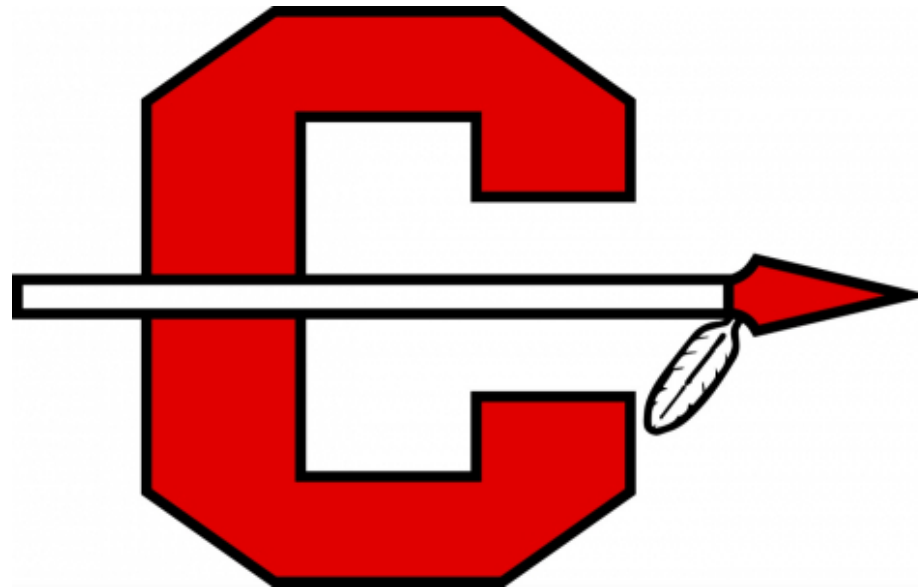# Cleveland Independent School District

Cleveland Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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

Mission Statement

Our mission is to produce lifelong learners for today and the future.

Vision

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

Value Statement

We commit to collaborating with one another and to promote a growth mindset for both ourselves and our students.
We commit to providing a respectful, equitable culture based on quality feedback.
We commit to being positive and professional role-models.
We commit to protecting the safety of our students, faculty and community.
We commit to building positive relationships with our colleagues, students and community members.
We commit to holding ourselves and students to high expectations for learning at all times.
We commit to creating an inclusive and positive school environment.
We commit to using effective systems of communication between all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In the 2021-22 school year, the campus demographics for students were 9.3% white, 3.1% African American, and 87.5% Hispanic. The 2019-20 school year, the campus demographics were 13% White, 4.3% African American, and 82.5% Hispanic. There has been an increase in enrollment from 2019 to the current school year. There is a mobility rate of 16% for the campus. The campus has bilingual staff members as well as the website is translated for the public. The demographics of education on campus for the 2020/21 school year were Regular teachers at 86.6%, Special Education teachers at 8.9%, bilingual teachers at 0.9% and CTE teachers at 3.5% of the population. Professional support teachers made up 10% of the population. 83% of the staff hold a Bachelor's Degree and 16.3% have Masters degrees. The 2020-21 school year demographics of teachers were 65% White, 18% African American, 12% Hispanic, 0.9% Asian, and 3.7% of the staff were of Mixed Races. The average classroom size in 2020-21 was 20.2 students to a teacher. Drop out rates for 7th and 8th grade were at 0.2% in 2019-20 where the White population of students have the highest rate of drop out at 1.2% and Special Education students with the second highest dropout rate at 1.1%. Special Education services are provided to students who are identified that include accommodations and modifications based on their IEPs. Bus Transportation is provided by the district daily as well as free meals for breakfast, lunch, and after school snacks if students stay on campus for extracurricular activities or tutoring services. Backpack buddies have also been provided where students can take home a bag of groceries that has been delivered by the local food bank throughout the school year at various times. Instructional Coaches attend PLCs to support teachers and team leads in collaboration to help teachers with content delivery.

Demographics Strengths

Low mobility rates

Instructional Coaches to support teachers

Staff who are willing to grow and learn with support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The growth of CISD was very rapid which resulted in a lack of preparation for the growing and changing student population. **Root Cause:** Overpopulation throughout the campus and lack of staff for the students.

School Culture and Climate

School Culture and Climate Summary

Teachers and staff mostly agree that there is a lack of consistency and support on campus. The district/campus constantly changed things without warning, explanation or follow through with what was started. There is a lack of expectation for parental involvement because parents do not willingly participate. The lack of participation is mostly due to a lack of communication and opportunities for involvement. The lack of communication can be attributed to language barriers and cultural differences. There is a 50/50 split with students in regards to respect, relationships, behavior, support, belonging, etc. Students struggle with maintaining a positive relationship and attitude towards the campus and staff due to the lack of support and recognition for good behavior. Students maintain the same perception for teachers as they do for the overall campus and staff. Other than individual support systems in the classroom, there are campus wide systems such as STAR Student, HERO, and Student of the Month that promote student support and morale. There is an anonymous tip line, counselor support, an open door policy in offices for reporting bullying. Data clearly shows that bullying is still an issue on campus and to better address it, policy and prevention programs should be in place as well as better collection, organization and interpretation of bullying behavior data to help us determine campus needs and goals related to a safe and secure learning environment. The majority of students do not feel safe on our campus. Procedures are in place to promote safety; however with a population close to 3000 students, it is hard to manage and implement effective safety. Due to overcrowding, lack of procedures, and lack of personnel, it is difficult to create a safe environment for students. The discipline data reveals that there are many issues on our campus and indicate an increase in disciplinary problems mostly due to a sudden increase in population and shortage of personnel. The majority of these incidents occur during passing periods due to lack of supervision and overcrowding the hallways. Referrals from staff tend to be submitted more after lunch and school. There are reward systems in place within the classroom and campus wide incentives such as basketball games, dances, and field trips based on discipline and attendance data. Parents struggle with feeling a connection to the home/school community. Language and cultural barriers prevent parents from being able to engage and understand how to support their students. Parents are not satisfied based on the lack of communication and support from teachers/staff. Parents also do not feel welcomed due to lack of communication and invitation for involvement in campus/classroom activities. There are programs such as PIE, Backpack Buddies, Desserts with Divas, Donuts with Dudes, Family Game Night, and student clubs/organizations that promote student learning. Other such programs are TUFF Kids, The Texan Theater, SPLASH, Spirit Night, Texas Wildlife Agency, and Texas A&M AgriLife Extension Service, Relay for Life. Staff recruits community partnerships and the community members do participate. Typically, parents and community members are asked by staff or they volunteer. Parents that do participate feel that it is necessary and important to contribute to campus planning. We use REMIND, the campus website, social media, email, Class DOJO, BAND app, and SportsU to make it easier for parents to communicate with the campus.

School Culture and Climate Strengths

At Cleveland Middle School, we have plenty of outlets for parents, students, and staff for outreach, communication, and participation. We provide several support systems for our students. We also have procedures for investigating and minimizing bullying. We are accurately reviewing and analyzing incident data to prevent further incidents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Inconsistent and impartial discipline procedures on campus leads to academic decline. **Root Cause:** Inconsistent application of professional standards, lack of campus wide internal procedural matrix, and non transparency within the disciplinary process.

Problem Statement 2 (Prioritized): The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff. **Root Cause:** Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff attendance is very low. The campus has bilingual staff members as well as the website is translated for the public. The demographics of education on campus for the 2020-21 school year were General Education teachers at 86.6%, Special Education teachers at 8.9%, Bilingual teachers at 0.9% and CTE teachers at 3.5% of the population. Professional support teachers made up 10% of the population. 83% of the staff hold a Bachelor's Degree and 16.3% have Masters degrees. The 2020-21 school year demographics of teachers were 65% White, 18% African American, 12% Hispanic, 0.9% Asian, and 3.7% of the staff were of Mixed Races. The average classroom size in 2020-21 was 20.2 students to a teacher.

Staff Quality, Recruitment, and Retention Strengths

Despite our attendance being low, we have many incentives in place to promote coming to school everyday. For new teachers, they have great support within the campus and we have a mentor program to help assist. We have incorporated more of a multicultural stance when it comes to activities. Our communication with our students and parents is phenomenal. The staff of Cleveland Middle School are eager to learn and employ new and innovative instructional strategies. Our staff are supported by a team of instructional coaches who are committed to providing quality feedback to improve classroom instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students. **Root Cause:** Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.

Problem Statement 2 (Prioritized): There is a high teacher turnover rate. **Root Cause:** Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rigor and relevance of instruction does not always align with the TEKS, ELPS and College and Career Readiness Standards. Instruction is not cognitively demanding and challenging. TIER I instruction is not always differentiated to meet the needs of all of our students.

PLCs use data for instructional planning effectively. Students take CBAs and weekly assessments and teachers disaggregate data to plan next steps.

Teachers offer tutorials and interventions. Transportation and snacks were offered for after school tutorials. Fifth period was longer to provide teachers time to provide interventions. Differentiation is not seen in all classrooms. Teachers feel that most students are behind due to COVID. It's hard to differentiate when the majority of the class is trying to catch up. Some grade levels have a large amount of SPED that need differentiation, so in some circumstances the whole class needs differentiation. A challenge this year was the HB 4545 students and meeting their needs. Teachers discuss differentiation in their meetings. They modify instruction. They have different levels of rigor.

A majority of teachers used technology via chromebooks. Teachers placed their curriculum and assignments on Canvas for the students to access when appropriate. They presented their instruction via overhead projector and/or smart board used in conjunction with a district issues laptop. When a student was absent they could access their assignments via Canvas at home. Technology instills Canvas utilization training. Students use technology for testing, instruction and applications. Teachers place their lesson plans online to be reviewed by administration. Information is transferable via WiFi or through high speed internet Ethernet connections.

Teachers are given professional development before each school year. Instructional strategies are implemented throughout the school year and monitored by Instructional Coaches and Assistant Principals. Assistant Principals perform walkthroughs and through observation determine if the professional development strategies are being utilized.

Some teachers are bilingual and offer instruction in both languages. Some teachers display objectives visible to students. Sometimes EB students are paired with English fluent students.

Some teachers feel like they are drowning in paperwork and demands.

Public School Works provide safety training for all employees. A crisis team is trained for CPR and CPI training.

Improvements to the infrastructure and a plan to increase the number of chromebooks are planned in the future to upgrade technology.

The WiFi network, lack of hardware and lack of teacher training are all barriers to the use of technology. Also student destruction of the chromebooks is prominent.

Curriculum, Instruction, and Assessment Strengths

Cleveland Middle School has identified some of our strengths as PLCs, strong teacher leaders, professional development, shared objectives and data driven meetings. Our Honors identification process is effective. Also, all GT students are eligible for Honors courses. These students are high performing because they are on level or above academically.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of consistency in the school. **Root Cause:** The lack of consistency in the school is due to student migration.

Problem Statement 2 (Prioritized): On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies. **Root Cause:** Students that are moving to Cleveland Middle School have not received a continuity of educational services.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents struggle with feeling a connection to the home/school community. Language and cultural barriers prevent parents from being able to engage and understand how to support their students. Parents are not satisfied based on the lack of communication and support from teachers/staff. Parents do not feel welcome due to lack of communication and invitation for involvement in campus/classroom activities

There are programs such as PIE, Backpack Buddies, Desserts with Divas, Donuts with Dudes, Family Game Night, and student clubs/organizations that promote student learning. Other such programs are TUFF Kids, The Texan Theater, SPLASH, Spirit Night, Texas Wildlife Agency, and Texas A&M AgriLife Extension Service, Relay for Life. Staff recruits community partnerships and the community members do participate. Typically, parents and community members are asked by staff or they volunteer.

Parents that do participate do feel that it is necessary and important to contribute to campus planning. We use REMIND, the campus website, social media, email, Class DOJO, BAND app, and SportsU to make it easier for parents to communicate with the campus.

Parent and Community Engagement Strengths

We have plenty of outlets for parents, students, and staff for outreach, communication, and participation. We provide several support systems for our students. We also have procedures for investigating and minimizing bullying. We are reviewing and analyzing incident data to prevent further incidents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents struggle with feeling a connection to the home/school community. **Root Cause:** Lack of communication from the campus.

School Context and Organization

School Context and Organization Summary

Cleveland Middle School has 94 teachers and 33 instructional paraprofessionals. We have 4 classrooms with 2 teachers and 2 instructional paraprofessionals to serve our Life Skills and special education instructional support roles. Our campus utilizes the inclusion teaching model for our students with special learning needs. Each academic core subject area has a period of collaborative team planning. This collaborative team planning time utilizes the professional learning community model for collaboration focused on shifting from teaching to learning. The school day consists of eight periods lasting approximately 51 minutes. Electives and CTE courses comprise a team approach as well. We have an administration team of 7 and a team of 6 counselors.

School Context and Organization Strengths

Instructional and professional learning support.

Targeted and collective mission, vision, values, and goals.

Goal alignment with district vision and mission.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Cleveland Middle School has not started the school year 100% staffed. **Root Cause:** Lack of recruitment activities.

Technology

Technology Summary

The majority of our core classes have a class set of chromebooks and a charging cart. Each classroom has access to a mounted ceiling projector or smart board panel. We provide our students access to eSchool Student and Parent Access to check their grades weekly, Google Accounts to increase their online access, Canvas and Nearpod for classroom instructional delivery options, and a variety of online programs to help them increase their academic achievement.

Technology Strengths

Access to technology for teachers and students in and outside the classroom.

Instructional technology training provided by STEM learning coach

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Students and teachers do not consistently have access to instructional technology. **Root Cause:** Cleveland Middle School does not have consistent internet access for wireless devices. Not all classrooms have access to projectors or smart boards. Not all teachers have up to date laptops or desktop computers. Not all classrooms have enough chrome books for their students.

Priority Problem Statements

Problem Statement 1: The growth of CISD was very rapid which resulted in a lack of preparation for the growing and changing student population.

Root Cause 1: Overpopulation throughout the campus and lack of staff for the students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Inconsistent and impartial discipline procedures on campus leads to academic decline.

Root Cause 2: Inconsistent application of professional standards, lack of campus wide internal procedural matrix, and non transparency within the disciplinary process.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 4: Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students.

Root Cause 4: Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: There is a lack of consistency in the school.

Root Cause 6: The lack of consistency in the school is due to student migration.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Parents struggle with feeling a connection to the home/school community.

Root Cause 8: Lack of communication from the campus.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Cleveland Middle School has not started the school year 100% staffed.

Root Cause 9: Lack of recruitment activities.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Students and teachers do not consistently have access to instructional technology.

Root Cause 10: Cleveland Middle School does not have consistent internet access for wireless devices. Not all classrooms have access to projectors or smart boards. Not all teachers have up to date laptops or desktop computers. Not all classrooms have enough chrome books for their students.

Problem Statement 10 Areas: Technology

Problem Statement 3: The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff.

Root Cause 3: Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 5: There is a high teacher turnover rate.
Root Cause 5: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies.
Root Cause 7: Students that are moving to Cleveland Middle School have not received a continuity of educational services.
Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

Goals

Revised/Approved: November 14, 2022

Goal 1: Cleveland Middle 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: Increase all subject area STAAR scores in approaches by 10-15%, in Meets by 5-10%, and Masters by 2-5% when compared to 2021-22.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: During the advisory period, all teachers will provide acceleration opportunities for students who have not passed a STAAR exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will provide targeted acceleration to assist students in closing learning gaps. **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 - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

Strategy 2 Details	Reviews			
Strategy 2: Consultants, pull-out options, or in-class intervention activities will be utilized to increase STAAR scores in all tested subjects.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will receive frequent and targeted intervention based on low performing TEKS to increase the passing rate on STAAR Exams.
    Staff Responsible for Monitoring: Instructional Coaches, RtI Teachers, and the 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
 - Targeted Support Strategy
Problem Statements: Curriculum, Instruction, and Assessment 1, 2
Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistency in the school. **Root Cause**: The lack of consistency in the school is due to student migration.
Problem Statement 2: On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies. **Root Cause**: Students that are moving to Cleveland Middle School have not received a continuity of educational services.

School Context and Organization
Problem Statement 1: Cleveland Middle School has not started the school year 100% staffed. **Root Cause**: Lack of recruitment activities.

Goal 1: Cleveland Middle 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.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The tutorial hub will consist of teachers from core subjects each week after school, Monday through Thursday, to address individual student needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 **Staff Responsible for Monitoring:** Dean of Instruction **Title I:** 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:** Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - State: Compensatory Education, - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details	Reviews			
Strategy 2: Improve the behavioral and academic RtI programs at CMS by identifying student needs quickly and developing a plan for each student to ensure success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent tracking and support will ensure students who have behavioral or academic needs will receive the support. Intervention 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:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - Local Funds				

	0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Inconsistent and impartial discipline procedures on campus leads to academic decline. **Root Cause**: Inconsistent application of professional standards, lack of campus wide internal procedural matrix, and non transparency within the disciplinary process.
Problem Statement 2: The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff. **Root Cause**: Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.

Staff Quality, Recruitment, and Retention
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistency in the school. **Root Cause**: The lack of consistency in the school is due to student migration.
Problem Statement 2: On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies. **Root Cause**: Students that are moving to Cleveland Middle School have not received a continuity of educational services.

Goal 1: Cleveland Middle 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.

High Priority

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			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, CMS A-Team **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** - Local Funds, - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details		Reviews		
Strategy 2: Hire qualified staff that directly impact student achievement		**Formative**		**Summative**
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, A.P. of Recruiting & Hiring **TEA Priorities:** Recruit, support, retain teachers and principals -	**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.		**Formative**		**Summative**
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 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc., - Local Funds	**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistency in the school. **Root Cause**: The lack of consistency in the school is due to student migration.

School Context and Organization
Problem Statement 1: Cleveland Middle School has not started the school year 100% staffed. **Root Cause**: Lack of recruitment activities.

Goal 1: Cleveland Middle 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: Cleveland Middle School will build a collective, compelling and aligned vision, mission, goals, and value statements focused on a safe environment, high student expectations, and positive school climate and culture.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All administrators, teachers, and staff will create a collective and aligned vision, mission, goals, and value statements for the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, Teachers **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 - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1 **Funding Sources:** - Local Funds, - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details	Reviews			
Strategy 2: All CMS staff will promote a positive school climate and culture by applying and supporting campus-wide PBIS initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**				

0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✗ **Discontinue**	

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.
School Context and Organization
Problem Statement 1: Cleveland Middle School has not started the school year 100% staffed. **Root Cause**: Lack of recruitment activities.

Goal 1: Cleveland Middle 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 STAAR, the percentage of students who are Emergent Bilinguals attaining Meets standard will increase at least 10 points.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All teachers will incorporate content based language strategies during instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Language-rich learning strategies will increase performance of students who are Emergent Bilinguals in all tested subjects.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Assistant Principals **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold Emergent Bilingual goal talks with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Conducting Emergent Bilingual goal talks with students will increase performance of students in all tested subjects.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Dean of Instruction, EB coach, LPAC Liaisons, ELLA teachers, **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The growth of CISD was very rapid which resulted in a lack of preparation for the growing and changing student population. **Root Cause**: Overpopulation throughout the campus and lack of staff for the students.

School Culture and Climate
Problem Statement 2: The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff. **Root Cause**: Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students. **Root Cause**: Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.

Curriculum, Instruction, and Assessment
Problem Statement 2: On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies. **Root Cause**: Students that are moving to Cleveland Middle School have not received a continuity of educational services.

Goal 2: Cleveland Middle 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 (aligned to the rigor of TEKS), instruction (high-yield strategies), and assessment.

High Priority

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).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, 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 **- Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc., - Local Funds				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students. **Root Cause**: Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.
Problem Statement 2: There is a high teacher turnover rate. **Root Cause**: Teacher turnover is due to a lack of training, classroom management issues, and curriculum implementation.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistency in the school. **Root Cause**: The lack of consistency in the school is due to student migration.
Problem Statement 2: On the 2020-21 STAAR assessments, Cleveland Middle School performed below the State in Reading, Math, Science and Social Studies. **Root Cause**: Students that are moving to Cleveland Middle School have not received a continuity of educational services.
School Context and Organization
Problem Statement 1: Cleveland Middle School has not started the school year 100% staffed. **Root Cause**: Lack of recruitment activities.

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

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

    Evaluation Data Sources: Stakeholder survey , 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Promotion of student activities will increase student participation
    Staff Responsible for Monitoring: Principal, Assistant Principal of Operations
 	
    Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1
Funding Sources: - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Host monthly parent and family engagement events at multiple times to provide flexibility for parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Open and transparent communication will increase school , parent, and student relationships.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Family Involvement Committee, Teachers, Lead Counselor **Title I:** 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 **Funding Sources:** - Title III, Part A - English Language Acquisition, - Title I, Part A - Improving Basic Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Cleveland Middle School will provide more social and emotional support for students.	**Nov**	**Jan**	**Mar**	**May**
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, Coordinator of SEL **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Culture and Climate 1, 2 **Funding Sources:** - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich				
0% No Progress	100% Accomplished		Continue/Modify	X Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The growth of CISD was very rapid which resulted in a lack of preparation for the growing and changing student population. **Root Cause**: Overpopulation throughout the campus and lack of staff for the students.

School Culture and Climate
Problem Statement 1: Inconsistent and impartial discipline procedures on campus leads to academic decline. **Root Cause**: Inconsistent application of professional standards, lack of campus wide internal procedural matrix, and non transparency within the disciplinary process.
Problem Statement 2: The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff. **Root Cause**: Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students. **Root Cause**: Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistency in the school. **Root Cause**: The lack of consistency in the school is due to student migration.

Parent and Community Engagement
Problem Statement 1: Parents struggle with feeling a connection to the home/school community. **Root Cause**: Lack of communication from the campus.

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

Performance Objective 2: Cleveland Middle School will provide more opportunities and resources to increase parent involvement.

    High Priority

    Evaluation Data Sources: Event sign-in sheets, agendas

Strategy 1 Details	Reviews			
Strategy 1: Cleveland Middle School will develop a parent and family engagement committee and meet once a month to discuss campus progress and updates	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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, Lead counselor, Staff
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1
    Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds				

Strategy 2 Details		Reviews			
Strategy 2: Cleveland Middle School will provide monthly opportunities to promote more Emergent Bilingual parental involvement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased communication with parents through the use of multiple communication platforms will create a positive relationship between the school, parents, and students. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, LPAC Liaisons, EB Coach **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Local Funds					

Strategy 3 Details		Reviews			
Strategy 3: Cleveland Middle School will provide monthly opportunities for parents and family engagement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased communication with parents through the use of multiple communication platforms will create a positive relationship between the school, parents, and students. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Family Involvement Committee **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds, - Title I, Part A - Improving Basic Programs					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: The lack of cultural understanding and communication prevents parents from creating a connection with the school in order to provide support for students and staff. **Root Cause**: Unplanned strategies created to overcome the language barrier, parent interactions and prioritizing events of importance.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Lack of cultural awareness with a majority of 65% white teachers compared to the student majority of 86% Hispanic population of students. **Root Cause**: Influx of student enrollment due to population increase. Cleveland Middle School was not prepared for the increase; changes in administration.
Parent and Community Engagement
Problem Statement 1: Parents struggle with feeling a connection to the home/school community. **Root Cause**: Lack of communication from the campus.

State Compensatory

Budget for Cleveland Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Cleveland Middle School

Name	Position	FTE
Ashley Beeman	CMS 6-8 RLA Instructional Coach	1
Chandler Berryhill	CMS 6-8 Math Instructional Coach	1
Kim Calfee	CMS 6-8 Science Instructional Coach	1
Sandy Rivas	CMS Emer. Bilingual Instructional Coach	1
Vacancy	CMS STEM 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 determines 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 of 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

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.

5. Targeted Assistance Schools Only

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

Not Applicable

Campus Improvement & Needs Assessment Team

Committee Role	Name	Position
Administrator	Christina Castillo	Principal
Administrator	Timothy Johnson	Assistant Principal
Administrator	Debria Esters	Assistant Principal
Administrator	Sheila Chabera	Dean of Instruction
Administrator	Myra Kerscher	Assistant Principal
Paraprofessional	Yessica Ramirez	Registrar
Paraprofessional	Sylvia Lambright	Principal
Paraprofessional	Heather Grissom	PEIMS
Paraprofessional	Candance Mays	A.P. Secretary
Classroom Teacher	Kathleen Adams	Teacher
Classroom Teacher	Nelda Matlock	Teacher
Classroom Teacher	Shavone Taper	Teacher
Paraprofessional	Marissa Narvaez	A.P. Secretary