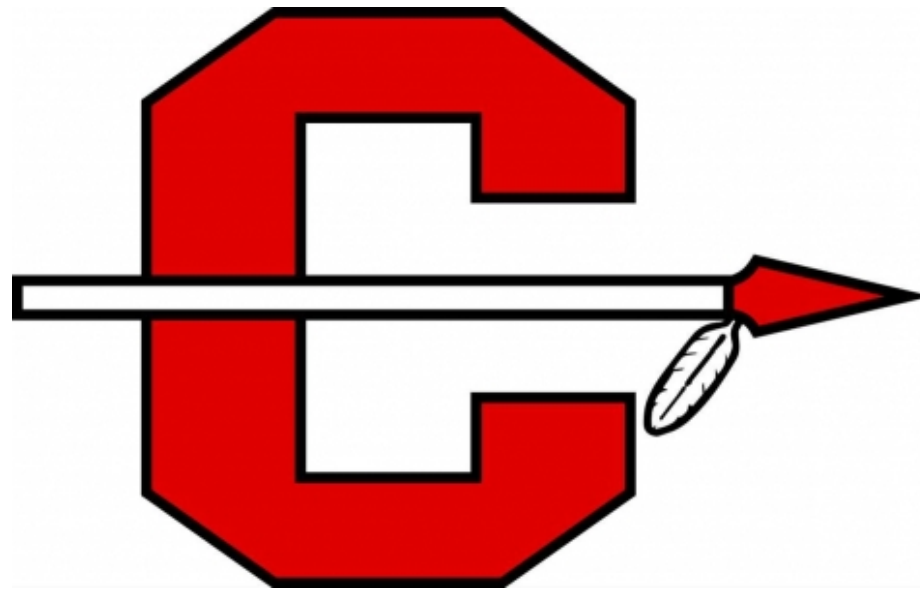


Cleveland Independent School District
Cleveland High School 9th Grade Center
2022-2023 Campus Improvement Plan

Accountability Rating: B



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

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current enrollment in the 8th grade, which will be the 2022-23 9th grade students, is 954 total students. Of those, 846 are Hispanic, 83 are White, 33 are African-American, 12 are Two or More Races, 2 are Asian, and 1 Native American. In the total population, 693 students are classified as Emergent Bilingual, 69 are Special Education, and 55 are Gifted and Talented. The student population is 90.5% Economically Disadvantaged.

There has been rapid growth over the past several years and the population growth of the district is expected to increase at a high rate for the foreseeable future. With the population growth, the number of Emergent Bilingual students has risen to over 50% of the total population, making them a priority group.

Demographics Strengths

New growth in the south area of the district is bringing in an increase of students from a variety of backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a rapid growth of students who are Emergent Bilingual. **Root Cause:** New development in the southern part of the district has seen a large number of Hispanic families move in who are new to the country or their home language is Spanish.

Problem Statement 2 (Prioritized): The percentage of students who qualify as Economically Disadvantaged has increased to 90%. **Root Cause:** Plans were not in place to manage all the needs of students, such as social, emotional, and academic.

Student Achievement

Student Achievement Summary

2021-2022 8th Grade Benchmark Data															
English				Math				Science				Social Studies			
Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters
862	38%	18%	6%	698	33%	9%	0%	889	37%	15%	4%	853	24%	6%	2%
				Algebra											
				Students tested	Approaches	Meets	Masters								
				176	54%	37%	15%								

2021-2022 8th Grade STAAR Data															
English				Math				Science				Social Studies			
Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters
				Algebra											
				Students tested	Approaches	Meets	Masters								

2021-2022 9th Grade Benchmark Data												
English I				Algebra I				Science				
Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	
858	55%	21%	9%	615	34%	6%	1%	372	87%	49%	7%	

2021-2022 9th Grade STAAR Data												
English I				Algebra I				Science				
Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	Students tested	Approaches	Meets	Masters	
822	55.67%	40.84%	7.05%	623	56.82%	19.74%	7.86%	441	89.56%	68.70%	16.30%	

Student Achievement Strengths

Benchmark data for Science and English courses are similar to the state performance.

Algebra scores for the 9th grade students were much higher than the benchmark exams.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Increase the overall academic performance of 9th grade students to score at or above the state average. **Root Cause:** Freshmen have been on the main campus and specific needs were not able to be met related to learning and social emotional needs. In addition, the needs of students who are emergent bilingual have not been addressed appropriately.

Problem Statement 2 (Prioritized): Close achievement gaps for special population and minority learners. **Root Cause:** Students, such as special needs and Emergent Bilinguals, are not performing at the same levels as those who do not have learning barriers.

Problem Statement 3 (Prioritized): Increase the performance of students classified as Emergent Bilingual. **Root Cause:** Implementation of programs designed to support Emergent Bilinguals have not been implemented with fidelity.

School Culture and Climate

School Culture and Climate Summary

This is the first year for the campus to be open. There will be a focus on building cultural competency for teachers and students. Additionally, the campus will build a sense of community, giving the 9th graders an opportunity to grow academically, socially, and emotionally. School leadership and staff will emphasize students being in class, attending school at a high rate, and increasing academic achievement to support students in their pathways.

School Culture and Climate Strengths

The staff is made up of a diverse group of teachers who can meet the needs of all students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Attendance is low and participation in school activities and organizations is low. **Root Cause:** Students have not been able to connect with their teachers or the school.

Problem Statement 2 (Prioritized): Social and emotional needs of the students are not being met. **Root Cause:** Teachers may not have the cultural competency to meet the needs of students who make up the student population.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The state is currently facing a teacher shortage and we have changed our approach to retaining and recruiting teachers.

Staff Quality, Recruitment, and Retention Strengths

Opening the 9th Grade Center provides focused instruction for a high need student population and affords teachers with new leadership opportunities.

A Dean of Instruction is going to provide specialized support to the Instructional Coaches and the academic needs of teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): As a growing district, CISD will need to build capacity among our teachers and staff in order for them to take on more leadership opportunities to support the needs of our students. **Root Cause:** High turnover and teacher shortages have taken focus away from building leadership capacity.

Problem Statement 2 (Prioritized): Teacher attendance is low and teachers are leaving the profession or district. **Root Cause:** Leadership needs to focus on fostering teacher relationships in the school community and provide opportunities for leadership growth and school commitment.

Problem Statement 3 (Prioritized): Teachers are not providing highly effective instruction to students on a daily basis. **Root Cause:** Leadership needs to provide proper coaching to all teachers and increase leadership capacity in teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our school wide programs consist of strategies from 7 Steps to a Language-Rich Interactive Classroom, CHAMPS, weekly professional learning opportunities, book studies, and instructional coaching.

Curriculum, Instruction, and Assessment Strengths

We have a diverse set of resources and strong instructional coaches who are able to focus attention on increasing teaching capacity to elevate student achievement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2 (Prioritized): We must ensure planning, instruction, and assessment are aligned. **Root Cause:** Benchmark data does not mirror the results of work in the classroom.

Parent and Community Engagement

Parent and Community Engagement Summary

With the 9th Grade Center receiving 8th graders from two different campuses in 2023-2024, a focus will be working with the two schools to maximize outreach in the north and south parts of the district. We will be more active in use of social media, parent outreach, exposure of organizations in the community, and working with businesses to reach out to our parents and the community. This focus will not only be to work with current 9th grade students and parents, but to set the table for future students.

Parent and Community Engagement Strengths

Teachers are enthusiastic about including our parents and the community in the new 9th Grade Center. Our organizations will be more focused on community outreach.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Improve and increase communication between the school, home, and community members to increase student participation in all organizations.

Root Cause: Participation in organizations and activities is low and communication effectiveness has been poor.

Priority Problem Statements

Problem Statement 4: There has been a rapid growth of students who are Emergent Bilingual.

Root Cause 4: New development in the southern part of the district has seen a large number of Hispanic families move in who are new to the country or their home language is Spanish.

Problem Statement 4 Areas: Demographics

Problem Statement 1: Increase the overall academic performance of 9th grade students to score at or above the state average.

Root Cause 1: Freshmen have been on the main campus and specific needs were not able to be met related to learning and social emotional needs. In addition, the needs of students who are emergent bilingual have not been addressed appropriately.

Problem Statement 1 Areas: Student Achievement

Problem Statement 10: Attendance is low and participation in school activities and organizations is low.

Root Cause 10: Students have not been able to connect with their teachers or the school.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 6: As a growing district, CISD will need to build capacity among our teachers and staff in order for them to take on more leadership opportunities to support the needs of our students.

Root Cause 6: High turnover and teacher shortages have taken focus away from building leadership capacity.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: We must maintain the fidelity of our instructional programs throughout the school year.

Root Cause 11: Implementation of instructional programs has not been consistent school-wide.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Improve and increase communication between the school, home, and community members to increase student participation in all organizations.

Root Cause 13: Participation in organizations and activities is low and communication effectiveness has been poor.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 5: The percentage of students who qualify as Economically Disadvantaged has increased to 90%.

Root Cause 5: Plans were not in place to manage all the needs of students, such as social, emotional, and academic.

Problem Statement 5 Areas: Demographics

Problem Statement 2: Close achievement gaps for special population and minority learners.

Root Cause 2: Students, such as special needs and Emergent Bilinguals, are not performing at the same levels as those who do not have learning barriers.

Problem Statement 2 Areas: Student Achievement

Problem Statement 9: Social and emotional needs of the students are not being met.

Root Cause 9: Teachers may not have the cultural competency to meet the needs of students who make up the student population.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 7: Teacher attendance is low and teachers are leaving the profession or district.

Root Cause 7: Leadership needs to focus on fostering teacher relationships in the school community and provide opportunities for leadership growth and school commitment.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: We must ensure planning, instruction, and assessment are aligned.

Root Cause 12: Benchmark data does not mirror the results of work in the classroom.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Increase the performance of students classified as Emergent Bilingual.

Root Cause 3: Implementation of programs designed to support Emergent Bilinguals have not been implemented with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 8: Teachers are not providing highly effective instruction to students on a daily basis.

Root Cause 8: Leadership needs to provide proper coaching to all teachers and increase leadership capacity in teachers.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

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 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 14, 2022





Goal 1: Cleveland 9th Grade Center will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 1: Teachers will provide prescriptive lessons for student interventions during the school day.

High Priority

Evaluation Data Sources: Work samples provided by teachers, leadership walk throughs, and student attendance to advisory courses.

Strategy 1 Details	Reviews			
Strategy 1: During the advisory period, all teachers will provide lessons requiring the use of reading, writing, speaking, and listening skills covering ELA, Math, Social Studies, and Science TEKS. Strategy's Expected Result/Impact: Teachers will provide effective intervention instruction which supports student achievement and promotes closing the gap for minority and special population students. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will hold after school tutorials for students who need additional support or interventions for HB4545. The tutorials will be structured to the specific need of the students. Strategy's Expected Result/Impact: Increase student achievement and close learning gaps for special populations. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 Funding Sources: - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There has been a rapid growth of students who are Emergent Bilingual. Root Cause: New development in the southern part of the district has seen a large number of Hispanic families move in who are new to the country or their home language is Spanish.
Problem Statement 2: The percentage of students who qualify as Economically Disadvantaged has increased to 90%. Root Cause: Plans were not in place to manage all the needs of students, such as social, emotional, and academic.
Student Achievement
Problem Statement 1: Increase the overall academic performance of 9th grade students to score at or above the state average. Root Cause: Freshmen have been on the main campus and specific needs were not able to be met related to learning and social emotional needs. In addition, the needs of students who are emergent bilingual have not been addressed appropriately.
Problem Statement 2: Close achievement gaps for special population and minority learners. Root Cause: Students, such as special needs and Emergent Bilinguals, are not performing at the same levels as those who do not have learning barriers.
Problem Statement 3: Increase the performance of students classified as Emergent Bilingual. Root Cause: Implementation of programs designed to support Emergent Bilinguals have not been implemented with fidelity.
Curriculum, Instruction, and Assessment
Problem Statement 1: We must maintain the fidelity of our instructional programs throughout the school year. Root Cause: Implementation of instructional programs has not been consistent school-wide.

Curriculum, Instruction, and Assessment
Problem Statement 2: We must ensure planning, instruction, and assessment are aligned. Root Cause: Benchmark data does not mirror the results of work in the classroom.





Goal 1: Cleveland 9th Grade Center will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 2: All students who were unsuccessful on an 8th grade STAAR test will have an enrichment/intervention period where they will receive direct instruction based their specific performance.

High Priority

Evaluation Data Sources: 8th Grade STAAR scores, minutes logs from teachers.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide intervention to students who were unsuccessful on any portion of the 8th Grade STAAR exams. Strategy's Expected Result/Impact: Students will receive the necessary hours to meet HB 4545 and highly effective instruction to support showing growth on the 9th Grade EOCs. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and Instructional Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: - Local Funds, - State: Compensatory Education, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Increase the overall academic performance of 9th grade students to score at or above the state average. Root Cause: Freshmen have been on the main campus and specific needs were not able to be met related to learning and social emotional needs. In addition, the needs of students who are emergent bilingual have not been addressed appropriately.
Problem Statement 2: Close achievement gaps for special population and minority learners. Root Cause: Students, such as special needs and Emergent Bilinguals, are not performing at the same levels as those who do not have learning barriers.

Student Achievement
Problem Statement 3: Increase the performance of students classified as Emergent Bilingual. Root Cause: Implementation of programs designed to support Emergent Bilinguals have not been implemented with fidelity.
Curriculum, Instruction, and Assessment
Problem Statement 1: We must maintain the fidelity of our instructional programs throughout the school year. Root Cause: Implementation of instructional programs has not been consistent school-wide.
Problem Statement 2: We must ensure planning, instruction, and assessment are aligned. Root Cause: Benchmark data does not mirror the results of work in the classroom.





Goal 1: Cleveland 9th Grade Center will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 3: The Campus Instructional Leadership team will provide coaching and professional development to teachers and other staff to support the academic achievement of Emergent Bilinguals, special education students, GT students, and minority groups.

High Priority

Evaluation Data Sources: Coaching logs, assessment data, teacher walkthroughs, surveys, and evaluation data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development for implementing the 7 Steps to a Language-Rich Interactive Classroom. Strategy's Expected Result/Impact: Provide a structured learning environment to support the needs of emergent bilingual and special education students. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches. 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 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2, 3 Funding Sources: - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - State: Special Education, - State: Bilingual Education Allotment (BEA)	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will receive professional development for supporting and accommodating special education students. Strategy's Expected Result/Impact: Special education students will be given highly effective instruction and will show growth in academic achievement. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches. Title I: 2.4, 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 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: - Local Funds, - State: Compensatory Education, - State: Special Education, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: There has been a rapid growth of students who are Emergent Bilingual. Root Cause: New development in the southern part of the district has seen a large number of Hispanic families move in who are new to the country or their home language is Spanish.
Student Achievement
Problem Statement 2: Close achievement gaps for special population and minority learners. Root Cause: Students, such as special needs and Emergent Bilinguals, are not performing at the same levels as those who do not have learning barriers. Problem Statement 3: Increase the performance of students classified as Emergent Bilingual. Root Cause: Implementation of programs designed to support Emergent Bilinguals have not been implemented with fidelity.

Goal 2: Cleveland 9th Grade Center staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Teachers will receive professional development in social and emotional learning strategies to support positive student behavior and attendance.

Evaluation Data Sources: Professional development logs, student behavior data, attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: During the school year, teachers will be provided specific professional development related to social and emotional learning and how to implement strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behavior, attendance, and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and Instructional Coaches.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 2</p> <p>Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The school will actively engage in building cultural competency for staff and students through organizations, professional development, student learning, and built in activities throughout the year. Strategy's Expected Result/Impact: Students and staff will feel more a part of the school community and more comfortable in the learning environment. Students and staff will feel more connected during the learning process. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and Instructional Coaches. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 2: The percentage of students who qualify as Economically Disadvantaged has increased to 90%. Root Cause: Plans were not in place to manage all the needs of students, such as social, emotional, and academic.
School Culture and Climate
Problem Statement 1: Attendance is low and participation in school activities and organizations is low. Root Cause: Students have not been able to connect with their teachers or the school. Problem Statement 2: Social and emotional needs of the students are not being met. Root Cause: Teachers may not have the cultural competency to meet the needs of students who make up the student population.

Goal 2: Cleveland 9th Grade Center staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: Campus administration will build leadership capacity in teachers and staff.

Evaluation Data Sources: Surveys, objective leadership roles for teachers/staff on campus.

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will provide opportunities for teachers to actively participate in committees on campus to support the learning environment. Strategy's Expected Result/Impact: Teachers have the opportunity to lead and participate in change on campus, thus building their leadership capacity. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and Instructional Coaches. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cleveland 9th Grade Center will have a campus mentor program for all first year teachers. Strategy's Expected Result/Impact: Provide support for first year teachers and increase retention rate. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and Instructional Coaches, Mentor Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: - Local Funds	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Administration will develop a campus based leadership program to build capacity among teachers and administration. Strategy's Expected Result/Impact: The program will allow teachers and admin to meet monthly, discuss leadership, and how to grow as leaders in education. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: As a growing district, CISD will need to build capacity among our teachers and staff in order for them to take on more leadership opportunities to support the needs of our students. Root Cause: High turnover and teacher shortages have taken focus away from building leadership capacity.
Problem Statement 2: Teacher attendance is low and teachers are leaving the profession or district. Root Cause: Leadership needs to focus on fostering teacher relationships in the school community and provide opportunities for leadership growth and school commitment.
Problem Statement 3: Teachers are not providing highly effective instruction to students on a daily basis. Root Cause: Leadership needs to provide proper coaching to all teachers and increase leadership capacity in teachers.

Goal 2: Cleveland 9th Grade Center staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 3: Professional Development will be scheduled throughout the year in order to provide opportunities for continuous growth.

Evaluation Data Sources: Professional development logs, surveys of professional development

Strategy 1 Details	Reviews			
Strategy 1: All teachers will have the opportunity to participate in the planning and implementation of a weekly professional development program. Strategy's Expected Result/Impact: Teachers will have continuous learning opportunities and a space to share the research based strategies they employ in their classroom. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cleveland 9th Grade Center will implement the CHAMPS model for PBIS. Strategy's Expected Result/Impact: Create a positive school culture on campus. Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Counselors, and	Formative			Summative
	Nov	Jan	Mar	May

<p>Instructional Coaches, Teachers and Staff.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3</p> <p>Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:





Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: As a growing district, CISD will need to build capacity among our teachers and staff in order for them to take on more leadership opportunities to support the needs of our students. Root Cause: High turnover and teacher shortages have taken focus away from building leadership capacity.</p>
<p>Problem Statement 2: Teacher attendance is low and teachers are leaving the profession or district. Root Cause: Leadership needs to focus on fostering teacher relationships in the school community and provide opportunities for leadership growth and school commitment.</p>
<p>Problem Statement 3: Teachers are not providing highly effective instruction to students on a daily basis. Root Cause: Leadership needs to provide proper coaching to all teachers and increase leadership capacity in teachers.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: We must maintain the fidelity of our instructional programs throughout the school year. Root Cause: Implementation of instructional programs has not been consistent school-wide.</p>

Goal 3: Cleveland 9th Grade Center's parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 1: Cleveland 9th Grade Center will provide multiple opportunities for parents to be involved in the school community.

High Priority

Evaluation Data Sources: Parent sign-in sheets, flyers, social media posts

Strategy 1 Details	Reviews			
Strategy 1: Cleveland 9th Grade Center will have a Parent Advisory Committee, which will meet quarterly to discuss the Title I program and campus programs/organizations. Strategy's Expected Result/Impact: Increased parent participation and community support. Staff Responsible for Monitoring: Principal, AP over Title I 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: Parent and Community Engagement 1 Funding Sources: - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cleveland 9th Grade Center will conduct events and meetings at multiple times convenient for parents; some meetings to be held at Santa Fe Middle school to meet the needs of families in the southern part of Cleveland. Strategy's Expected Result/Impact: Increased parent participation and community support. Staff Responsible for Monitoring: Principal, AP over Title I Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Improve and increase communication between the school, home, and community members to increase student participation in all organizations. Root Cause: Participation in organizations and activities is low and communication effectiveness has been poor.

State Compensatory

Budget for Cleveland High School 9th Grade Center

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Cleveland High School 9th Grade Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashleigh Canales	C9 Math/Science Instructional Coach	1
Kara Rodgers	C9 RLA/Soc. St. Instructional Coach 1 Ed	1
Maria Mather	C9/CHS Em. Bilingual Instructional Coach	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The final plan is again reviewed by the CEIC.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2: Regular monitoring and revision

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

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

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

5. Targeted Assistance Schools Only

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

Not Applicable