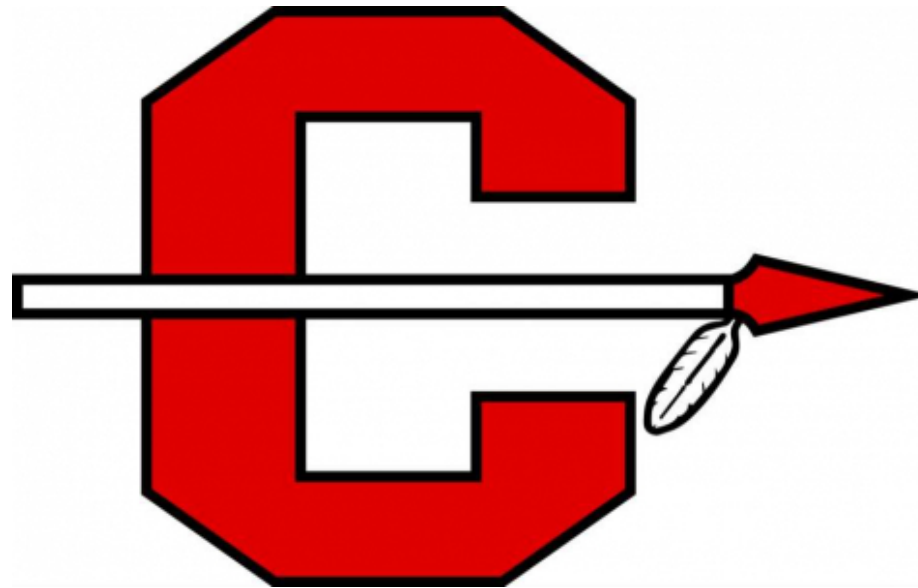# Cleveland Independent School District

Cottonwood Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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

Mission Statement

Cottonwood Elementary Staff will empower all scholars to achieve at high levels of learning.

Vision

Cottonwood Elementary will provide a safe and nurturing learning environment that enables students to conquer challenges in order to succeed in life.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 19, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

6/27/22

Reviewed Vision and Mission, STAAR data, State Accountability Review, district/campus data/goals, PEIMS data, progress on previous CIP, Survey Data

6/30/22

Review information from previous meeting, data verification, review of Problem Statements, Root Causes, revision as necessary, strategy discussion

Demographics

Demographics Summary

Cottonwood Elementary is one of six traditional elementary schools in Cleveland Independent School District. Cottonwood Elementary School serves 1,050 students in grades PK-5. The student population is as follows: 1% AA, 96.7% Hisp, 1.8 W, 0.1% Am.Ind., 0.0% Asian, 0.4% 2 or more races. The gender breakdown reflects 48.3% female and 51.7% male with 98.7% being Economically Disadvantaged. The EB population reflects 78.1%. Risk factors include 2.1% Dyslexia, 1.8% Homeless, 1.6% Immigrant, 97.7% Title 1 and 1.2% Military Connected. Special Programs are as follows: 77.6% Bilingual/ESL Education, 4.1% Gifted/Talented, 7.2% Special Education which reflects 34.2% Intellectual Disabilities and 28.9% Physical Disabilities as well as 26.35 Autism.

Demographics Strengths

Plum Grove is a rapid growth community. Parents are eager to become a part of the school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility rate at Cottonwood Elementary has increased. **Root Cause:** Due to the rate of increased population in Plum Grove, new schools have opened and students have moved to those campuses based on zoning.

Student Learning

Student Learning Summary

As of June 2022: Spring

3rd Grade Reading-English:	**63% Approaches (an increase of 8% from the previous year-55%)**
3rd Grade Reading-Spanish:	25% Approaches (a decrease of 19% from the previous year-44%)
3rd Grade Math-English	42% approaches (a decrease of 8% from the previous year-50%)
4th Grade Reading-English:	72% Approaches (an increase of 27% from the previous year- 45%)
4th Grade Reading-Spanish	31% Approaches (a decrease of 1% from the previous year-31%)
4th Grade Math-English:	47% Approaches (an increase of 4% from the previous year-43%)
5th Grade Reading-English	70% Approaches (an increase of 16% from the previous year- 54%)
5th Grade Reading-Spanish	38% Approaches (An increase of 38% from the previous year- 0%)
5th Grade Math-English	58% Approaches (a decrease of 1 % from the previous year-59%)
5th Grade Science-English	41% Approaches (an increase of 10% from the previous year -31%)

Based on the spring 2022 ALL STUDENTS Summary Report, targeted areas of focus include:

3rd Grade Reading: 37% scored "Did Not Meet Standard"
3rd Grade Math: 58% scored "Did Not Meet Standard"
4th grade Reading 28% scored "Did not Meet Standard"
4th Grade Math: 53% scored "Did Not Meet Standard"
5th Grade Reading: 30% scored "Did Not Meet Standard"
5th Grade Math: 42% scored "Did Not Meet Standard"
5th Science: No data for did not meet

Staff Information: 9.9% of teachers are African American, 58% Hispanic, and 32.2% White with 53.9% beginning teachers and 16% with 1-5 years experience.

Student Learning Strengths

3rd Grade Reading-Spanish increase in " Approaches" from 20/21 to 21/22 25% to 44%

4th Grade Reading-English increase in " Approaches" from 20/21 to 21/22 45% to 72%

5th Grade Reading-English increase in " Approaches" from 20/21 to 21/22 54% to 70%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data reflects a discrepancy in "Approaches" in math and reading scores. **Root Cause:** Teachers need ongoing professional development, aligned instructional material, coaching and modeling of best practices including but not limited to 7 Steps of a Language Rich Classroom and the PLC process including cross curricular connections throughout the school year.

Perceptions

Perceptions Summary

Survey data which addressed domains such as Academics, Family/Community Engagement, Leadership, Diversity, Peer Culture, Professional Development, School Operations, Academic Opportunity, Observation/Feedback, and Teacher Retention reflects that students are able to support answers and explain their thinking, that teachers know the criteria used to evaluate performance and that students are assessed for understanding of learning goals with questions, tasks and assessments readily available to teachers. There is an understanding of how actions contribute to school goals and interactions between students and adults are respectful.

Perceptions Strengths

Data reflects that overall, there is a positive peer culture and that students at school value each other's differences. Overall, there is a clear direction on school operations and the school community knows who to contact when they need something.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Data reflects that only 21% of teachers agree or strongly agree that there are clear expectations and consequences for student behavior. **Root Cause:** Lack of routine, consistent, ongoing implementation of campus-wide PBIS strategies which contributes to off-task behaviors in the classroom, resulting in loss of instructional time.

Priority Problem Statements

Problem Statement 1: Data reflects a discrepancy in "Approaches" in math and reading scores.

Root Cause 1: Teachers need ongoing professional development, aligned instructional material, coaching and modeling of best practices including but not limited to 7 Steps of a Language Rich Classroom and the PLC process including cross curricular connections throughout the school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Though programs are implemented, data reflects that teachers do not regularly discuss feedback about their teaching with an instructional leader at school and do not receive support to implement those changes.

Root Cause 2: Lack of scheduled activities/events which build positive professional relationships among teachers and observers. Lack of routine, consistent, ongoing feedback sessions based on instructional rounds data and individual observation data.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Data reflects that only 21% of teachers agree or strongly agree that there are clear expectations and consequences for student behavior.

Root Cause 3: Lack of routine, consistent, ongoing implementation of campus-wide PBIS strategies which contributes to off-task behaviors in the classroom, resulting in loss of instructional time.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: November 14, 2022

Goal 1: Cottonwood Elementary will provide a student-centered, language-rich educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 1: Cottonwood Elementary will implement a well-balanced Prek-5 instructional program that is linguistically, academically, intellectually, and personally challenging to all students.

    Evaluation Data Sources: Local and State Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities which allow teachers to become familiar with district curriculum and effective implementation strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Empower teachers with knowledge of curriculum as well as effective strategies for implementation of instruction.
  Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers
 	
  Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  Problem Statements: Student Learning 1 - School Processes & Programs 1
  Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development opportunities which allow teachers to become familiar with best practices for English language acquisition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' English language proficiency. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data reflects a discrepancy in "Approaches" in math and reading scores. **Root Cause**: Teachers need ongoing professional development, aligned instructional material, coaching and modeling of best practices including but not limited to 7 Steps of a Language Rich Classroom and the PLC process including cross curricular connections throughout the school year.

School Processes & Programs
Problem Statement 1: Though programs are implemented, data reflects that teachers do not regularly discuss feedback about their teaching with an instructional leader at school and do not receive support to implement those changes. **Root Cause**: Lack of scheduled activities/events which build positive professional relationships among teachers and observers. Lack of routine, consistent, ongoing feedback sessions based on instructional rounds data and individual observation data.

Goal 2: Cottonwood Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: School leaders, instructional coaches and teachers will engage in ongoing professional development related to the PLC process.

    Evaluation Data Sources: Teacher Observations, Local and State Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Secure professional development opportunities related to the PLC process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhancement of individual student success.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.				

Strategy 2 Details	Reviews			
Strategy 2: Conduct routine instructional rounds to monitor the effectiveness of the PLC process and provide continued training and support based on observation feedback.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Enhancement of individual student success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Local Funds, - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data reflects a discrepancy in "Approaches" in math and reading scores. **Root Cause**: Teachers need ongoing professional development, aligned instructional material, coaching and modeling of best practices including but not limited to 7 Steps of a Language Rich Classroom and the PLC process including cross curricular connections throughout the school year.

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Goal 3: Cottonwood Elementary parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 1: Cottonwood Elementary will engage parents, families, and communities in our PBIS expectations in order to maintain the norm of appropriate behavior.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Cottonwood teachers, staff and parents will be invited to campus events which aim to familiarize all stakeholders with the campus PBIS system and the impact it has on student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A school community common understanding of the how positive behavior impacts student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, and Teachers. **Title I:** 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich				
Strategy 2 Details	Reviews			
Strategy 2: Cottonwood faculty will implement PBIS with fidelity and ensure that students are rewarded for desired behavior.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in behavior referrals. Increase in time on task.				

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Problem Statements: Perceptions 1
Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Data reflects that only 21% of teachers agree or strongly agree that there are clear expectations and consequences for student behavior. **Root Cause**: Lack of routine, consistent, ongoing implementation of campus-wide PBIS strategies which contributes to off-task behaviors in the classroom, resulting in loss of instructional time.

State Compensatory

Budget for Cottonwood Elementary

Total SCE Funds: $18,803.80
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, and 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 Cottonwood Elementary

Name	Position	FTE
Ieshia Demas	CWE K-2 Literacy Instructional Coach	1
Sandra Lezama	CWE 3-5 Reading Instructional Coach	1
Stephanie Hillard	CWE 3-5 Math Instructional Coach	1
Vacancy	CWE K-2 Math Instructional Coach	1
Vacancy	CWE Pre-K Literacy Instructional Coach	1
Vacancy	CWE Acc. Learning Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2: Regular monitoring and revision

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

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

Name	Position	Program	FTE
Elizabeth Nimmons	Cottonwood Elementary School	Music Teacher	1