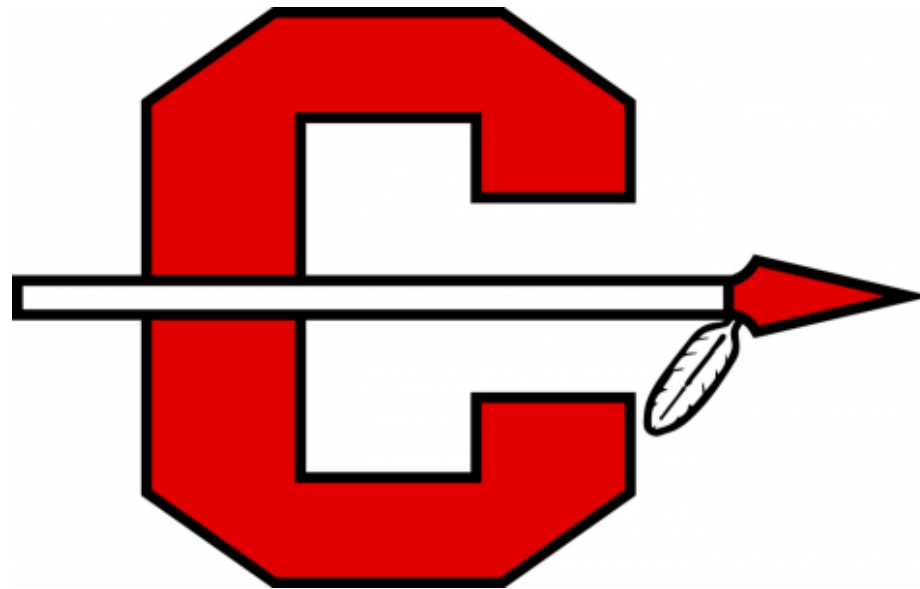


Cleveland Independent School District

Cleveland High School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: November 14, 2022
Public Presentation Date: November 14, 2022

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Cleveland High School Comprehensive Needs Assessment began by creating a committee which was completed the week of June 20 - 23, 2022. The first CNA meeting took place at 1:00 pm on June 27, 2022 at CHS and was comprised of the 13 member committee. During this meeting it was discussed as to the purpose of the CNA, data tools to use, answering any questions, and setting up the next meeting. The second meeting took place on 29 June, 2022 at 1:00 pm at the same location. During this meeting, the committee was broken into sub-committees using the following matrix:

Multiple Measures of Data

- Demographics
- Student Learning
- School Processes & Programs
- Perceptions

Each sub-committee was given data to review. Data came from multiple sources which included TAPR reports, TELPAS scores, Surveys, attendance and discipline data from eSchool, and other various sources. Each sub-committee utilized questions from the Plan4Learning site, came up with problem statements, and determined root causes. After each committee was completed, the findings were shared with the entire committee, The findings are as follows:

Needs: Policies and procedures in place to train and retain staff members/substitute teachers. Communication between the district, campus, and community needs to be improved to create a sense of community for all stakeholders. Students identified as Emerging Bilingual and Special Needs need to have a process in place that is systematic and monitored to help them be successful on the STAAR/EOC exams. A positive and unique culture and climate that meets the needs of CHS needs to be established to retain veteran high quality staff.

Strengths: Communication is beginning to take shape with the use of social media and identifying and meeting with key stakeholders that have been alienated in the past. Our Biology team did an excellent job in getting Approaches, Meets, and Masters to improve from 2020-2021 to 2021-2022. Our staff at CHS is highly motivated and wants to do what is best for the students.

Priority - Implement systemic instructional practices to improve success and scores for ALL students on campus, and to implement policies and procedures on campus to maintain safety and improve retention of staff.

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Jennifer Pena	Parent	jennifer.pena@clevelandisd.org	Parent

Demographics

Demographics Summary

Cleveland High School is one of eleven 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 2300 students in grades ten through twelve. The campus is committed to working in collaborative teams designed to provide high levels of instruction to all students.

The 10th grade student population is 1031 students, 11th grade student population is 718, the 12th grade has 576 students. The demographic make up is 5% African-American, 13% Anglo, 81% Hispanic, and 1% other. We are more than 93% Economically Disadvantaged. We have 1375 students who are Emergent Bilinguals, and 185 students who receive Special Education services.

Cleveland High School has a current staff population of 9 administrators, 8 counselors, 5 instructional coaches, 185 teachers/staff and 21 paraprofessionals.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful. **Root Cause:** There is a consistent lack of systems and processes in place at the district and campus level in which to be successful

Student Learning

Student Learning Summary

English I	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Approaches	54%	51%	Not Rated	50%	42%
Meets	32%	32%	Not Rated	31%	32%
Masters	3%	2%	Not Rated	6%	5%

English II	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Approaches	53%	55%	Not Rated	57%	54%
Meets	28%	33%	Not Rated	38%	37%
Masters	3%	2%	Not Rated	5.4%	4%

Algebra I	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Approaches	64%	72%	Not Rated	67%	54%
Meets	20%	38%	Not Rated	31%	17%
Masters	4%	18%	Not Rated	11%	7%

Biology	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Approaches	80%	78%	Not Rated	72%	75%
Meets	46%	43%	Not Rated	40%	53%
Masters	11%	10%	Not Rated	14%	13%

US History	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Approaches	93%	91%	Not Rated	88%	80%
Meets	59%	71%	Not Rated	62%	56%
Masters	27%	34%	Not Rated	37%	29%

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

[TELPAS Data - Scores.pdf](#)

Student Learning Strengths

CHS student achievement strengths include:

- Increase in Approaches and Meets passing rates for Biology
- Increase in CCMR achievement from 34% to 52%
- Increased enrollment in AP courses and passing rate of a 3 or more

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's.

Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.

School Processes & Programs

School Processes & Programs Summary

Cleveland High School has 138 teachers with a 16.4:1 teacher to student ratio. Ten paraprofessionals are employed to serve our life skills and special education support roles. Outside the regular classroom, we also provide an adaptive behavior unit, two life skills 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 PLC meetings. The school day is comprised of eight periods lasting approximately 47 minutes. Electives and CTE courses comprise a team approach as well. Cleveland High School staff members serve on various school committees: Campus Leadership Team, Campus Improvement Team, and CHS Positive Behavior Intervention Systems Team.

School Processes & Programs Strengths

- Instructional and Professional Learning Support.
- Goal Alignment with District.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. **Root Cause:** The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

Perceptions

Perceptions Summary

Teachers by Years of Experience:

Beginning Teachers 28.5 or 20.6%

1-5 Years Experience 58.6 or 42.5%

6-10 Years Experience 20.7 or 15.0%

11-20 Years Experience 25.0 or 18.1%

21-30 Years Experience 4.0 or 2.9%

Over 30 Years Experience 1.1 or 0.8%

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.

The community and the staff at the high school are changing rapidly causing feelings of disconnect. The perception is that communication needs to increase to create a sense of community between all stakeholders.

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a disconnect between the community, the campus, and the district. **Root Cause:** Rapid growth and ever changing demographics of the community along with high turnover rate of district personnel.

Priority Problem Statements

Problem Statement 1: Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful.

Root Cause 1: There is a consistent lack of systems and processes in place at the district and campus level in which to be successful

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's.

Root Cause 2: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication.

Root Cause 3: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a disconnect between the community, the campus, and the district.

Root Cause 4: Rapid growth and ever changing demographics of the community along with high turnover rate of district personnel.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals





Revised/Approved: November 14, 2022

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			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 1: During Pride Time, 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, Dean of Instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - Title III, Part A - English Language Acquisition</p>				

Strategy 2 Details		Reviews			
Strategy 2: Consultants, pull-out options, or in-class intervention activities will be utilized to increase EOC scores in all tested subjects. 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. Staff Responsible for Monitoring: Instructional Coaches, RtI Teachers, Dean of Instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - State: Compensatory Education, - Title II, Part A - Supporting Effective Instruc., - Title III, Part A - English Language Acquisition		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented a systematic way to train and monitor the implementation of effective instructional practices.

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 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: Dean of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - Title II, Part A - Supporting Effective Instruc., - ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Dean of Instruction, Behavior Interventionist, RtI Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - State: Special Education, - Title II, Part A - Supporting Effective Instruc.		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful. Root Cause: There is a consistent lack of systems and processes in place at the district and campus level in which to be successful
Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.
School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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, and non-evaluative feedback.

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, Dean of Instruction</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Hire highly qualified staff that directly impact student achievement. 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. Staff Responsible for Monitoring: District Personnel, Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 Funding Sources: - Local Funds, - Title II, Part A - Supporting Effective Instruc., - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Mentor new teachers through professional learning and professional growth opportunities to increase retention and student performance. Strategy's Expected Result/Impact: By providing intentional support and growth opportunities, new 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, Dean of Instruction, Instructional Coaches Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 Funding Sources: - Local Funds, - Title II, Part A - Supporting Effective Instruc., - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful. **Root Cause:** There is a consistent lack of systems and processes in place at the district and campus level in which to be successful

School Processes & Programs





Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. **Root Cause:** The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 2022-2023 English II STAAR EOC, the percentage of students attaining Meets standard will increase at least 10 points (from 37% to 47%).

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

Strategy 1 Details	Reviews			
Strategy 1: All ELA teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and disaggregate data to ensure all students learn at high levels. Strategy's Expected Result/Impact: All students will be provided with instruction that is aligned to the district ELA curriculum. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop and train teachers on a writing framework for expository and persuasive essays. Strategy's Expected Result/Impact: All students will learn how to write an essay using district aligned strategies. Staff Responsible for Monitoring: Dean of Instruction, ELA Assistant Principal, ELA Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Develop and train all teachers on a common writing framework. Strategy's Expected Result/Impact: All students will learn how to write a short response. Staff Responsible for Monitoring: Principal, all Instructional Coaches, Dean of Instruction, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Develop and train teachers on a reading framework through frequent workshop model. Strategy's Expected Result/Impact: All ELA teachers will instruct students using a reading framework designed to increase reading comprehension. Staff Responsible for Monitoring: Principal, all Instructional Coaches, Dean of Instruction, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.





School Processes & Programs

Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. **Root Cause:** The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 2022-2023 Algebra STAAR EOC, the percentage of students attaining Meets standard will increase at least 10 points (from 18% to 28%).

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

Strategy 1 Details	Reviews			
Strategy 1: All Math teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and disaggregate data to ensure all students learn at high levels. Strategy's Expected Result/Impact: Instruction that is aligned to the district Math curriculum will increase the Math performance for all students. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.
School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 2022-2023 Biology STAAR EOC, the percentage of students attaining Meets standard will increase at least 5 points (from 57% to 62%).

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

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Instruction that is aligned to the district Science curriculum will increase Science performance of all students. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All science teachers will increase real world application and hands on activities by incorporating labs for 40% of instruction. Strategy's Expected Result/Impact: Students will increase content knowledge by applying processing skills by	Formative			Summative
	Nov	Jan	Mar	May

conducting lab activities.

Staff Responsible for Monitoring: Science Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. **Root Cause:** Campus has not implemented a systematic way to train and monitor the implementation of effective instructional practices.

School Processes & Programs





Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. **Root Cause:** The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 2022-2023 US History STAAR EOC, the percentage of students attaining Meets standard will increase at least 10 points (from 63% to 73%).

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 1: All Social Studies teachers will utilize the PLC process to unwrap the TEKS, create Common Formative Assessments (CFAs), and disaggregate 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, Dean of Instruction, Assistant Principals, Social Studies Instructional Coach.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>				

Strategy 2 Details	Reviews			
Strategy 2: All Social Studies teachers will instruct students using document-based learning and TEKS aligned processing skills. Strategy's Expected Result/Impact: Utilizing document-based learning and processing skills will increase critical thinking skills. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Social Studies Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:





Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.
School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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, and 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			
	Formative			Summative
	Nov	Jan	Mar	May
<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 needs to be accomplished to improve academic performance for all students.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Local Funds</p>				

Strategy 2 Details		Reviews			
Strategy 2: All CHS staff will promote a positive school climate and culture by applying and supporting campus-wide PBIS initiatives. Strategy's Expected Result/Impact: By promoting positive behavior, school climate will be better for students and staff. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principal of Operations, Assistant Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - Local Funds		Formative			Summative
		Nov	Jan	Mar	May
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 8 Problem Statements:





School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 students who have not meet a College, Career, and Military Indicator.

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

Strategy 1 Details		Reviews			
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. Strategy's Expected Result/Impact: The advanced academic lab will increase student scores and performance in advanced courses. Staff Responsible for Monitoring: Principal, Dean of Instruction, Associate Principal of Operations, Assistant Principals Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: - Perkins V - CTE, - State: Career & Technical Education, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Local Funds		Formative			Summative
		Nov	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Advanced course teachers will provide opportunities to accelerate and remediate student learning throughout the school year for advanced courses and testing. Strategy's Expected Result/Impact: 20% more students will pass advanced courses and advanced exams. Staff Responsible for Monitoring: Dean of Instruction Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: - GEAR UP, - State: Compensatory Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
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. Strategy's Expected Result/Impact: 20% more students will pass advanced courses and advanced exams. Staff Responsible for Monitoring: Dean of Instruction. Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - GEAR UP, - Title I, Part A - Improving Basic Programs, - State: Compensatory Education		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 9 Problem Statements:





Demographics
Problem Statement 1: Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful. Root Cause: There is a consistent lack of systems and processes in place at the district and campus level in which to be successful
Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented and a systematic way to train and monitor the implementation of effective instructional practices.
School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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 2022-2023 STAAR EOC, the percentage of students who are Emergent Bilinguals attaining Meets standard will increase at least 10 points (from 17% to 27%).

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

Strategy 1 Details	Reviews			
Strategy 1: All teachers will incorporate content based language strategies during instruction. Strategy's Expected Result/Impact: Language-rich learning strategies will increase performance of students who are Emergent Bilinguals in all tested subjects. Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - Title III, Part A - English Language Acquisition, - Title III, Part A - Immigrant, - State: Bilingual Education Allotment (BEA)	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 10 Problem Statements:





Student Learning
Problem Statement 1: Students identified as Emerging Bilingual (EB) and Special Education (SPED) continuously fail to meet passing standards on STAAR EOC's. Root Cause: Campus has not implemented a systematic way to train and monitor the implementation of effective instructional practices.

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			
Strategy 1: Implement and monitor collaborative teams using the PLC process (i.e. ensure collaborative have established norms, agendas, team leads, 4 PLC questions). Strategy's Expected Result/Impact: Teachers who invest in the PLC process are committed to achieving student growth and success. Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 1: Lack of quality training of key staff members (teachers, admin, clerical, and substitutes) due to attendance issues, turn over of key training personnel, and lack of clear and consistent communication. Root Cause: The campus has not identified, implemented, nor monitored training models and procedures for key processes and procedures (i.e. substitute teachers, tardy policy, attendance, training of secretaries etc.)

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

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			
Strategy 1: Assigned campus administrators will post student achievement and program updates on social media and campus announcements weekly. Strategy's Expected Result/Impact: Promotion of student activities will increase student participation. Staff Responsible for Monitoring: Principal, Assistant Principal of Operations ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Host a monthly community coffee with the principal. Strategy's Expected Result/Impact: Open and transparent communication will increase school , parent, and student relationships. Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide more social and emotional support for students. 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. Staff Responsible for Monitoring: Dean of Instruction, Counselors Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 1: There is a disconnect between the community, the campus, and the district. Root Cause: Rapid growth and ever changing demographics of the community along with high turnover rate of district personnel.

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

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			
Strategy 1: CHS will develop a parent advisory committee and meet once a month to discuss campus progress and updates. Strategy's Expected Result/Impact: Providing an opportunity for parental input and involvement will increase school, parent, and student relationships. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds		Formative			Summative
		Nov	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: CHS will provide more opportunities to promote more EB parental involvement. 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. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: - Title III, Part A - English Language Acquisition		Formative			Summative
		Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: CHS will provide more opportunities to promote more parental involvement. 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. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students and staff lack sense of identity, sense of community, and acceptance to be academically and socially successful. Root Cause: There is a consistent lack of systems and processes in place at the district and campus level in which to be successful
Perceptions
Problem Statement 1: There is a disconnect between the community, the campus, and the district. Root Cause: Rapid growth and ever changing demographics of the community along with high turnover rate of district personnel.

State Compensatory

Budget for Cleveland High School

Total SCE Funds:

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

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Personnel for Cleveland High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Janice Castillo	CHS Social Studies Instructional Coach	1
Jeanete Edmiston	CHS Math Instructional Coach	1
Karen Steinbach	CHS STEM Instructional Coach	1
Krystal Scott	CHS Science Instructional Coach	1
Maria Mather	C9/CHS Em. Bilingual Instructional Coach	0.5
Mary Gann	CHS RLA Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is completed each April/May with the input from district and campus staff, parents, and community members. CISD utilizes surveys and questionnaires to gather information regarding achievement of students in relation to the State academic standards, particularly the needs of students who are failing, or at risk of failing, the challenging State standards.

CISD also utilizes the surveys and questionnaires to gather information from stakeholders regarding our progress in developing and implementing a well-rounded program of instruction to meet the academic needs of all students, including, but not limited to, Gifted and Talented, Honors, Advanced Placement, Dual Credit, Fine Arts, CTE, and other enrichment programs. The CISD CNA process includes gathering and reviewing information for all applicable state allocated funds and federal programs, including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The goal of the CNA is to determine the gaps between the current and desired performance of the campus. The CNA summary explains the conclusions drawn from an analysis of achievement indicators and other appropriate measures of performance. It includes key strengths and prioritizes problems. It is written in narrative format and is always verified with references to current data. The CNA also describes perceptions, reflections of school learning, and school processes. The CNA is a snapshot, as new data becomes available, a reassessment will occur to ensure that the strategies are effective.

The information is reviewed by the CEIC along with assessment data (including CBA, STAAR, TELPAS, Renaissance, CLI, etc.), attendance data, discipline data, and other pertinent information in relation to students' achievement. The committee then uses the information and with timely and meaningful consultation of all stakeholders, creates problem statements that are in line with the Board Approved Goals and the TEA Strategic Goals. The committee of stakeholders then analyzes the problems to understand students' most pressing needs and to determine the root cause using the 5-Why method. The focus of this exercise is to determine ways that the campus can close achievement gaps and implement a well-rounded education to all students.

A District Comprehensive Needs Assessment is also completed through the same method with a review of district initiatives and programs. Information is gathered from surveys and questionnaires and data is reviewed by the DEIC along with the campus Comprehensive Needs Assessment.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed each year starting with the campus CNA process in April. The plan is developed with timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members.

According to Board Policy BQB(LOCAL) and ESSA requirements the committee is comprised of the following members:

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
 - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based nonteaching professional representative (at least 1), will be nominated and elected by nonteaching professional staff assigned to the campus

- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and managerial operations on the campus)
- District level professional staff
 - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff
- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
 - do not need to reside in the district
- Community Members (at least 2) who reside in the district

The plan is designed to ensure all students receive a high-quality education, and to close the achievement gap between children meeting the State standards and those who are not meeting the standards.

The CISD Board of Trustees will adopt comprehensive goals for the district and monitor progress towards those goals. The goals will identify the focus of improvement planning efforts for everyone in the district.

The CEICs use the root cause analyzes completed during the CNA process to create **performance objectives** for the upcoming school year. Performance objectives will be measurable, one-year targets for reaching each long-range goal and should be written using the SMART framework. The performance objectives must be based on all appropriate achievement indicators:

- the student achievement domain,
- the school progress domain, and
- closing the gaps domain for all student groups.

Other measures of student performance that are identified through the comprehensive needs assessment or any campus initiatives will also be included.

The CEIC will then write **strategies** that will assist in accomplishing each performance objective. Campus Improvement Plan strategies must include:

- an assessment of the academic achievement for each student in the school be the above three achievement indicators,
- accelerated education,
- methods for addressing violence prevention and intervention,
- provide for a program to encourage parental involvement,
- attendance, and
- strategies for recruiting highly effective teachers.

The Campus Improvement Plan must also include coordinated school health activities. It will include objective and strategies based on:

- Student fitness assessment data,
- Student academic performance data,
- Student attendance rates,
- The percentage of students who are educationally disadvantaged, and
- The use and success of any methods to ensure that students participate in moderate to vigorous physical activity.
- The CIP will include any other indicator recommended by SHAC.

The Campus Improvement Plan will also include strategies to encourage parent and family involvement at the campus and programs to involve parents. It will include strategies to implement effective parent and family engagement and to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance.

CEICs will analyze the following data and use the information in developing the campus plans:

- Results of audit of dropout records,
- Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade,
- The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate,
- For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and
- Results of an evaluation of each school-based dropout prevention program.

The CIP includes professional development strategies embedded in the CIP to show alignment between the PD, performance objective, and the goal. The need for PD will be identified in the CNA, typically as a root cause. Professional development requirements include:

- Predominately campus-based PD that relates to achieving campus performance objectives. Developed and approved by the CEIC.
 - The DEIC will continue to work at growing this expectation as the district grows campus leaders and instructional coaches.
- Highly effective and on-going PD for teachers, principals, and paraprofessional
- Recruiting, hiring, and assigning, and retention of highly effective personnel.

The CIP will list resources that will be purchased. The plan will include all resources funded through federal programs or special allotment state funds. The improvement plan will identify the resource, fund source, and the cost. If personnel are needed, list the positions or the FTE's needed. It is preferable to identify staff by position, not name. Funds from all state allocated and federal programs will be used according to the program requirements to supplement the instructional and educational needs of CISD students.

The plan will address TEA's Strategic Priority to recruit, support, and retain teachers and principals. The strategies will include:

- Assisting teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements,
- Ensure that teachers are receiving high-quality professional development, and
- Attract and retain highly effective teachers.

The CEIC will identify staff responsible for monitoring each strategy, although the implementation may require more people the staff responsible will be defined as one or more people that will be responsible for overseeing progress.

The final plan is again reviewed by the CEIC.

The DEIC then reviews all campus plans and the District CNA to begin the process of creating a District Improvement Plan.

According to Board Policy BQA(LOCAL) and ESSA requirements the committee is comprised of the following members:

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
 - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based non-teaching professional representative (at least 1), will be nominated and elected by non-teaching professional staff assigned to the campus
- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and managerial operations on the campus)
- District level professional staff
 - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff

- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
 - do not need to reside in the district
- Community Members (at least 2) who reside in the district

The plan is developed with timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members. The plan is designed to ensure all students receive a high-quality education, and to close the achievement gap between children meeting the State standards and those who are not meeting the standards.

After reviewing the campus plans, the District CNA, and all relevant data, the DEIC will write **performance objectives** for the upcoming school year. Performance objectives will be measurable, one-year targets for reaching each long-range goal and should be written using the SMART framework. The DEIC will then create strategies that will assist the district in accomplishing the performance objectives and ultimately the Board approved goals. The District Improvement Plan strategies must include:

- Instructional methods for all student groups not achieving their full potential, (Provided in Goal 1)
- Evidence-based practices that address the needs of students for special programs, including:
 - suicide prevention including a parental or guardian notification procedure, (Goal 3.4.5)
 - conflict resolution programs, (Goals 2.2.3 and 3.4.3)
 - violence prevention programs, (Goals 2.2.3 and 3.4.3)
 - dyslexia treatment programs, and (Goals 1.3.4 and 3.3.1)
 - dropout reduction. (Goal 1.2.3)
- Integration of technology in instructional and administrative programs, (Goal 1.4.2 and 2.2.3)
- Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care, (Goals 2.2.3 and 3.4.5)
- Staff development for professional staff in the district, (Provided throughout Goals 1,2, and 3 in the DIP)
- Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities, (Goals 1.2.8 and 2.3.2)
- Accelerated instruction, (Goal 1.3.3)
- Implementation of a comprehensive school counseling program,
- Discipline management including unwanted physical or verbal aggression and sexual harassment, (Goal 3.4.6)
- Dating violence, (Goals 3.1.8 and 3.4.3)
- Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, students and parent awareness and staff training (Goals 3.1.8 and 3.4.5)
- Strategies for recruiting highly effective teachers, (Goals 2.1 and 2.2)
- Strategies for providing to middle school and high school students their teachers and counselors, and their parents information about:
 - higher education admissions and financial aid opportunities; (Goals 1.2.8, 2.3.2 and 3.1.9)
 - the TEXAS grant and Teach for TEXAS grant programs, (Goals 1.2.8, 2.3.2 and 3.1.9)
 - the need for students to make informed curriculum choices to be prepared for success beyond high school (Goals 1.2.8, 2.3.2 and 3.1.9)
 - sources of information on higher education admissions and financial aid, (Goals 1.2.8, 2.3.2 and 3.1.9)
 - policy addressing sexual abuse and other maltreatment of students, (Goals 3.4.3, 3.4.5, and 3.1.8)
 - trauma-informed care policy, and (Goals 3.4.3, 2.2.3, and 3.1.8)
 - duties of peace officers, school resource officers, and security officers. (Goal 3.4.3, 3.4.5, and 3.1.8)
- Bullying policy and procedures including detailed requirements for the prevention, identification, response to and reporting of bullying. (Goal 3.4.3)
- DAEP Requirement - if the district participates in a shared services arrangement. (CISD does not meet this requirement)
- Dropout Prevention Strategies using the same information as the campus strategies above. (Goal 1.2.3)

The DEIC includes professional development strategies embedded in the DIP to show alignment between the PD, performance objective, and the goal. The need for PD will be identified in the CNA, typically as a root cause. Professional development requirements include:

- Predominately campus-based PD that relates to achieving campus performance objectives. Developed and approved by the CEIC.
 - The DEIC will continue to work at growing this expectation as the district grows campus leaders and instructional coaches.
- Highly effective and on-going PD for teachers, principals, and paraprofessional
- Recruiting, hiring, and assigning, and retention of highly effective personnel.

Title I funds will be utilized by the campuses and district to provide opportunities for all students to receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are meeting the standards. The district improvement plan will include the Title I required descriptions as outlined in the addendum. The DIP will list resources that will be purchased with Title I funds, state allocated funds, and other Federal program funds including, but not limited to, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA. The improvement plan will identify the resource, fund source, and the cost. If personnel are needed, list the positions or the FTE's needed. It is preferable to identify staff by position, not name. All funds will be prioritized by campuses identified for improvement by enrollment percentages. CISD had a 90% Economically Disadvantaged rate in 2021-2022 and poverty will be measured by the completion of the Free and Reduced School Meals Form. The completion of the measure is coordinated by the PEIMS department and the campus PEIMS Clerk.

The plan will address TEA's Strategic Priority to recruit, support, and retain teachers and principals. The strategies will include:

- Assisting teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements,
- Ensure that teachers are receiving high-quality professional development, and
- Attract and retain highly effective teachers.
 - These requirements are included in the DIP Goal 2, Performance objectives 1,2, and 3.

While working to meet this priority, CISD will also ensure that experienced teachers and administrators are assigned to campuses and classrooms in order to ensure that low-income students and minority students are being taught by highly qualified and effective teachers at the same rate as other students. The district will review teacher certifications, areas of experience and years of experience on an on-going basis to provide for equity among the campus staff.

The DEIC will identify staff responsible for monitoring each strategy, although the implementation may require more people the staff responsible will be defined as one or more people that will be responsible for overseeing progress.

The Campus and District Improvement Plans will consolidate and coordinate all State and Federal programs into the school wide plan including, SCE, SPED, EEA, BEA, Title II, Title III, and Title IV.

After a final review of the DIP and CIPs by the DEIC, the plans are sent to the CISD School Board for review and approval in October.

After approval, the plans are posted to the CISD and campus websites for parents and community members to review at a time convenient and will be provided in a language parents can understand.

The CEIC and DEIC will hold a public meeting after receipt of the annual ratings from TEA are released. The meeting agenda must include a discussion of the performance of the campus and district performance objectives in the CIP/DIP.

2.2: Regular monitoring and revision

The CEICs and the DEIC will conduct quarterly formative reviews of progress made for each strategy and will revise as necessary based on students' needs to ensure that all students are provided opportunities to meet the State academic standards. The process of monitoring and revision of the CIP and DIP occurs through timely and meaningful consultation with the required stakeholders. The formative reviews will occur in November, January, March, and May. Along with the May formative review, the CEICs and the DEIC will conduct a Summative evaluation and determine if the strategy should continue for the next school year. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the formative review and revision includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The formative reviews apply to plan strategies and include regular monitoring to determine whether they are resulting in intended impact at the desired rate. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the reviews:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and DIP/CIP development for the upcoming school year.

During each review the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The evaluation process is cyclical and includes:

- Reviewing the needs identified in the CNA,
- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

2.3: Available to parents and community in an understandable format and language

After being approved the plan is posted to the CISD/campus websites for parents and community members to review at a time convenient and can be provided in a language parents can understand. In CISD, the plan is made available in both English and Spanish. The formative and summative progress review will be documented within the plan that parents can access.

Parents, Staff, Community members, or other Stakeholders who disagree with portions of the CIP or DIP may address the concern with the CEIC/DEIC. If a timely response is not received the concern can be taken to the Campus Principal or Superintendent.

2.4: Opportunities for all children to meet State standards

The 2022-2023 CISD District Improvement Plan provides opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

The DIP provides strategies that use varying methods and instructional strategies that strengthen the academic program throughout the district, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum. The CISD DIP provides for these strategies through the use of MTSS including iStation, Renaissance and Reading by Design along with other programs that are used in a tiered program. The district and campuses provide for quality learning time by structuring the schedule so that instructional time can be optimized throughout each day. This includes scheduled time for in school tutorials and remediation. The district and campuses also allow time built into the day for enrichment and accelerated learning which provide for a well-rounded education. These times of enrichment include music, reading, STEM, career and technical education programs and more.

2.5: Increased learning time and well-rounded education

The district and campuses provide for quality learning time by structuring the schedule so that instructional time can be optimized throughout each day. This includes scheduled time for in school tutorials and remediation. The district and campuses also allow time built into the day for enrichment and accelerated learning which provide for a well-rounded education. These times of enrichment include music, reading, STEM, career and technical education programs along with other programs.

2.6: Address needs of all students, particularly at-risk

The District Improvement Plan addresses the needs of all students in the district, but particularly the needs of those at risk of not meeting the State academic standards. The following strategies are recommended by ESSA and included in the 2022-2023 CISD District Improvement Plan:

- Counseling, school-based mental health programs, specialized instructional support services, tutoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which includes career and technical education programs and broadening secondary school students; access to coursework to earn postsecondary credit while still in high school (AP or Dual Credit);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA;
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high needs areas; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The Title IV strategies included in the CIP/DIP are focused on students who are typically at risk of failing the challenging State academic standards due to lack of attendance, behavioral and discipline issues at school and who normally are not given the same opportunities and are underrepresented. The strategies will offer encouragement to increase their attendance rate, offer programs to help decrease behavioral and discipline issues and assist in keeping the students in the classroom to be part of the instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus and District Improvement Plans are evaluated annually through timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members.

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and CIP/DIP development for the upcoming school year. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the evaluation:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

During the evaluation the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The evaluation process is cyclical and includes:

- reviewing the needs identified in the CNA,

- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

The Campus and District Improvement Plans are reviewed in coordination and integration with other Federal, State, and local services, resources, and programs, violence prevention programs, career and technical education programs, and schools implementing comprehensive support and improvement activities. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the annual evaluation includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The CEIC and DEIC with timely and meaningful consultation will create and agree upon a written parent and family engagement policy. The policy will be incorporated into a district plan, establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

- Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans.
- Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
 - Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions.
- Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

4.2: Offer flexible number of parent involvement meetings

Cleveland ISD offers numerous parent involvement meetings throughout the school year including the individual Title I Meeting at each campus. Campuses offer informational meetings, educational meetings such as assistance with how to help students at home, and activities for students such as the District fall and spring Literacy Expo and the Fall Festival.

The Title I, informational and educational meetings are held at multiple times in order to allow flexibility to parents and the opportunity for more parents to be involved.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Not Applicable

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	9	1			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00

State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Part A - Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	9	1			\$0.00
1	9	3			\$0.00
2	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$68,818.49
+/- Difference					\$68,818.49
Title III, Part A - English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

Title III, Part A - English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	1			\$0.00
1	10	1			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State: Bilingual Education Allotment (BEA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State: Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Perkins V - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

Perkins V - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2			\$0.00
1	9	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Part A - Supporting Effective Instruc.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	1			\$0.00

Title II, Part A - Supporting Effective Instruc.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title III, Part A - Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$68,818.49
Grand Total Spent					\$0.00
+/- Difference					\$68,818.49

Addendums



SAS#: PERKAA23

Organization: CLEVELAND ISD
 Campus/Site: N/A
 Vendor ID: 1746000517

County District: 146901
 ESC Region:04
 School Year: 2022-2023

2022-2023 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

☐ ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Perkins V Formula Grant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|--|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate | <input checked="" type="checkbox"/> 3S1: Postsecondary Placement |
| <input type="checkbox"/> 1S2: Extended Graduation Rate | <input type="checkbox"/> 4S1: Non-traditional Program Enrollment |
| <input checked="" type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential |
| <input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics | <input checked="" type="checkbox"/> 5S4: CTE Completer |
| <input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2022-2023 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Within CISD, CTE Learners performed higher than non-CTE Learners on all federal accountability indicators. CISD has processes in place to ensure that students are placed in CTE programs of study that align with their career goals and interests. Students who take courses that directly align with their career goals tend to have a higher interest in the subject material thus have an increased engagement level in the hands-on, real world lessons and experiences that make up a large part of CTE instruction. As CTE program concentrators and completers, CTE Learners are invested in their programs of study and active in CTSO competitive events, therefore are also motivated to perform well in core subjects.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.

CISD performance data shows that more special populations performed significantly lower in academic proficiency in reading/language arts, mathematics, and science than other areas, therefore academic proficiency should be a priority for CISD. These findings reflect qualitative data gathered from industry/post-secondary partners of CISD. Industry partners shared higher level thinking and problem solving are lacking among graduates that enter the workforce. Post-secondary representatives shared students are not seeing the connection between workforce and academic language. CISD is experiencing hypergrowth and the variety of educational backgrounds of students moving into the community also contribute to gaps in learning. CISD will strengthen language rich and academic vocabulary strategies in instruction, vertically align middle and high school instruction, and ensure teachers have the training necessary to strengthen academic proficiency among special populations.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

CISD performance data and student demographics show an increased need for support for Male and Hispanic CTE Learners in the areas of academic proficiency in reading/language arts, mathematics, and science along with program quality in regards to completing programs of study. CISD will strengthen language rich and academic vocabulary strategies in instruction, increase parental involvement and program awareness at the elementary and secondary levels, and increase work-based learning opportunities in Practicum and Career Preparation courses through the strengthening of industry and post-secondary partnerships.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits



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SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The top three career clusters and occupations that meet the state definition of "in-demand" and "high-wage" are STEM/Wind Turbine Service Technicians, Arts, Audio/Video Technology, and Communications/Makeup Artists and Theatrical Performance, and Health Science/Nurse Practitioners. The top three career clusters and occupations that meet the regional definition of "in-demand" and "high-wage" for the Gulf Coast Workforce Development area are Health Science/Orthotists and Prosthetists, STEM/Wind Turbine Service Technicians, and Education and Training/Special Education Teachers. The top five occupational industries represented locally, in Liberty County, are Government, Trade, Transportation, and Utilities, Construction, Education and Health, and Manufacturing.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

CISD's top five clusters based on the number of CTE Learners were Business, Marketing, and Finance, Arts, Audio/Video Technology, and Communications, Hospitality and Tourism, Agriculture, Food, and Natural Resources, and Health Science. Business, Marketing, and Finance, Hospitality and Tourism, and Agriculture, Food, and Natural Resources are not among high-wage, in-demand career areas in the state or region. Business, Marketing, and Finance had the most CTE Learners enrolled and this was likely due to students advised to enroll in this program if they were unsure of their post-secondary goals. In CISD, credit earned in Business Information Management I can be applied to any program of study, therefore was an effective selling point for students unsure of their goals. Hospitality and Tourism and Agriculture, Food, and Natural Resources are career clusters that are of higher interest among students in CISD, therefore naturally had higher numbers of CTE Learners enrolled.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits



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SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

CISD had a high school enrollment of 2,317 students. According to Perkins V criteria, CISD must offer at least four programs of study to be considered effective for a high school enrollment between 2,001-5,000 students. CISD has 29 programs of study available in 13 career clusters. Students have the opportunity to complete a program of study within four years. According to the Perkins V Supplemental Report data for CISD, there were a total of 582 CTE Learners in 13 career clusters, which was approximately 25% of the total student population. CTE Learners are comprised of CTE Concentrators and CTE Completers, therefore CTE Learners will fall mostly in grades 10-12. There were 1,611 students in grades 10-12, or approximately 70% of the total student population. Approximately 36% of students out of the total number of students in grades 10-12 were CTE Learners and 64% were non-CTE Learners.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

CISD's CTE Advisory Committee will meet twice per year, once in the spring and once in the fall, and include secondary school partners, post-secondary partners, and employer/industry partners to review the development, implementation, and phasing out/closure of CTE programs of study. Members from district and campus leadership, guidance counselors, teachers, parents, and students will be invited to be a part of this committee. CTE student performance, labor market data, and student career interest data will be shared along with relevant information about CTE programs. District stakeholders and partners will collaborate on identified focus areas and set priorities for programs. This process will give CTE partners an inside look at CTE programs, including facilities, instruction, curriculum, and competitive involvement which will help keep our programs relevant to post-secondary and workforce needs.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.

CISD CTE Learners participate in Practicum and Career Preparation courses in all programs of study to gain work-based learning experience. CISD lacks strong partnerships to strengthen work-based learning. CTE Learners can earn industry based certifications in all programs of study to become career ready. The certification passing rate is approximately 67%. CISD will increase strategies to support students in being successful on exams. CTE Learners participate in Career and Technical Student Organizations, or CTSO's, that align with their program of study to gain career readiness. CISD is partnered with LoneStar College to provide dual credit opportunities in Audio Video Production. CISD will strengthen partnerships, increase certification passing rates, increase participation in CTSO's, and consider additional CTE dual credit opportunities.

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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

District professional development for CTE teachers is held throughout the school year on staff development days and during the summer. CTE professional development has focused on improving certification passing rates. The outcomes were that teachers were more equipped and better prepared to support students in passing certification exams, which resulted in an increased number of graduates who earned an industry based certification. CISD invites representatives from district acquired curriculum companies to lead training pertaining to curriculum. The outcome was that teachers were able to implement curriculum into their lessons to enhance overall student learning experiences. CTE teachers participate in general campus based professional development pertaining to instruction and not necessarily focused on CTE specific instruction. There are currently no CTE professional development opportunities in CISD for counselors or administrators.

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2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

CISD's new teacher induction includes an onboarding process Human Resources. New teachers participate in CISD's new teacher mentorship program that meets monthly. Second year teachers participate in a year two mentorship program that meets quarterly. CISD recruits faculty and staff at recruitment events twice per year. CISD strives to create a positive culture and healthy working environment by providing support through team collaboration and campus leadership as well as retention bonuses. CISD provides two \$500 bonuses and plans are underway to provide an additional bonus. CISD also provides stipends for teachers certified in high need areas such as bilingual/ESL, math, science, and special education. CISD is a District of Innovation, therefore has flexibility in hiring locally qualified individuals who fit the needs of the district. Individuals who have transitioned from industry feel that loyalty is important in their work, therefore retention among these individuals is low.

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3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

In Cleveland ISD, approximately 70% of CTE teachers meet state teacher certification requirements and 30% meet local certification requirements through Cleveland ISD's District of Innovation plan. Cleveland ISD's teacher demographics compared to the student body show that students learn from educators who reflect themselves and the community, except for Hispanic and White populations. Hispanic teachers made up 25.6% of the total teacher population while Hispanic students made up 83.3% of the total student population. White teachers made up 60.8% of the total teacher population while White students made up 11.4% of the total student population. The most prevalent need related to teacher workplace experience is ensuring that new teachers transitioning from industry are provided with consistent opportunities to grow professionally in order to maintain academic rigor and program relevancy.

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Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Female students, Black or African American students, and White students were slightly overrepresented in CTE programs. Male students, American Indian or Alaskan Native students, Asian students, Hispanic or Latino students, Native Hawaiian or Pacific Islander students, and students that are two or more races were slightly underrepresented in CTE programs. The biggest gap in overrepresented student groups were female CTE Learners. The biggest gap in underrepresented student groups were male and Hispanic CTE Learners. According to the Perkins V Supplemental Report data, there were only slight differences in the overrepresentation and underrepresentation of students in CTE compared to the total student population. Overall, all student groups taking part in CTE were similarly represented throughout CTE programs.

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2. Identify any barriers that prevent certain populations of CTE learners from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

CISD is experiencing hypergrowth of students who are new to the country and/or English Learners/Emergent Bilinguals. New to the country students, students who are retained, and students in need of academic intervention typically do not have room in their class schedules to enroll in CTE programs. Some CTE programs require students to pay for supplies needed to complete the program. Due to the high percentage of economically disadvantaged students in CISD, families cannot always afford to purchase materials required for completion of a program. CISD's lack of parent involvement for Hispanic and English Learner/Emergent Bilingual students affects the access of CTE programs.

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3. Describe how and when the LEA recruits students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities.

CISD holds a CTE Fair for eighth grade students transitioning into high school each year prior to the course selection process. Counselors guide students in selecting a program of study as part of their four year plan that suits their interests and needs. Special education staff work with students with disabilities to prepare transition supplements specific to student interests and needs. Special education staff collaborate with counselors to ensure transition supplements are implemented per Admission, Review, and Dismissal committee decisions. CISD offers Principles of Agriculture, Food, and Natural Resources, Principles of Construction, and Principles of Health Science, Robotics, and Career Explorations courses at the middle school level to expose students to CTE programs. STEM nights are held at the elementary levels to expose elementary students and families to STEM activities and careers. CISD holds a Robotics Camp for middle school students during the summer school program.

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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

Cleveland ISD's vision for CTE programming is to graduate well-rounded individuals with the technical, leadership, and soft skills necessary to thrive in their post-secondary goals and become resourceful, productive members of society. Cleveland ISD's mission for CTE programming is that it will provide access for all students to Career and Technical Education programs that include career exploration, practical learning experiences that reinforce rigorous academic skills, work-based learning, competitive opportunities, and industry based certifications.

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2. List the top (three-five) CTE priorities over the next four-years.

CISD will increase academic proficiency in reading/language arts, mathematics, and science, with particular focus on Learners with Disabilities and English Learners/Emergent Bilinguals.

CISD will implement ongoing professional development for CTE faculty and staff, including counselors and administrators involved with CTE.

CISD will increase CTE program awareness for students and families at the elementary and middle school level through strengthening existing recruitment events, providing additional recruitment events, and reviewing the structure of how students progress through CTE courses offered in middle school.

CISD will offer additional programs of study in the Architecture and Construction career cluster and develop a Barbering program by adding Barbering courses to the existing Cosmetology and Personal Care Services program of study.

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3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

Health Science, STEM, and Education and Training are the top three most aligned programs of study based on regional labor market information. Partnerships will be strengthened in Health Science. Project based learning curriculum will be provided for STEM and CISD will continue holding STEM events on campuses to increase awareness. CISD will explore a "Grow your Own" program to improve Education and Training. Business, Marketing, and Finance, Hospitality and Tourism, and Agriculture, Food and Natural Resources are the three least aligned programs of study based on regional labor market information. CISD will increase participation in CTSSO's and community involvement to revitalize and transform these programs. Additionally, CTE teachers will set and monitor annual goals to improve their respective programs.

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4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

CISD's lowest performance indicators are program quality - CTE completer, academic proficiency in mathematics, science, and reading/language arts, and post-program placement. CISD will increase awareness of CTE programs in middle school for families to make informed decisions on which program to complete. CISD will facilitate ongoing professional development for CTE faculty and staff focused on increasing language rich and academic vocabulary strategies to support academic proficiency. CISD will strengthen program partnerships and CTSSO's to provide relevant work-based learning opportunities and career readiness for students.

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Part 8: Assessment Contact

Primary Contact

Select Contact: or

Add New Contact

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2022-2023 SC5600 Comprehensive Local Needs Assessment**SC5600****SC5600 - Comprehensive Local Needs Assessment****Part 9: Certification and Incorporation****Certification and Incorporation Statement (Only the legally responsible party may submit this report.)**

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized OfficialSelect Contact:

or

[Add New Contact](#)

First Name: Maria

Middle Initial:

Last Name: Silva

Title: Assistant Superintendent

Phone: 281-592-8717

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Submitter Information

First Name: Maria

Last Name: Silva

Approval ID: maria.silva2

Submit Date and Time: 04/28/2022 03:05:42 PM

CISD completes a Comprehensive Local Needs Assessment each year to review the district's needs for Career and Technology Education. The CNLA evaluates CTE Learner's performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high-wage occupations, the programs of study offered within the district, improving equity and access, and recruitment, retention, and training of CTE teachers.