.29	7.49	42.48	66.81	86.41

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. In an effort to accomplish this vision in a hyper-growth district, we must intentionally plan for future infrastructure, academics, and community engagement. Improved or additional academic structures include schools, technology, transportation, and the development of systems and structures to plan appropriately for our growth. Academically, due to the increased enrollment of Emerging Bilingual students, formerly English Learners (EL), and Economically Disadvantaged students CISD is also in great need of bilingual teachers, certified and experienced teachers, instructional resources, and professional development to support our unique learners. Our district must continue to focus our efforts on the needs of students and families through community engagement opportunities that support students in their learning and families with the resources and tools to ensure their students are successfully attaining their academic goals. To support our highly mobile and bilingual students, our efforts are focused on meeting their academic needs through professional learning centered on language acquisition through the adopted practices of sheltered instruction.

### Demographics Strengths

Increased diversity

Families are eager to be involved in the academic development of their childrent and the growth of the school district

Developing systems to support our represented student groups

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Meeting the diverse needs of every student in every classroom **Root Cause:** The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

# 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	EB
ALL SUBJECTS	2021	55	47	54	60	32	54	42
	2019	66	54	66	70	42	65	62
	2018	69	60	68	73	50	68	64
READ / ELA	2021	54	46	54	57	27	53	42
	2019	61	49	60	66	36	58	56
	2018	63	54	62	70	42	62	47
WRITING	2021	39	41	38	46	17	37	27
	2019	55	52	53	62	28	54	52
	2018	57	50	57	58	53	57	54
MATH	2021	57	49	57	62	37	56	49
	2019	74	61	75	76	50	74	74
	2018	78	67	79	77	58	77	78
SCIENCE	2021	56	46	55	63	36	55	39
	2019	66	52	66	74	47	65	59
	2018	71	64	69	79	50	70	63
SOC ST	2021	63	64	62	77	54	63	41
	2019	70	61	69	74	42	70	56
	2018	69	64	66	76	57	68	55

Indicator	Year	District	Af Am	Hisp	Wht	SpEd	Eco	EB
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Due to the national and state of emergency, there was no student testing data for the 2019-2020 school year.

## Graduation Rates

### 4-year Longitudinal Graduation Rate /TAPR

Class of	District	Af Am	Hisp	Wht	SpEd	EcoDis	EB
2020	88.3	93.1	89.0	87.0	96.8	88.0	82.8
2019	84.8	82.8	85.6	82.1	75.0	84.8	75.2
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

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

Class Of	District	Af Am	Hisp	Wht	SpEd	EcoDis	EB
2019	89.7	89.3	90.7	86.6	85.7	88.7	85.8
2018	87	86.4	87.5	85.6	90	87.9	78
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

## Graduation Rate Summary

CISD's overall graduation rate continues to increase. Graduation rates for the district have increased 5.4%.

## Student Attendance (PEIMS)

YEAR	District	Af Am	Hisp	Wht	SpEd	EcoDis	EB
2020-2021	92.2	92.97	92.2	91.98	91.53	92.09	92.7
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

## Annual Dropout Rate (9-12) TAPR

SCHOOL YEAR	District	Af Am	Hisp	Wht	SpEd	EcoDis	EB
2019-2020	0.6	0.0	0.7	1.1	0.0	0.7	0.5
2018-2019	2.4	0.8	2.2	2.8	1.4	2.5	3.2
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

District Goal is < 1%

Cleveland ISD attendance rate is 92.2% down 3.47% from the previous year. Due to COVID-19, the district did not reach its goal of 98% for the 2020-2021 school year. The district will continue to monitor and document attendance for all students. Campuses will follow district procedures and protocols to address truancy needs.

The district annual dropout rate is 0.6% a decrease from 2.4% in 2019. CISD has implemented a dropout recovery plan allowing overaged middle school students 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, and encourage school attendance and completion are needed. Strategies to increase rigor and differentiated instruction are also needed to meet the academic demands of learning loss caused by COVID-19. 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 pathways and certifications. 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.

CISD's 2021-2022 attendance goal is 95%.

## Student Achievement Strengths

All STAAR tested subject areas, with the exception of Social Studies declined 3% or more in academic achievement. Three student groups who made academic gains by 3% points or more include African American, White, and Special Education.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Due to low student attendance caused by COVID-19, students did not receive nor engage in differentiated instruction provided daily in the classroom. **Root Cause:** Families were cautious about sending students to school and poor internet connectivity and access to devices prevented many from engaging online or accessing CANVAS.

**Problem Statement 2:** A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause:** Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.



# District Culture and Climate

## District Culture and Climate Summary

### Facilities Information

Recognizing the continuous growth in the community, and the aging of existing infrastructure, including school buildings, Cleveland ISD passed a bond election in May 2017 and again in November 2019. Elementary 6 and Middle School 2 are scheduled to open in the 2022-2023 school year. Documented student growth and the increased need for educational space, renovations, technology, 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. To illustrate the need for improvements in infrastructure, two elementary schools have opened in the past two years, Pine Burr Elementary and Cottonwood Elementary. Cleveland High School expanded to almost double its occupancy, and a Service Center was built to house operational departments, such as Maintenance and Transportation, as they too have expanded to serve the growing needs of our community. CISD now has five PK - 5th grade campuses. The Cleveland ISD Board of Trustees called for an additional bond referendum for November 2021 to address the increase in enrollment and the need for new schools, specifically a high school.

### School Climate

The school community has a common goal. It is 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. Data is collected through GearUp from teachers reflecting on professional learning, instruction, and school climate. More data from families needs to be collected to ensure we analyze specific feedback for continuous improvement.

### 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. Professional Learning will be implemented for staff to recognize behaviors associated with bullying and harassment and suicide awareness and prevention. We have also entered into an agreement with Tri County Youth Services to provide services to assist counselors in providing services to students and families who might not have the personal means to privately secure services.

The district assesses the disciplinary environment of campuses on a regular basis. Non-violent Crisis Intervention is available for staff and regular trainings are held twice yearly. Positive Behavior Intervention Support(PBIS) is being incorporated at the campuses. Ripple Effects and Character Strong are two behavioral supports CISD is implementing to proactively support behavior and character development.

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.

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

Cleveland ISD Police Department engages in drills and collaborates and trains with city, county, and state policing agencies.

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

Small class sizes in elementary

Attendance/Dropout Liaison

Ripple Effects and Character Strong

Positive Behavior Intervention Supports

Positive Family and Community Feedback

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

**Problem Statement 1:** Aging and traditional academic structures and systems make it difficult to plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

# 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
2020-2021	137	386	60	125	319	1	4	14
2019-2020	131	349	54	101	314	0	5	6
2018-2019	114	307	43	90	277	1	5	5

#### Teachers by degree

School Year	No Degree	Bachelors	Masters	Doctorate
2020-2021	1	641	116	4
2019-2020	1	401	73	5
2018-2019	1	365	53	2

#### Teachers by Experience

School Year	Beginning	1-5 Yr(s) Experience	6-10 yrs	11-20 yrs	>20 yrs
2020-2021	145	348	109	107	53
2019-2020	87	220	71	70	32
2018-2019	75	193	63	60	31

On average, 79% of Cleveland ISD teachers have less than 10 years of experience. Many new teachers to the district are also new to teaching. Therefore, CISD has developed a New Teacher Academy. CISD continues to revise the salary structure to remain competitive with surrounding markets. Improving stipends is a priority, especially in content areas with teacher shortages.

CISD continues to retain most administrative staff and we continue to add positions to support the hyper-growth we are experiencing in CISD. New or additional positions range from central office personnel, both administrative and instructional, as well as bus drivers, teachers, and Child Nutrition Staff. Specific areas we continue to address are the need for bilingual, special education, CTE teachers and instructional coaches, not only in core content areas, but also for our bilingual programs.

## Professional Development

Each year, Cleveland ISD evaluates the professional learning needs of its employees. The data collected from this evaluation drives the design and development of our professional learning plans. Data indicates specific needs to campuses or departments, but also highlights the growing needs of the district. Our Coordinator of Professional Learning supports the development and implementation of our district plan. Data indicates a growing need for instructional and behavioral support, support for Emergent Bilinguals, and training that addresses low socio-economic student groups for our campuses. Instructional professional learning targets include differentiated instruction, sheltered instruction, data disaggregation and informed lesson design, digital learning, and improving instructional rigor through Professional Learning Communities. To meet these targets, professional learning for administrators and teachers includes data evaluation and application in lesson design and delivery to support the learning needs and academic success of all student groups. Data review focuses on local and state assessments, screening data from various instructional platforms, and other norm and criterion assessments. Writing across all content areas is an expectation and will be included in lessons. Professional Learning will also be available to teachers and administrators to improve instruction in specific content areas, including CTE. Additionally, Instructional Coaches continue to be identified as a need to assist campuses and teachers with data disaggregation of all local and state assessments and to provide administrators and teachers and students with instructional support and feedback.

Behaviorally, we are seeing a growing need for social-emotional learning, especially in the areas of anxiety, anger, and inappropriate attention-seeking behaviors. We continue to evaluate our needs and gather feedback to ensure our plan accurately reflects student behaviors and the appropriate professional learning to equip our teachers and administrators with the skills and tools required to address disruptive behaviors. Ripple Effects and Character Strong programs address these needs and prepare our teachers to identify them and respond appropriately.

New teachers are enrolled in the New Teacher Academy for the entirety of their first year of practice. First year teachers are offered a series of relevant topics presented by district leaders. This professional learning helps to develop more effective teachers through monthly opportunities to meet and learn from these individuals.

Opportunities for required training, such as Gifted and Talented and CPI, will be provided throughout the year to ensure all teachers are able to attend and earn compliance hours.

Campus teachers and administrators will also work collaboratively, through the T-TESS process, to determine areas of professional learning to ensure student learning. Eduphoria Strive has been added to ensure continuous monitoring of instruction, including participation in professional learning.

All teachers and staff participate in mandated trainings through Vector Solutions.

Leadership development experiences are in place and designed to support current campus and district administrators in meeting the growing demands of our community and student populations.

The Aspiring Leadership Academy, currently in its sixth year, was designed to grow leaders internally and ensure a leadership pipeline, as CISD continues to add schools and central office personnel to support instruction and our growing infrastructure. Additionally, as a measure of continuous improvement, the Academy is offering leadership development specific to various positions to provide a more expansive pipeline to support the growing needs of our district.

## Staff Quality, Recruitment, and Retention Strengths

Instructional Coaches at all Title I campuses

Continuous review salary and stipend structures to ensure CISD is competitive in the current market

Recruiting Stipend

Implementation of the full one-way 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:** A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Department of Curriculum and Instruction is responsible for meeting the academic and behavior needs of all students to ensure academic success and future possibilities. Areas of focus include initial instruction, intervention and remediation, assessment, Student Services, Multilingual, PEIMS, professional learning, and counseling. Over the past three years, this department has grown in size to ensure the design and alignment of a flexible and viable curriculum and grown teachers to ensure that it is delivered through high quality and high yield instructional methodologies. In the Spring of 2021, the Curriculum and Instruction Department rewrote the curriculum to address the learning loss experienced through COVID and prepared teachers and administrators for the 2021-2022 school year through professional learning opportunities. In addition to designing new curriculum, Curriculum and Instruction identified the need of training teachers and administrators in Sheltered Instruction, specifically through *7 Steps to a Language-Rich Interactive Classroom* and *Sheltered Instruction in Texas*.

## Curriculum, Instruction, and Assessment Strengths

Alignment of Curriculum

Focus on Sheltered Instruction for all content areas

Writing across the curriculum

Ripple Effect

Character Strong

Identifying and implementing appropriate instructional resources

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Overall, CISD students performed poorly on state assessments. **Root Cause:** There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

# 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 Parents Involved in Education (PIE) will be expanded for families to be more involved with their student's academic development. 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 through campus and district communication mediums and through our local media. Documentation for meetings will be maintained at the campus level with sign-in sheets, agendas, and minutes. The district will also offer parent meetings for specific student groups, such as Gifted and Talented, Bilingual/ESL and Special Education. CISD will continue to offer activities and events to encourage and support family engagement.

The district has committed to finding family engagement opportunities to increase parental involvement for all student groups, especially for the parents of the district's Emergent Bilingual and At-Risk students. Additional activities include increasing community involvement regarding the district's academic achievement and assisting parents with technology. CISD also provides ESL and GED classes for families.

## Parent and Community Engagement Strengths

Campus newsletters

Local Newspaper

HS Television Station (Cable Channel 4) and Radio Station

District's Website

School Messenger

Remind

Class Dojo

Translation of communications from English to Spanish

A Parent University will be offered to parents of Pre-K thru 2nd grade students

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

A minimum of three parent activities will be offered at each campus for Emergent Bilingual families

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Lack of parent involvement throughout the district. **Root Cause:** CISD's aging and traditional academic structures and systems, due to the hypergrowth and

lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.



# District Context and Organization

## District Context and Organization Summary

Cleveland ISD has a Cabinet structure that consists of the Superintendent, Deputy Superintendent, Assistant Superintendent of Curriculum & Instruction, Assistant Superintendent of Human Resources, and the Chief Financial Officer. The Assistant Superintendent of Curriculum & Instruction also oversees the Director of Elementary Schools, Director of Secondary Schools, and campus instructional specialists. The Assistant Superintendent for Human Resources also supervises the Executive Director of Technology and his team.

This year, the position of Executive Director for Ancillary Services was created to support Directors leading Child Nutrition, Transportation, and the Custodial and Maintenance Departments.

The Director of Administrative Services acts as the Title IX Coordinator, COVID District Coordinator, and supports the interpretation and implementation of school board policy and legislative updates.

Cleveland ISD maintains its own Police Department with a Chief of Police.

# Technology

## Technology Summary

Cleveland ISD is a hypergrowth district for the 2020-2021 school year. The Technology Department is working daily to maintain adequate technology resource availability to all campuses, staff, and 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 to support them in potential future endeavors.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Intermittent signal on campuses and throughout district **Root Cause:** Cleveland ISD is dependent on an internet service provider with a single access route.

# 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
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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**

- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**



- Budgets/entitlements and expenditures data








# 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 achievement 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 2022 test administration.

**Evaluation Data Sources:** STAAR, Benchmark Data



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create district curriculum and coursework to ensure vertical and horizontal alignment of standards. <b>Strategy's Expected Result/Impact:</b> Deeper understanding of TEKS across grade levels and content ; Professional Learning Communities will be able to disaggregate data and determine appropriate interventions; Close achievement gaps; Continuity of instruction design and delivery <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Content Specialists; Campus Administrators; Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - State: Compensatory Education, - ESSER III, - TCLAS, - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer support programs for students transitioning into Kindergarten, middle school, or high school. <b>Strategy's Expected Result/Impact:</b> Increase readiness levels to engage with new content; Improve levels of maturation to support learning; Students exposed proactively to new schedules and expectations <b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary Schools; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Align assessments with TEKS and the level of rigor as outlined in the new curriculum. <b>Strategy's Expected Result/Impact:</b> Data will provide accurate reflection of academic achievement gaps; Intentional and personalized intervention lessons for students <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Campus Principals; Instructional Coaches; Content Specialists  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - TCLAS, - Title I Part A-Improving Basic Programs, - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide opportunities for professional development for all teachers in utilizing differentiated instructional strategies to personalize instruction and behavior management to support all students and student groups in their learning. <b>Strategy's Expected Result/Impact:</b> Mastery of TEKS; Increase level of rigor in delivery and design of instruction; Improve accountability ratings <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Coordinator of Multilingual; Director of Student Services  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement, - Title IV, - GEAR UP, - Local Funds, - Title I Part A-Improving Basic Programs, - Title III-Bilingual/ESL, - State: CTE Funds, - State: Compensatory Education, - ESSER III	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop an implementation plan for full day Pre-K opening 2022-2023. <b>Strategy's Expected Result/Impact:</b> Improved literacy and number sense in the primary grades Accelerated language acquisition <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Director of Multilingual  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title III-Bilingual/ESL, - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**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 2021-2022.

**Evaluation Data Sources:** STAAR, EOC, College and Career Readiness, Advanced Placement exams

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Improve College and Career Readiness completion by disaggregating data to identify students needing to meet one or more criteria. <b>Strategy's Expected Result/Impact:</b> Improve CCR data for accountability; Increase in the number of students who are college and career ready <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Director of Special Services; Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Perkins Funding (CTE), - Title I Part A-Improving Basic Programs, - CCMR Outcomes Bonus, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses will provide supplemental evidence-based resources and materials for primary literacy and foundational math instruction. <b>Strategy's Expected Result/Impact:</b> Reduce the number of students entering middle school 2-3 years below grade level; Increase the number of students identified as Meets and Masters; Increase the number of students meeting CCR in high school; Acceptance to career certification programs and colleges; Increase of students completing post-secondary programs; Decrease in dropout rates <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Principal; Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - TCLAS, - Instructional Materials Allotment, - Title I Part A-Improving Basic Programs, - Title III-Bilingual/ESL, - GEAR UP, - State: CTE Funds, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
				




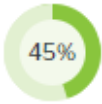
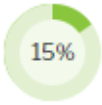
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement dropout prevention and recovery plans, including enrollment at Douglass Learning Academy, to assist with dropout recovery, credit recovery and initial credit for At- Risk students. <b>Strategy's Expected Result/Impact:</b> Decrease in dropout rates; Increase in four year graduation rates <b>Staff Responsible for Monitoring:</b> Principals; Counselors; Drop-out Recovery Liaison  <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - State: Compensatory Education, - Texas Dropout Recovery Performance Pay, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with campuses and local agencies to provide services and supplies for identified homeless to meet their academic goals. <b>Strategy's Expected Result/Impact:</b> Equitable learning opportunities for all students; Decrease in dropout; Increase in CTE certification and pathway completer rates <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Offer post-secondary testing to students during the school day to ensure all students have the appropriate college and career testing opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolling in college or other post-secondary institutions; Ability to disaggregate college readiness data to improve curriculum and instruction and scores on post-secondary exams <b>Staff Responsible for Monitoring:</b> Principals; Counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - GEAR UP, - Title I Part A-Improving Basic Programs, - Title IV	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase the number of students enrolling in advanced course offerings by conducting recruiting events at both middle and high school campuses. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in advanced courses; Increase in the number of	Formative			Summative
	Nov	Jan	Mar	May






students applying to college; Increase in the number of students completing college or other post-secondary programs; Develop a growth mindset in students who may not have realized their post-secondary potential; Improve Advanced Placement scores; Increase in the number of college hours students complete upon graduation <b>Staff Responsible for Monitoring:</b> Principal; Counselors  <b>Title I Schoolwide Elements: 2.5</b>	<div><div></div><div>50%</div></div>			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div><div></div><div>→</div></div><div>Continue/Modify</div></div><div><div><div></div><div>✗</div></div><div>Discontinue</div></div></div>				

**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 includes professional learning and implementation plans that focus on strengthening primary literacy and foundational math skills for all students as demonstrated by an increase of 38% at the Meets level on 3rd grade STAAR Reading by the end of the 2021-2022 school year.

**Evaluation Data Sources:** CBA data, STAAR data, Early Literacy screeners



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the Professional Learning Community model to increase the percentage of students attaining Meets or Masters levels on STAAR testing in grades 3-12. <b>Strategy's Expected Result/Impact:</b> Disaggregation of data informs design and delivery of instruction; Design intervention lessons to personalize instruction for students; Increase level of rigor in initial design and delivery of content; Close achievement gaps more efficiently and with a sense of urgency <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Principal; Instructional Coaches; Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - ESSER III	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing professional development to all staff relating to Special Education instruction and behavior supports specific to the individual needs of each Special Education student. <b>Strategy's Expected Result/Impact:</b> Decrease in Special Education dropout rates; Increase in Special Education students attaining Meets and Masters; Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Student Services  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Local Funds, - IDEA Special Education, - State: Special Education Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Mutli-tiered System of Supports, formerly Response To Intervention, professional learning to classroom teachers, instructional coaches, and campus administration that focuses on the disaggregation of data and personalization of instruction. <b>Strategy's Expected Result/Impact:</b> Students closing achievement gaps over a shorter time period; Students will be known by their strengths and needs; Ability to identify specific academic gaps and design personalized instruction to close them <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Model and incorporate evidence-based practices in professional learning to support all student groups in meeting their academic goals. <b>Strategy's Expected Result/Impact:</b> Personalize instruction for all student groups based on academic needs as identified through data analysis; Increase in the number of students meeting academic goals; Improve accountability scores; Academic gaps closing more efficiently and more timely; Improve the design and delivery of instruction; T-TESS Observation and Walkthrough scores improve <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Coordinator of Professional Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - GEAR UP, - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: CTE Funds, - TCLAS, - ESSER III	Formative			Summative
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<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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, all instructional leaders and classroom teachers will use data in alignment with the TEKS to drive instructional decisions and monitor outcomes.

**Evaluation Data Sources:** STAAR data, CBA data, Early Literacy and Math Screeners, Benchmarks



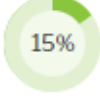
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze assessment data to personalize instruction and identify professional learning needs to improve student achievement. <b>Strategy's Expected Result/Impact:</b> Alignment of assessments with curriculum; Increase in the design and delivery of rigorous instruction; Personalize interventions for students; Professional Learning Communities are able to identify specific TEKS and skills needed for intervention/remediation <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Coordinator for Professional Learning; Principals; Assistant Principals; Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - TCLAS, - Title I Part A-Improving Basic Programs, - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish a system for identifying digital tools to enhance learning in classrooms and provide additional academic data to make informed instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increase use of digital learning tools; Students are able to create products illustrating their depth of knowledge around specific TEKS; Students are able to connect content <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Executive Director of Technology; Director of Digital Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Perkins Funding (CTE), - Title III-Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	May
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Analyze Advanced Placement assessment data to identify district and campus instructional needs. <b>Strategy's Expected Result/Impact:</b> Increase in Advanced Placement enrollment; Increase in Advanced Placement exam scores; Rigorous design and delivery of instruction aligned with College Board expectations <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Principal  <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Local Funds	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 1:** Continuously improve and evaluate systems for teacher recruitment and retention and ensure 100% of our faculty and staff meet the professional standards required for educators.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluate salary and stipend structures for hard to fill positions, specifically in the content areas of Bilingual/ESL, secondary mathematics and composite science, Languages Other Than English (LOTE), Career and Technology Education (CTE), Special Education, and Reading. <b>Strategy's Expected Result/Impact:</b> Recruit and retain high quality educators; Improve accountability scores and Results Driven Accountability data <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Human Resources; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Local Funds, - IDEA Special Education, - IDEA PK, - Title IIA-Principal and Teacher Improvement	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire fully certified teachers to ensure our vacancy rate is less than 5%. <b>Strategy's Expected Result/Impact:</b> Fewer teacher vacancies at each campus; Decrease in the number of District of Innovation exemptions; Decrease in the number of waivers and exemptions for Bilingual/ESL teachers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Human Resources Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - TCLAS, - Local Funds, - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional learning opportunities to ensure 100% of our faculty and staff meet and can demonstrate the professional learning standards and competencies required by the Every Student Succeeds Act (ESSA). <b>Strategy's Expected Result/Impact:</b> Improve accountability ratings; Increase the number of students attaining academic goals <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Human Resources; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement	Formative			Summative
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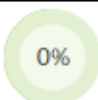
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Reduce teacher turnover rates to reflect +/- 5% of Region IV's average. <b>Strategy's Expected Result/Impact:</b> Improve culture and climate; Highly trained and skilled instructional leaders and classroom teachers; Improve academic accountability scores <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources; Principals; Assistant Superintendent of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue mentor programs for first year teachers, new employees, and assistant principals. <b>Strategy's Expected Result/Impact:</b> Improve academic accountability scores; Retention of new employees or individuals in new roles <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources; Coordinator of Professional Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement, - Local Funds	Formative			Summative
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





**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 monthly enrollment and report projections to accommodate future staffing needs by February of each year for the following school year.

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


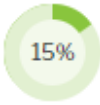
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitoring of district enrollment to determine growth patterns for campuses, grade levels, and student groups. <b>Strategy's Expected Result/Impact:</b> Develop systems of readiness to support hypergrowth; Able to hire qualified staff to fill positions as they are posted due to increased enrollment <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Director of Administrative Services  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Local Funds - \$0	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host and attend local job fairs to attract applicants for certified and non-certified positions. <b>Strategy's Expected Result/Impact:</b> Improved applicant pool; Fill positions in a more timely manner <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Human Resources  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop a three year plan that addresses instructional infrastructure needs, such as classroom and facility improvements, digital learning, and the recruitment of faculty and staff. <b>Strategy's Expected Result/Impact:</b> Develop systems of readiness to support hypergrowth <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Assistant Superintendent for Human Resources; Assistant Superintendent for Curriculum and Instruction; Executive Director of Technology  <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Design the district website to accommodate greater usage for users to new applicants to apply for jobs and for current employees to obtain employment and personnel data. <b>Strategy's Expected Result/Impact:</b> Expansive applicant pool; Fill rate of positions improves; Improved academic accountability rating <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources; Executive Director of Technology  <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Local Funds	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 3:** Increased opportunities for professional learning to support teachers and administrators in the design and delivery of instruction and behavioral supports to improve student achievement and address the learning loss experienced from COVID-19.

**Evaluation Data Sources:** STAAR, EOC, universal screeners, teacher feedback


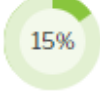

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development opportunities to meet district needs in differentiated instruction, classroom management, and instructional methodologies for Emerging Bilinguals and other special populations. <b>Strategy's Expected Result/Impact:</b> Increase in students attaining academic goals; Build capacity in teachers to design and deliver instruction that meets the needs of all learners <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Coordinator of Professional Learning; Director of Special Services  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - ESSER III, - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - State: CTE Funds, - State: Compensatory Education, - Title IV	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional learning to support students in the area of career and college readiness through the Gear Up Grant. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students participating in post-secondary programs <b>Staff Responsible for Monitoring:</b> Director of Secondary Schools; Secondary Principals; College and Career Counselor(s); Gear Up Counselor(s); Coordinator of State and Federal Programs  <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - GEAR UP	Formative			Summative
	Nov	Jan	Mar	May
				








Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training to staff on research-based preventative and behavioral intervention strategies such as, but not limited to, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Supports (MTSS), Response to Intervention (RtI), Restorative Practices, Non-Violent Crisis Intervention and use of Ripple Effects.  <b>Strategy's Expected Result/Impact:</b> Create a collaborative approach to discipline management; Foster an inclusive environment to meet the needs of all learners; Decrease in the number of students being assigned to In School Suspension (ISS), Out of School Suspension (OSS) and to the alternative campus for behavior, decrease in the number of bullying reports  <b>Staff Responsible for Monitoring:</b> Coordinator of RtI Director of Special Education Coordinator of SEL Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds, - Title IV	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 1:** Increase family, community and business partner engagement by providing various opportunities during the 2021-2022 school year.

**Evaluation Data Sources:** Calendar of Events; Sign In Sheets




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule district wide events such as, but not limited to, Meet the Teacher Night, Meet the Indians, Fall and Spring Open House. <b>Strategy's Expected Result/Impact:</b> Increase in parent and family participation at every campus <b>Staff Responsible for Monitoring:</b> Director of Elementary Schools; Director of Secondary Schools  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and disseminate a monthly district calendar of events. <b>Strategy's Expected Result/Impact:</b> Increase in parent, family, community and business partner participation at every campus <b>Staff Responsible for Monitoring:</b> Director of Communications  <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase membership in parent organizations at each campus. <b>Strategy's Expected Result/Impact:</b> Increase in parent and family participation at every campus; Improve communications between the campus and parents <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - Local Funds	Formative			Summative
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



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide opportunities that highlight students, alumni, community partners and local businesses through activities such as, but not limited to, Star Student of the Week, Career Day, guest speakers, half-time recognition at high school football games and sponsorship opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in community and business partner participation; Increase in the number of Star Students recognized; Increase in the number of district website viewers <b>Staff Responsible for Monitoring:</b> Superintendent; Director of Communications; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide opportunities for stakeholders to participate in district led initiatives such as, but not limited to, District Educational Improvement Committee (DEIC), Student Health Advisory Committee (SHAC), and HB4545 Advisory Committee. <b>Strategy's Expected Result/Impact:</b> Shared community vision of Cleveland ISD; Expansion of community involvement, collaboration, and partnerships <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Director of Administrative Services  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Participate in community events such as, but not limited to, events sponsored by the Chamber of Commerce, City of Cleveland, and Liberty County. <b>Strategy's Expected Result/Impact:</b> Improved relations between the district and community/business partners <b>Staff Responsible for Monitoring:</b> Director of Communications; Principals  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Facilitate stronger communications and outreach efforts with internal and external stakeholders with timely and transparent communications in the 2021-2022 school year.

**Evaluation Data Sources:** Stakeholder satisfaction surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand district communication methods by improving campus and district websites, social media outlets, automated messenger system, school marquees and written communications. <b>Strategy's Expected Result/Impact:</b> Increase in parents surveyed expressing satisfaction with campus and district communication; Increase usage of websites; Increase number of followers on social media <b>Staff Responsible for Monitoring:</b> Director of Communications; Principals  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish a platform of two-way communication between the district and our stakeholders utilizing Facebook Live, department specific email, and Home Access Center. <b>Strategy's Expected Result/Impact:</b> Increase in parents surveyed expressing satisfaction with campus and district communication; Increase in stakeholders watching Facebook Live; Increase in parents accessing student information using HAC <b>Staff Responsible for Monitoring:</b> Superintendent; Director of Communications; Executive Director of Technology; Coordinator of PEIMS  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct townhall meetings with all stakeholders including junior and senior level high school students, staff, parents, community members and business partners. <b>Strategy's Expected Result/Impact:</b> Stakeholders informed about school district initiatives, opportunities and needs <b>Staff Responsible for Monitoring:</b> Superintendent; Director of Communications  <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Establish a district parent advisory committee. <b>Strategy's Expected Result/Impact:</b> Provide a platform for parent representatives from each campus an opportunity to meet with the superintendent and/or members of the superintendent's cabinet to work collaboratively for the betterment of the district <b>Staff Responsible for Monitoring:</b> Superintendent; Deputy Superintendent; Assistant Superintendents; Director of Administrative Services  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 <b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

**Performance Objective 3:** Increase teacher capacity on how to effectively connect, engage and partner with parents and families of students who have been identified as being at-risk or who are receiving services through special programs.

**Evaluation Data Sources:** Survey results; Eduphoria Strive





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for stakeholders in specialized programs and processes to address the needs of students who have been identified as At-Risk and students receiving services through special programs such as, but not limited to, Gifted and Talented Education, Bilingual Education, Special Education, Career and Technical Education, 504 and Dyslexia. <b>Strategy's Expected Result/Impact:</b> Increase in the ability of stakeholders to meet the needs of all students; Increase in student achievement for all student groups <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Director of Special Education; Coordinator of Multilingual; Coordinator of RtI, Dyslexia, GT and At-Risk; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training for teachers on effective communication, parent involvement, ARD/504 and meeting etiquette. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of complaints regarding lack of communication between the teacher/school and the parents; Increase in satisfaction survey results regarding communication <b>Staff Responsible for Monitoring:</b> Director of Special Education; Director of State and Federal Programs; Coordinator of Social and Emotional Learning ; Coordinators of Response to Intervention, Dyslexia, GT and At-Risk; Counselors; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize Project Education and Eduphoria in conjunction with eSchool Plus to provide an integrated data management system approach to assist teachers and other school staff in making data driven decisions when creating and communicating individual education plans to parents.  <b>Strategy's Expected Result/Impact:</b> Foster a collaborative approach to meet the needs of all learners; Teachers and support staff become proficient in utilizing the integrated data management system; Teachers and support staff are better equipped in creating intervention, remediation and acceleration plans; Parents are well informed about their child's individual education plan  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title III-Bilingual/ESL, - State: Compensatory Education, - Local Funds, - Title I Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Coordinate efforts between the district's truancy office, campus attendance committees and parents/guardians to encourage attendance at school.  <b>Strategy's Expected Result/Impact:</b> Students placed on attendance contracts as a preventive measure; Decrease in drop out rate, increase in graduation rate, district attendance rate at 95% or higher, increase in student achievement  <b>Staff Responsible for Monitoring:</b> Truancy Officers; Principals; Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 4:** Ensure all campuses, departments and facilities are safe, secure and functioning at high levels of efficiency and effectiveness.

**Evaluation Data Sources:** Campus, department and facility needs assessments; Enrollment and projected enrollment; work order completions; completion of bond related items

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct a needs assessment for each campus, department and facility. <b>Strategy's Expected Result/Impact:</b> Identify and prioritize needs <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Executive Director of Operations; Director of Maintenance  <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize an emergency operations plan that is uniform across all campuses, departments and facilities. <b>Strategy's Expected Result/Impact:</b> Improve communications and response time in emergency situations <b>Staff Responsible for Monitoring:</b> Executive Director of Operations; Coordinator of Health and Safety; Chief of Police; Principals  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a discipline matrix that includes the proper PEIMS coding and levels of consequences for administrators from all campuses to use as a guide when addressing discipline infractions. <b>Strategy's Expected Result/Impact:</b> Consistency in processing and reporting of discipline across all campuses; decrease in the number of discipline PEIMS coding errors <b>Staff Responsible for Monitoring:</b> Director of Elementary Schools; Director of Secondary Schools; Coordinator of PEIMS; Principals; Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide results of campus, department and facilities needs assessment to stakeholders. <b>Strategy's Expected Result/Impact:</b> Stakeholders develop an understanding of the operational capacity of the district; Inform exploration of future school bond proposals <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Executive Director of Operations  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Promote safety and security by recognizing and designating district wide events such as, but not limited to, Red Ribbon Week, Child Abuse Prevention Month, and Unity Day. <b>Strategy's Expected Result/Impact:</b> Creating and promoting healthy life style choices; decrease in the number of bullying reports <b>Staff Responsible for Monitoring:</b> Director of Communications; Director of SEL; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement a no tolerance harassment and bullying prevention program that encompasses various topics such as, but is not limited to, dating violence, cyber bullying and digital citizenship instruction and that provides a student alert system that allows students to make anonymous reports and seek assistance. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of bullying reports; increased number of students that report they feel safe while at school Increased awareness and use of the CISD Student Handbook to support students in reporting bullying, harassment, and dating violence. Increased awareness and use of the CISD Counselor's Handbook to support the student's social and emotional recovery from experiencing bullying, harassment, and dating violence. <b>Staff Responsible for Monitoring:</b> Coordinator of SEL; Counselors; Principals; Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Conduct annual safety audits of all campuses and facilities. <b>Strategy's Expected Result/Impact:</b> Establish a routine maintenance program; eliminate deficiencies in the areas of safety and security <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Executive Director of Operations; Coordinator of Health and Safety; Director of Maintenance; Chief of Police  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide online training to all staff members through Vector Solutions including, but not limited to, suicide awareness, prevention and postvention, dating violence, child abuse, and sexual misconduct. <b>Strategy's Expected Result/Impact:</b> Increased awareness of early warning signs, ability to recognize abuse when it is occurring and knowledge of what to do in the event a student is the victim of abuse <b>Staff Responsible for Monitoring:</b> Coordinator of Health and Safety; Counselors; Nurses; Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$8,253,643.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Personnel; Instructional Materials and Supplies; Professional Learning; Contracted Services; Tutorials; Operating Costs

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
		0

# District Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	2	4			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,506,283.00
+/- Difference					\$1,506,283.00

Title IIA-Principal and Teacher Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	3	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$217,706.00
+/- Difference					\$217,706.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	3	4			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	3	1			\$0.00
3	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$474,415.00
+/- Difference					\$474,415.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00

State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	3			\$0.00
2	3	1			\$0.00
3	3	1			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,140,508.00
+/- Difference					\$11,140,508.00
Perkins Funding (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	4			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$66,189.00
+/- Difference					\$66,189.00
IDEA Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,480,459.00
+/- Difference					\$1,480,459.00
IDEA PK					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00



IDEA PK					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$24,739.00
+/- Difference					\$24,739.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,050,000.00
+/- Difference					\$40,050,000.00
State: CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	2			\$0.00
1	3	4			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,342,847.00
+/- Difference					\$5,342,847.00
State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,302,185.00
+/- Difference					\$3,302,185.00
State: Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,546,356.00
+/- Difference					\$5,546,356.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	5			\$0.00
2	3	1			\$0.00

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$112,600.00
+/- Difference					\$112,600.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	3	1			\$0.00
1	3	4			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,784,514.00
+/- Difference					\$7,784,514.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,199,247.00
+/- Difference					\$5,199,247.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	2			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,326,500.00

TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$2,326,500.00
GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	4			\$0.00
2	3	2			\$0.00
					Sub-Total
					\$0.00
					Budgeted Fund Source Amount
					\$300,000.00
					+/- Difference
					\$300,000.00
CCMR Outcomes Bonus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
					Sub-Total
					\$0.00
					Budgeted Fund Source Amount
					\$9,000.00
					+/- Difference
					\$9,000.00
Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
					Sub-Total
					\$0.00
					Budgeted Fund Source Amount
					\$2,659,351.00
					+/- Difference
					\$2,659,351.00
					Grand Total
					\$0.00

# Addendums