

Cleveland Independent School District
Santa Fe Middle School
2022-2023 Campus Improvement Plan



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

Mission Statement

Everyday SFMS Staff are committed to providing both a safe learning environment and exceptional learning experiences that will motivate our students to fulfill our campus vision.

Vision

Santa Fe Middle School exists to develop strong relationships with all SFMS stakeholders (staff, students, parents, and the community) that will help inspire our students to becoming lifelong learners and productive members of society

School Motto & Core Values

School Motto

Striving		Journey
For		to
More	<i>...as we...</i>	Achieve
Success		Growth

Core Value

We are *F.I.E.R.C.E*

Fearless

Integrity

Excellence

Respect

Committed

Empowering

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Santa Fe Middle School

Campus Needs Assessment

School Profile

Santa Fe Middle School is a campus in Cleveland ISD. SFMS is opening the doors for the first time this coming school year, 2022-2023. SFMS is projected to serve 900-1000 students in grades 6 - 8. The school colors are Maroon and Gray and the school mascot is a Jaguar.

Campus Needs Assessment Process

The SFMS needs assessment process is described below. The Campus Improvement Planning Team reviewed the following data:

- Cleveland Middle School STAAR results (2018, 2019, 2021)
 - the 2022 data had not yet been released as of the CNA meeting dates.
- Cleveland Middle School Attendance
 - 5 years of trending data
- Demographics from Cottonwood Elementary, Pine Burr Elementary, and Cleveland Middle School.
 - Race
 - Economically Disadvantaged
 - At Risk
 - ELLs (EBs)

- Cleveland Middle School discipline data
 - 2 years of trending data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Improvement Planning Team met on May 9, 2022 (originally scheduled for May 5th, but rescheduled due to inclement weather) and again on May 18, 2022 to develop the CNA. The meetings were held virtually via Google Meets. Future meeting dates have not yet been determined due to ongoing campus operations planning.

At the first meeting on May 9th, from 3:00 - 3:30pm the Campus Improvement Planning Team reviewed the purpose of the CNA, TEA's Strategic Priorities, assembled data, ongoing planning that has taken place and what the next steps would be. Follow up meetings were held on an individual basis for team members who could not attend. The presentation was shared with all team members for review before the next meeting. At the second meeting on May 18th, (3:15 - 4:30pm) the Campus Improvement Team completed their data review and collaborated on identifying key areas of focus (Problem Statements) and their Root Causes. The team collaborated virtually via Google Jam Board. Based on the collaborative work the top three priority areas were established.

Summary of top three priorities

- 1) Positive Behavior Supports
- 2) Parent & Community Engagement
- 3) School Shared Culture

Student Achievement

Student Achievement Summary

During the CNA Meetings, the committee was able to review the STAAR performance data for the prior years from Cleveland Middle School.

Student Achievement Strengths

After careful data analysis, no strengths were identified.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. **Root Cause:** Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.

School Culture and Climate

School Culture and Climate Summary

During the CNA Meetings, the committee was able to identify that the projected staff for Santa Fe MS will be made up of teachers that are coming from multiple campuses and that have various levels of teaching experience.

School Culture and Climate Strengths

The CNA committee identified the following strengths related to School Culture and Climate:

- 1) SFMS will be a brand new campus with an opportunity to create a collaborative mission and vision
- 2) The various backgrounds of the incoming staff will provide the opportunity to take the best practices from multiple school campuses.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. **Root Cause:** Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During the CNA Meetings, the committee was able to identify that the projected staff for Santa Fe MS will be made up of teachers that are coming from multiple campuses and that have various levels of teaching experience.

Staff Quality, Recruitment, and Retention Strengths

The CNA committee identified the following strengths related to School Culture and Climate:

- 1) SFMS will be a brand new campus with an opportunity to create a collaborative mission and vision
- 2) The various backgrounds of the incoming staff will provide the opportunity to take the best practices from multiple school campuses.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. **Root Cause:** Staff have not worked together before. There is not an collaboratively developed vision, mission and collective commitments for SFMS.

Parent and Community Engagement

Parent and Community Engagement Summary

During the CNA Meetings, the committee was able to discuss the importance of developing strong relationships with the Santa Fe Community.

Parent and Community Engagement Strengths

No strengths were identified at this time.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Santa Fe Middle School needs strong partnerships with parents and community members to support the campus for success. **Root Cause:** Many parents are not English speaking or not formally educated and may not feel they have something to contribute to school decision making. The COVID pandemic caused school events to be virtual and since parent involvement has been lower than before. Parents may work in the evening and unable to attend school events.

School Context and Organization

School Context and Organization Summary

During the CNA Meetings, the committee was able to review important data related to attendance rates and discipline infractions from Cleveland Middle School.

School Context and Organization Strengths

After careful data analysis, the CNA committee was unable to identify any strengths.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Santa Fe Middle School will need to create a strong system for student management in order to be successful **Root Cause:** All staff and students are new to SFMS. New students may not have pride in the school initially. Students that attended middle school in Cleveland ISD in the past had a lower attendance rate than in the past. New staff come from different campuses and districts that had different strategies for student management. Staff will need training and collaboration to create a strong system.

Priority Problem Statements

Problem Statement 1: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success.

Root Cause 1: Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.

Problem Statement 1 Areas: Student Achievement

Problem Statement 4: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success.

Root Cause 4: Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success.

Root Cause 5: Staff have not worked together before. There is not an collaboratively developed vision, mission and collective commitments for SFMS.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Santa Fe Middle School needs strong partnerships with parents and community members to support the campus for success.

Root Cause 2: Many parents are not English speaking or not formally educated and may not feel they have something to contribute to school decision making. The COVID pandemic caused school events to be virtual and since parent involvement has been lower than before. Parents may work in the evening and unable to attend school events.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Santa Fe Middle School will need to create a strong system for student management in order to be successful

Root Cause 3: All staff and students are new to SFMS. New students may not have pride in the school initially. Students that attended middle school in Cleveland ISD in the past had a lower attendance rate than in the past. New staff come from different campuses and districts that had different strategies for student management. Staff will need training and collaboration to create a strong system.

Problem Statement 3 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Goals





Revised/Approved: November 14, 2022

Goal 1: Santa Fe 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: By the end of the 2022-23 school year Santa Fe Middle School students will show a 10% improvement in Meets and 5% increase in Masters on the 6th-8th Reading STAAR.

Evaluation Data Sources: CFA's, CBA's, Benchmarks, and STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and implement instruction through tutorials and intervention reading courses for at-risk students to achieve STAAR standards in Reading.</p> <p>Strategy's Expected Result/Impact: Improved STAAR achievement in Reading for at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental resources and equipment in academic areas to ensure success for all students, including those at-risk.</p> <p>Strategy's Expected Result/Impact: Staff will be able to submit requests for additional resources needed to help students succeed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches and Secretary.</p> <p>Title I: 2.4, 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 Achievement 1</p> <p>Funding Sources: - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase language and literacy achievement for EBs by providing opportunities and resources for professional development that will focus on strengthening the instructional capacity of teachers to deliver effective reading instruction.</p> <p>Strategy's Expected Result/Impact: Staff will receive ongoing professional development support that specifically focuses on strategies that serve EB students.</p> <p>Staff Responsible for Monitoring: Principals, LPAC Staff, Instructional Coaches</p> <p>Title I: 2.4, 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 Achievement 1 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. **Root Cause:** Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.





Staff Quality, Recruitment, and Retention

Problem Statement 1: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. **Root Cause:** Staff have not worked together before. There is not an collaboratively developed vision, mission and collective commitments for SFMS.

Goal 1: Santa Fe 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: Santa Fe Middle School will expand our well-rounded educational programs by providing enhanced educational opportunities to all students.

Evaluation Data Sources: surveys, attendance records, flyers of available programs





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for academic enrichment through extra-curricular programs and organizations for our well-rounded educational program.</p> <p>Strategy's Expected Result/Impact: Students will be able to join/try-out for various extracurricular on campus.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and Coaches</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: Santa Fe 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: Implementation of an effective student management system with an emphasis on PBIS and consistent communication to reduce behavioral incidents by 10% measured by discipline reports.

Evaluation Data Sources: Discipline reports, classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources and supplemental services to maintain a safe and secure environment. Strategy's Expected Result/Impact: Resources will be provided to identified needs that promote a safe and secure environment. Staff Responsible for Monitoring: Administrators and Secretary</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 1 Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Positive Behavior Intervention and Support (PBIS) system through professional development of staff, use of technology solutions, and purchase of materials/resources. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors and Teachers</p> <p>Title I: 2.5, 2.6 Problem Statements: School Context and Organization 1 Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement strategies and activities to prevent bullying/cyber-bullying/violence and to encourage kind and appropriate behavior among all students.</p> <p>Strategy's Expected Result/Impact: Decrease bullying and violence related discipline incidence.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p> <p>Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 3 Problem Statements:

School Context and Organization
<p>Problem Statement 1: Santa Fe Middle School will need to create a strong system for student management in order to be successful Root Cause: All staff and students are new to SFMS. New students may not have pride in the school initially. Students that attended middle school in Cleveland ISD in the past had a lower attendance rate than in the past. New staff come from different campuses and districts that had different strategies for student management. Staff will need training and collaboration to create a strong system.</p>

Goal 2: Santa Fe Middle School staff of quality professionals will implement a professional learning community that enhance individual student success.

Performance Objective 1: During the 2022-23 school year, Santa Fe Middle School will seek out various professional development opportunities for teachers to participate in and host continuous professional development opportunities on campus.

Evaluation Data Sources: Teacher attendance sheets, conference registration forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be provided the opportunities to attend on campus and off campus professional development in order to improve instruction and achievement scores of students. Professional Development opportunities will also be provided for special populations such as, but not limited to, Gifted and Talented, Emergent Bilinguals, Special Education.</p> <p>Strategy's Expected Result/Impact: Improved instruction in classrooms, acquisition of engaging instructional strategies</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, and Secretary</p> <p>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 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc., - Title III, Part A - English Language Acquisition, - State: Gifted and Talented, - State: Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Santa Fe Middle School will need to establish a shared culture aligned with its goals for success. Root Cause: Students that attended middle school in Cleveland ISD in the past have show poor achievement and growth on STAAR. Staff and students are coming from different campuses and districts that had different visions and missions.</p>

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

Performance Objective 1: Santa Fe Middle School will host regular opportunities for parents to hear about important things occurring on campus.

Evaluation Data Sources: audits of social media accounts, surveys,

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and utilize a PAC (Parent Advisory Committee)</p> <p>Strategy's Expected Result/Impact: Parents will be able to voice their opinions and concerns as well as assist in creating opportunities for more parents to participate in campus events.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Local Funds, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Santa Fe Middle School will build parent capacity for contributing to their student's educational program by hosting academic nights, informational nights, and other events. Meetings and events will occur at multiple times to allow for the majority of parents to attend.</p> <p>Strategy's Expected Result/Impact: Parents will feel welcome at Santa Fe Middle School and take a more active role in their child's education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Santa Fe Middle School needs strong partnerships with parents and community members to support the campus for success. **Root Cause:** Many parents are not English speaking or not formally educated and may not feel they have something to contribute to school decision making. The COVID pandemic caused school events to be virtual and since parent involvement has been lower than before. Parents may work in the evening and unable to attend school events.

State Compensatory

Budget for Santa Fe Middle School

Total SCE Funds: \$5,000.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Cleveland ISD will use State Compensatory Education funds to provide: Materials, Resources, Personnel for: After school tutorials HB 4545 tutorials (during and after school) Summer School MTSS (RtI) Project RtI, 504, and Truancy to ensure proper coding and services are provided to all students Contracted Services for Algebra 1 EIC tutorials Other resources, supplies, and materials Personnel: RtI Teachers at Elementary and Secondary Instructional Coaches at Elementary and Secondary

Personnel for Santa Fe Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandon Buchanan	SFMS 6-8 Science Instructional Coach	1
Lesli Serrano	SFMS 6-8 Math Instructional Coach	1
Megan Durtche	SFMS 6-8 Math Instructional Coach	1
Nancy McClain	SFMS 6-8 RLA Instructional Coach	1
Patrice Munafu	SFMS 6-8 Emer. Bi. Instructional Coach	1
Savhana McWhirter	SFMS 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 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 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 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 Improvement & Needs Assessment Team

Committee Role	Name	Position
Other School Leader	Christopher McCurry	Associate Principal
Paraprofessional	Otalia Chapa	Principal's Secretary
Community Representative	Aaron Montesnieto	CISD School Board Member
Administrator	Ana Silva	Director of Bilingual & ESL Services
Community Representative	Alma Rodriguez	Assistant Manager & Coordinator of Santa Fe Community Center
Principal	Joshua McDonald	Principal
Paraprofessional	Minerva Guardado	Registrar
Paraprofessional	Maria Fernandez	Receptionist
Classroom Teacher	Trina Weaver	Math Teacher
Classroom Teacher	Carissa Denby	ESL Teacher
Other School Leader	Connie Briggs	Counselor
Other School Leader	John Hardy	Counselor
Classroom Teacher	Taylor Barnes	Dance Teacher
Parent	Leopoldo Moreno	Parent
Parent	Deborah Cervantes	Parent
Parent	Liliana Castillo Madregon	Parent