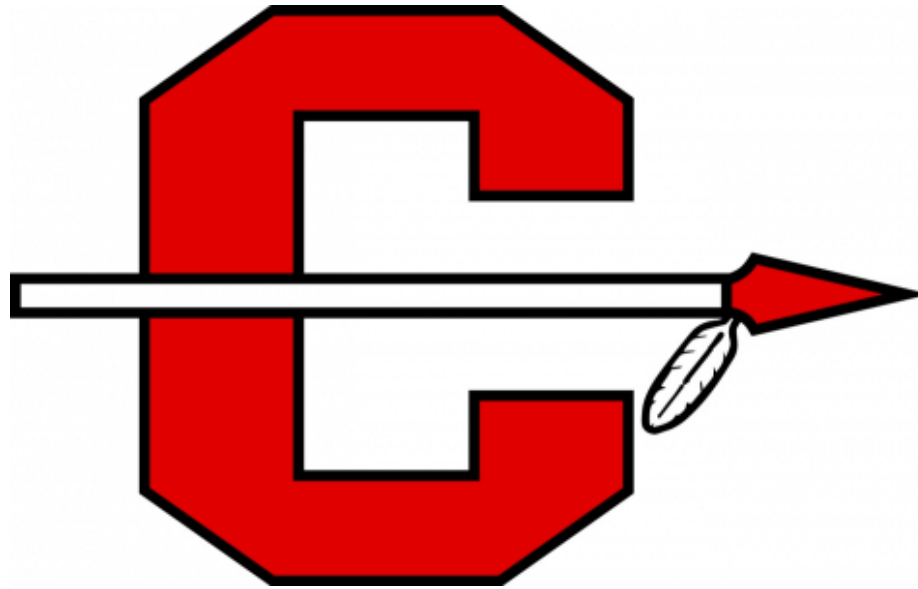


Cleveland Independent School District
Eastside Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: C



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

Mission Statement

Eastside Elementary builds a community of empowered lifelong learners that focuses on high levels of learning for all students.

Vision

Eastside Elementary strives to make an everlasting difference for all students.

Core Beliefs

We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.

We believe in providing all students with a balanced curriculum aligned with quality instruction.

We believe maintaining rigorous standards and high expectations for all students is key to academic excellence.

We believe differentiated instruction is the key to addressing the needs of all students.

We believe holding students accountable to become independent learners leads to taking responsibility for their own learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastside Elementary is a Pk-5th grade campus within Cleveland ISD. As of 10/24/22, Eastside Elementary has an enrollment of 946 students. Eastside Elementary has an average enrollment compared to other CISD Elementary campuses.

Attendance Rate:

2021-2022	92.3%
2020-2021	95.1%
2019-2020	95.7%
2018-2019	96.1%
2017-2018	94.9%
2016-2017	95.5%

Student Group (%)	Afr. Am.	Hisp.	Wht.	As/PI	Nat. Am
2020-2021	5%	79%	13%	.0%	.0%
2021-2022	5%	81%	12%	.11%	0%

89% of teachers at Eastside have 1-5 years of experience as of the 2021-2022 school year.

15% of teachers at Eastside Elementary are in their first year of teaching as of the 2021-2022 school year.

Demographics Strengths

Attendance for the 2021-2022 school year was 92 %.

Teacher retention rate was 82%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates have consistently dropped over the past two years. **Root Cause:** Root Cause Procedures were not implemented with fidelity to monitor student absences and provide intervention.

Problem Statement 2 (Prioritized): More than half of the teachers at Eastside have less than 5 years experience. **Root Cause:** Teacher turnover can be attributed: Principal turnover (3 different Principals in 3 years); distance teachers are driving to get to Cleveland and an increase in gas price.

Student Learning

Student Learning Summary

3rd Grade Math

- The Approaches grade level category was 43%
- The Meets grade level category was 16%
- The Masters grade level category was 5%

4th Grade Math

- The Approaches grade level category was 68%
- The Meets grade level category was 35%
- The Masters grade level category was 14%

5th Grade Math

- The Approaches grade level category was 53%
- The Meets grade level category was 25%
- The Masters grade level category was 11%

3rd Grade Reading

ELAR

- The Approaches grade level category was 62%
- The Meets grade level category was 23%
- The Masters grade level category was 8%

SLAR

- The Approaches grade level category was 37%
- The Meets grade level category was 8%
- The Masters grade level category was 6%

4th Grade Reading

ELAR

- The Approaches grade level category was 78%
- The Meets grade level category was 41%
- The Masters grade level category was 17%

SLAR

- The Approaches grade level category was 28%
- The Meets grade level category was 6%
- The Masters grade level category was 0%

5th Grade Reading

ELAR

- The Approaches grade level category was 69%
- The Meets grade level category was 40%
- The Masters grade level category was 22%

SLAR

- The Approaches grade level category was 14%
- The Meets grade level category was 5%
- The Masters grade level category was 0%

5th Grade Science

ELAR

- The Approaches grade level category was 41%
- The Meets grade level category was 15%
- The Masters grade level category was 6%

Student Learning Strengths

All grade levels (3-5) math and reading STAAR scores improved approximately 10-20%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR. **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

Problem Statement 2 (Prioritized): 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR. **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

The average class size for PK-5th grade is 22 students per class.

Eastside offers numerous professional development opportunities to its staff throughout the year.

Eastside manages the campus by utilizing decisions made by the Campus Education Improvement Committee, Parents Involved in Education, Data Teams, and Grade level team leaders.

The district discipline policy is clearly outlined for staff, parents, and students in the district Student Code of Conduct and in the district Student Handbook online on the CISD website.

Master schedule designates time daily for math and reading interventions that do not interrupt or interfere with Tier I instruction. The majority of the time teachers are arranged in teaching teams where one teaches ELAR or SLAR and Social Studies and the other teaches Math and Science.

Instructional Coaches provide instructional support for all teachers within their specific content area.

Assistant Principals are encouraged to participate in professional development to further develop their leadership skills.

The following programs enhance the school climate: MyON, Staff Appreciation days, 5th Grade Drug Prevention, Attendance and Honor Roll recognition, GT Fair, award programs, and volunteers.

A variety of Professional Learning opportunities are provided to staff such as but not limited to: Training for Technology for classroom use/Gradebook, Assessment and Accountability, Data Analysis Training, GT Training, Bilingual /ESL Training, Kagan Training, Shelter Instruction Training, ELL for Administrators, Crisis Prevention Intervention, Parental Involvement training, Differentiated Instruction/Small Group Training, RTI, Legal updates, Eduphoria, Moby Max, Guided Math and the use of Math Manipulatives.

Eastside has a parental involvement plan in place, along with a Student/Parent/Teacher compact. Each Tuesday, students take home information from their teachers to their parents. The school marquee is kept current. School Messenger and Remind are used to contact parents about urgent or important issues. Extra copies of flyers are kept in the front office for parents on issues addressing how to help their child in school, health issues, school board reports and more. All flyers are sent home in English and Spanish.

Parents Involved in Education (PIE) is the campus parent organization which allows for parents to become involved at Eastside Elementary.

Numerous opportunities are available for participation and communication: P.I.E.(Parents Involved in Education), Title I Parent Meetings, Title I brochures/letters, "Meet the Teacher" Night, Field Day, various class projects, class celebrations, fundraisers, Teacher/Parent conferences (within first 9-weeks), Public School Week, Grandparent's Day, Donuts for Dad breakfast, Muffins for Mom breakfast, family lunches, volunteers in school, monthly newsletters, Tuesday Folders, web-pages, Career Day, Science Fair, Parent Portals, and Literacy Night.

School Processes & Programs Strengths

Content teachers have common conference periods to support collaborative discussions focused on quality instruction.

Instructional Coaches support teachers with lesson development and best practices for instruction and classroom management. 100% of Teachers are Highly-Qualified and all ELAR teachers are ESL certified (with exception to Alternative Certification Interns).

Eastside Elementary did not have to submit a Bilingual/ESL exception wavier this year

The majority of our primary teachers K-2 have completed the Texas Reading Academy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Less than 50% of parents attend after school activities/events **Root Cause:** Activities were not always provided at multiple times to maximize parent involvement, parents may not feel welcome at our school and events were not communicated using multiple venues.

Problem Statement 2 (Prioritized): Lack of consistency in communication, procedures and processes. **Root Cause:** Multiple changes in structures and leadership.

Perceptions

Perceptions Summary

Eastside Elementary has 135 staff members who serve our 1,287 students. Our teachers believe all students can learn at a high level. Teachers work in collaborative meetings during their common planning time. Eastside Elementary prides itself on having a family atmosphere. Parent Volunteers are highly encouraged to join Eastside's Parents In Education (PIE) organization. Staff members are provided an opportunity to participate in a satisfaction survey at the end of the school year. The leadership team meets regularly and discusses processes or strategies to rectify matters of focus related to the survey.

Perceptions Strengths

Collaborative teams are embraced or are included in the decision-making process such as: Campus Improvement Committee, Parent In Education, Data Teams, Professional Learning Community, grade level team leaders and leadership team

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

Priority Problem Statements

Problem Statement 1: Student attendance rates have consistently dropped over the past two years.

Root Cause 1: Root Cause Procedures were not implemented with fidelity to monitor student absences and provide intervention.

Problem Statement 1 Areas: Demographics

Problem Statement 3: 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR.

Root Cause 3: High yield instructional strategies have not been utilized in Tier 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Less than 50% of parents attend after school activities/events

Root Cause 5: Activities were not always provided at multiple times to maximize parent involvement, parents may not feel welcome at our school and events were not communicated using multiple venues.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received.

Root Cause 7: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

Problem Statement 7 Areas: Perceptions

Problem Statement 2: More than half of the teachers at Eastside have less than 5 years experience.

Root Cause 2: Teacher turnover can be attributed: Principal turnover (3 different Principals in 3 years); distance teachers are driving to get to Cleveland and an increase in gas price.

Problem Statement 2 Areas: Demographics

Problem Statement 4: 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR.

Root Cause 4: High yield instructional strategies have not been utilized in Tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Lack of consistency in communication, procedures and processes.

Root Cause 6: Multiple changes in structures and leadership.

Problem Statement 6 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)

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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 14, 2022

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





Performance Objective 1: By the end of the 2022-2023 school year, Eastside Elementary students will have an increase of one or more proficiency levels as measured by TELPAS.

High Priority

Evaluation Data Sources: EOY TELPAS Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Seidlitz's 7 Steps to a Language-Rich Interactive Classroom training to all teachers. Strategy's Expected Result/Impact: EB students will increase in their TELPAS proficiency level. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1 Funding Sources: - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the use of K-12 Summit for all 2nd-5th Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: EB student will increase in their TELPAS proficiency level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison, Testing Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of ELlevation with all Emergent Bilingual students in grades K-5.</p> <p>Strategy's Expected Result/Impact: EB students will increase in their TELPAS proficiency level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Hold Parent Information Nights to inform parents of student learning expectations and teach parents how to help their child with successful learning strategies at home.</p> <p>Strategy's Expected Result/Impact: Increased number of parents participating in school events; parents will be able to assist their child with mastering the essential learning objectives established at school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), LPAC Liaison(s)</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: - Local Funds, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: More than half of the teachers at Eastside have less than 5 years experience. Root Cause: Teacher turnover can be attributed: Principal turnover (3 different Principals in 3 years); distance teachers are driving to get to Cleveland and an increase in gas price.</p>
Student Learning
<p>Problem Statement 1: 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR. Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.</p>
<p>Problem Statement 2: 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR. Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.</p>
School Processes & Programs
<p>Problem Statement 1: Less than 50% of parents attend after school activities/events Root Cause: Activities were not always provided at multiple times to maximize parent involvement, parents may not feel welcome at our school and events were not communicated using multiple venues.</p>
<p>Problem Statement 2: Lack of consistency in communication, procedures and processes. Root Cause: Multiple changes in structures and leadership.</p>
Perceptions
<p>Problem Statement 1: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. Root Cause: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.</p>





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

Performance Objective 2: By the end of the 2022-2023 school year, Eastside Elementary Math scores, as measured by STAAR, will increase from 26% to 40% meets or above.

High Priority

Evaluation Data Sources: EOY STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule weekly planning meetings to analyze state standards and use of backward design.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in K-5th on Common Assessments, Benchmarks, and Star Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds, - State: Compensatory Education, - State: Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Creative Mathematics training, presented by Kim Sutton, and teaching materials needed to implement new strategies taught to all K-5th grade Math teachers.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in K-5th grade on Common Assessments, Benchmarks, and STAR Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Contracted Services - Title I, Part A - Improving Basic Programs - \$2,100, Materials and Resources - Title I, Part A - Improving Basic Programs - \$2,200</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Track and analyze data after each campus-based assessment and benchmark by teacher, student group, TEKS and objective by utilizing Eduphoria.</p> <p>Strategy's Expected Result/Impact: Small groups will be focused on student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), Testing Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Eduphoria - Title I, Part A - Improving Basic Programs - \$5,062.23</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR. **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

Perceptions

Problem Statement 1: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.





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

Performance Objective 3: By the end of 2022-2023 school year, Eastside Elementary will increase Reading Scores from 30% Meets to 45% and from 13% to 20% in Masters.

High Priority

Evaluation Data Sources: EOY Reading STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule weekly planning meetings to analyze state standards and use backwards design.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in K-5th on Common Assessments, Benchmarks, STAAR and Star Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds, - State: Compensatory Education, - State: Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Track and analyze data after each campus based assessment and benchmark by teacher, student group, TEKS and objective by utilizing Eduphoria.</p> <p>Strategy's Expected Result/Impact: Small groups will be focused on student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), Testing Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Waterford program with Prek-5th Tier 2 students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in K-5th on Common Assessments, Benchmarks, STAAR and Star Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Professional Development (license for free to pilot) - Local Funds - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR. Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.</p>

Perceptions

Problem Statement 1: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

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





Performance Objective 4: By the end of the 2022-2023 school year, White students at Eastside Elementary will increase Math and Reading STAAR Scores by 15% points.

High Priority

Evaluation Data Sources: EOY STAAR Scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Creative Mathematics training, presented by Kim Sutton, and teaching materials needed to implement new strategies taught to all K-5th grade Math teachers.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in K-5th grade on Common Assessments, Benchmarks, and STAR Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Waterford program with 2nd-5th Tier 2 students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on K-5th grade Common Assessments, Benchmarks, STAAR and Star Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule weekly planning meetings to analyze state standards and use backward design.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on K-5th grade Common Assessments, Benchmarks, STAAR and Star Renaissance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Track and analyze data after each campus based assessment and benchmark by teacher, student group, TEKS and objective by utilizing Eduphoria.</p> <p>Strategy's Expected Result/Impact: Small groups will be focused on student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es), Testing Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR. Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.</p>
<p>Problem Statement 2: 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR. Root Cause: High yield instructional strategies have not been utilized in Tier 1 instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Lack of consistency in communication, procedures and processes. Root Cause: Multiple changes in structures and leadership.</p>
Perceptions
<p>Problem Statement 1: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. Root Cause: Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.</p>

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





Performance Objective 1: By the end of the 2022-2023 school year, at least 40 hours of high-quality and ongoing campus-based professional development (including PLC) will be provided for teaching staff and administrators based on the needs assessment and student performance results.

High Priority

Evaluation Data Sources: PD sign in sheets and PD surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Seidlitz's 7 Steps to a Language-Rich Interactive Classroom training to all teachers. Strategy's Expected Result/Impact: Increase teaching strategies for all teachers to support student growth. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>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 - Targeted Support Strategy Problem Statements: Demographics 2 Funding Sources: - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Creative Mathematics training, presented by Kim Sutton, and teaching materials needed to implement new strategies taught to all K-5th grade Math teachers.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies in Math classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for all teachers to obtain Gifted and Talented certification, thereby equipping them to provide more rigorous and individualized instruction to above level learners.</p> <p>Strategy's Expected Result/Impact: Increase in Gifted and Talented certified teachers; increase in the number of Gifted and Talented students scoring masters on state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Counselors</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: - State: Compensatory Education, - State: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide learning opportunities to staff in student interventions for social skills training, de-escalation strategies, and positive behavioral programs.</p> <p>Strategy's Expected Result/Impact: Improved classroom behavior; decrease of discipline referrals; implementation of C.H.A.M.P.S.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Counselor(es), RtI Behavior, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide mentor program for new teachers.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies, classroom management and collaboration; increase retention rate of new teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Instructional Coach(es)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: First Days of School Book - Title II, Part A - Supporting Effective Instruc.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: More than half of the teachers at Eastside have less than 5 years experience. Root Cause: Teacher turnover can be attributed: Principal turnover (3 different Principals in 3 years); distance teachers are driving to get to Cleveland and an increase in gas price.</p>

Student Learning

Problem Statement 1: 15% of all English testers in 3rd Grade Math scored Meets on the 3rd grade Math STAAR. **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

Problem Statement 2: 22% of English testers and 10% of Spanish testers in 3rd grade scored at Meets grade level on the 3rd grade Reading STAAR. **Root Cause:** High yield instructional strategies have not been utilized in Tier 1 instruction.

School Processes & Programs

Problem Statement 2: Lack of consistency in communication, procedures and processes. **Root Cause:** Multiple changes in structures and leadership.

Perceptions





Problem Statement 1: From the last data source Leadership and Academic Feedback was the lowest score domains on TNTP Satisfaction Survey in 2020-2021 with a score of 4.2 out of 10. Scores for this year have not been received. **Root Cause:** Lack of clear communication of purpose through conversations of Mission and Vision and a clear direction for instructional improvement.

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

Performance Objective 1: Information concerning events will be distributed in a variety of ways including social media, the school website, and Class Dojo.

High Priority

Evaluation Data Sources: Attendance at events.

Strategy 1 Details	Reviews			
<p>Strategy 1: All information pertaining to at school will be posted on the school's webpage and Class Dojo. Strategy's Expected Result/Impact: Parents will be informed of events which are held on campus. Staff Responsible for Monitoring: Principal, Technology Teacher, Teacher(s)</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Information on school events will be posted on Twitter. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal, Technology Teacher</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Less than 50% of parents attend after school activities/events **Root Cause:** Activities were not always provided at multiple times to maximize parent involvement, parents may not feel welcome at our school and events were not communicated using multiple venues.

Problem Statement 2: Lack of consistency in communication, procedures and processes. **Root Cause:** Multiple changes in structures and leadership.

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 campus staff, parents, and community members. Eastside Elementary 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.

Eastside Elementary 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 Eastside Elementary 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

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.

2.2: Regular monitoring and revision

The CEICs 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 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 CEIC 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 CIP development for the upcoming school year.

During each review the CEIC 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 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 CEIC 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 may address the concern with the CEIC. If a timely response is not received the concern can be taken to the Campus Principal or Superintendent.

EASTSIDE ELEMENTARY

Open House

Tuesday, Oct. 4, 2022

5:30 pm - 7:00 pm

Title I Parent Meeting at 5:00 pm

Please come out and support Eastside and your scholar.



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EASTSIDE ELEMENTARY
Title 1 Meeting # 2
Tuesday, Oct.18, 2022

Spanish Translation will be provided



2.4: Opportunities for all children to meet State standards

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

The CIP 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 CIP 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 campus provides 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 campus also allows 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

Eastside Elementary provides 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 campus 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ileana Aguilar-Soberanis	Eastside Elementary Teacher	Music Teacher	1.0

Campus Improvement Plan Committee

Committee Role	Name	Position
Administrator	Michael Skinner	Principal
Non-classroom Professional	Sandra Garza	Instructional Coach
Administrator	Janna Richmond	Asst. Principal
Non-classroom Professional	Eduardo Villasmil	Instructional Coach
Non-classroom Professional	Elvira Cortez	Instructional Coach
District-level Professional	Melissa Skinner	Deputy Supt.
Administrator	Rehn Keeton	Asst. Principal
Business Representative	Scott Lambert	Community/Business Member
Parent	Leslie Taylor	Parent
Non-classroom Professional	Paul Dean	K - 2 Math Instructional Coach