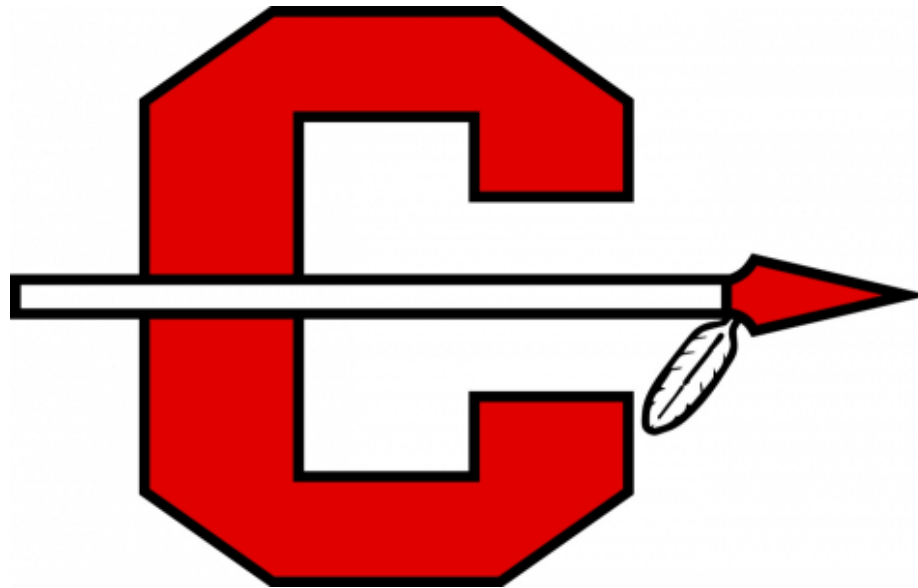


Cleveland Independent School District
Northside Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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

Mission Statement

Northside Elementary will provide a quality education that focuses on high expectations, instill a sense of worth and unveil the unique abilities in all Northside Elementary scholars.

Vision

All Northside Elementary students will unveil their unique abilities and become successful contributing members of society.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Learning

Student Learning Summary



School Processes & Programs

School Processes & Programs Strengths

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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

Support Systems and Other Data

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

Goals

Revised/Approved: November 14, 2022

Goal 1: Northside 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 2022-2023 school year, 4th and 5th grade students will achieve at least a 10 point growth on STAAR Reading and Math.

High Priority





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district curriculum, strategy groups, Bloom's questioning for all students and digital resources such as, but not limited to, Discovery Education, Eduphoria, Brain Pop, Lead4ward, Canvas, 3 Read Strategies, Problem Solving Binder, Reflex Math, Summit K-12, MyOn, and Accelerated Reading.</p> <p>Strategy's Expected Result/Impact: Utilize data to respond appropriately to the needs of students through small group instruction, thereby decreasing the achievement gaps between student groups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Instructional Support</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 Achievement 1, 3, 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Classroom libraries and bookshelves - State: Bilingual Education Allotment (BEA) - \$14,485 , Digital resources - Title I, Part A - Improving Basic Programs - \$16,129, - State: Compensatory Education - \$20,000, Special Education resources - State: Special Education - \$8,000, Early education supplies and materials - State: Early Education Allotment - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a reading and math intervention plan for students at risk of failing and identified for Tier 2 and Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Utilize data to respond appropriately to the needs of the students through small group instruction, thereby decreasing the achievement gaps between student groups</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers/RTI</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Intervention Materials - Local Funds - \$6,000, Intervention Materials - State: Compensatory Education - \$30,000, Contracted Services - State: Compensatory Education - \$25,000, Special Education resources - State: Special Education - \$6,000, Special Education resources - State: Special Education - \$2,800</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All instructional coaches will conduct training on implementing best instructional practices through professional development focused on tier 1 and small group instruction.</p> <p>Strategy's Expected Result/Impact: All teachers will use formative and summative evaluations such as CFAs, CBAs, Quick Checks, and Renaissance to increase test scores to mastery of targeted skills.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, and Instructional Coaches</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4 - School Culture and Climate 1, 3 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1</p> <p>Funding Sources: materials and supplies - State: Early Education Allotment - \$25,500, Small Group materials - Local Funds - \$11,500, Storage bags, bins, shelves, technology accessories - State: Compensatory Education - \$13,000, Professional supplemental resources - Title I, Part A - Improving Basic Programs - \$7,779, various technology - State: Compensatory Education - \$8,000, Early education technology - State: Early Education Allotment - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Use small group instruction, differentiated strategies, extension activities, and project based learning to meet the needs of our GIFTED and TALENTED students.</p> <p>Strategy's Expected Result/Impact: Students who are identified as gifted and talented will achieve Masters on STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, GT trained teachers, Special Education teachers, and Dyslexia teachers</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Instructional/small group/ materials - Local Funds - \$5,545, Instructional/ small group/materials - State: Compensatory Education - \$5,599, Various technology - State: Compensatory Education - \$5,000, GT Teacher - State: Gifted and Talented - \$70,975</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Administer universal screener assessments at the BOY, MOY, and EOY in order to identify students who are AT RISK and progress monitor throughout the school year</p> <p>Strategy's Expected Result/Impact: Utilize data to determine interventions/enrichment to decrease the achievement gap between student groups</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches, Teachers, RTI teachers, and Campus 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 Achievement 1, 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Increase usage on MyON, Reflex, and Summit K-12 each quarter</p> <p>Strategy's Expected Result/Impact: Increased reading and math fluency and language development</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4 - School Culture and Climate 1, 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Items which will encourage teachers and students to utilize technology programs - State: Early Education Allotment - \$23,920, Incentive materials - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Hire music teacher to support student achievement through fine arts to provide a well-rounded education for all students.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary; integrate the curriculum through fine arts</p> <p>Staff Responsible for Monitoring: Principal</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Salary - Title I, Part A - Improving Basic Programs - \$71,553, Early childhood music needs - State: Early Education Allotment - \$15,000</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>				





Goal 1: Northside 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 2022-2023 school year 50% of 5th grade students will score at or above approaches in Science STAAR.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: All Pre-K through 5th grade students will spend 40% of the time engaged in hands-on lab experiences during the science instructional block using grade level content vocabulary for a well rounded education.</p> <p>Strategy's Expected Result/Impact: Students will increase content knowledge by making connections to science vocabulary and master science concepts.</p> <p>Staff Responsible for Monitoring: Administrators, Science Instructional Coach, Science Enrichment Teacher, and Teachers</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>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Consumables for labs - Local Funds - \$6,500, Materials for Engineering Design and Experimental Design - State: Compensatory Education - \$12,500, Special Education resources - State: Special Education - \$1,500, Early childhood science enrichment supplies - State: Early Education Allotment - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to teachers on "Three Reads To Think Like a Scientist" process and Summit K-12 to increase comprehension of Science Problem Solving.</p> <p>Strategy's Expected Result/Impact: Students will activate prior knowledge to demonstrate comprehension of real world situations to be effective problem solvers. Through Summit K-12 students complete their individualized learning plan by TEK.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and Teachers</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>- Targeted Support Strategy</p> <p>Funding Sources: Instructional supplies - Title I, Part A - Improving Basic Programs - \$500, Instructional supplies - Local Funds - \$1,000, Instructional supplies - State: Compensatory Education - \$7,500, Early childhood training and resources - State: Early Education Allotment - \$7,500</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>				

Goal 1: Northside 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 the 2022-2023 school year, 75% of students identified as Emergent Bilinguals will improve by at least one proficiency level as measured on the TELPAS state assessment.

Evaluation Data Sources: TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Seidlitz strategy, 7 Steps to a Language Rich Interactive Classroom, campus wide. Strategy's Expected Result/Impact: Students will be immersed in language rich instruction and demonstrate improvement in reading, writing, listening, and speaking. Staff Responsible for Monitoring: Administration, Instructional Support, and Teachers</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2 Funding Sources: Books and supplies - State: Bilingual Education Allotment (BEA) - \$8,500, 7 Steps training and materials - Title III, Part A - English Language Acquisition - \$10,000, Instructional supplies - State: Early Education Allotment - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize programs such as but not limited to ELLevation and Flip Grid to increase TELPAS Speaking proficiency levels</p> <p>Strategy's Expected Result/Impact: Students' proficiency levels in the speaking domain will increase.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches, and Classroom Teachers.</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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Headphones/ microphones for each class - Local Funds - \$4,500, Headphones / microphones for students - Title I, Part A - Improving Basic Programs - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain a portfolio of writing samples to monitor the growth of Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Teachers will have a collection of student writing samples to compare for growth and make instructional decisions. Students will become proficient in writing.</p> <p>Staff Responsible for Monitoring: Instructional Support Staff and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Writing Materials - State: Bilingual Education Allotment (BEA) - \$2,000, Writing Supplies and Materials - Local Funds - \$7,000</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>				

Goal 1: Northside 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 2022-2023 school year, 65% of students in Pre-Kindergarten through 2nd grade will perform on grade level during the EOY Reading Universal Screener.

Evaluation Data Sources: CLI-Engage Circle and TX-KEA assessment data; TPRI/Tejas LEE data





Strategy 1 Details	Reviews			
<p>Strategy 1: Administer universal screener assessments at the BOY, MOY and EOY to ALL students in order to identify students who are AT RISK and progress monitor throughout the school year.</p> <p>Strategy's Expected Result/Impact: The data from the universal screeners will be used to identify students who are at risk or performing below grade level. This will also support teachers in grouping students and providing interventions/enrichment in the classroom thereby closing the achievement gap between student groups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, RTI Teachers, and Campus 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 Achievement 1, 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Supplies - Local Funds - \$500, Early childhood materials and equipment - State: Early Education Allotment - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All Kindergarten through 3rd grade teachers, along with instructional coaches, RTI teachers, and administrators will have completed or be enrolled in the Reading Academies which are required by TEA.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported through the Reading Academies throughout the school year including during Professional Development Days. Their participation will have a direct impact on developing strong foundational skills in reading which will increase the number of students reading at or near grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Teachers.</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 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Reading Academy Enrollment - Title I, Part A - Improving Basic Programs</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>				

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

Performance Objective 5: By the end of the 2022-2023 school year, Northside Elementary will promote College, Career, and Military Awareness.





Evaluation Data Sources: School Calendar, flyers, monthly college and military days, career week, career fair, staff college and military representation

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage staff and students to participate each month in the district scheduled College and Military Shirt days.</p> <p>Strategy's Expected Result/Impact: Staff and students will have awareness and conversations regarding the different colleges or branches of military that are available after graduating from high school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Teachers,</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold a Career Day event that includes community members and other volunteers that can provide awareness to all students on the opportunities for college, career and military.</p> <p>Strategy's Expected Result/Impact: Students will learn different options that are available to them after they graduate high school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p> <p>Funding Sources: career week and fair, publication materials - Local Funds - \$3,500</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>				

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

Performance Objective 6: Students will learn how to promote kindness and anti-bullying.

Evaluation Data Sources: Character Education, Bullying prevention month, Unity Day

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will engage in bullying prevention through Unity Day and Bully Prevention Month activities. Strategy's Expected Result/Impact: Students will practice kindness with staff, their family, and their peers Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Teachers.</p> <p>Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Context and Organization 1 Funding Sources: Bully Prevention Month and Unity Day Supplies - Local Funds - \$2,500, Bully Prevention Month and Unity Day Supplies - State: Compensatory Education - \$5,000</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>				


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


Performance Objective 1: Collaborative professional development opportunities will be offered to all staff, including classroom teachers, support staff, paraprofessionals, clerical and administrative staff.


Evaluation Data Sources: Professional development calendar


Strategy 1 Details	Reviews			
<p>Strategy 1: The leadership team will plan and create a professional development calendar of opportunities for the campus.</p> <p>Strategy's Expected Result/Impact: Clear communication and expectations for campus professional development.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches.</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Materials and handouts - Title I, Part A - Improving Basic Programs - \$500, Contracted Services - State: Compensatory Education - \$10,000, Contracted Services - Title III, Part A - English Language Acquisition - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development focusing on, but not limited to GT, diversity, differentiated instruction, RtI processes, evidenced-based programs/strategies, effective parental communication, and behavior management.</p> <p>Strategy's Expected Result/Impact: All staff will attend professional development and implement strategies into their classrooms to ensure high levels of learning for all students; increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Instructional Coaches.</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Professional Development fees - Title I, Part A - Improving Basic Programs - \$2,500, Contracted Services - State: Compensatory Education - \$15,000, Behavior Management Materials - Local Funds - \$2,500, PBIS Materials and Resources - Local Funds - \$2,000, Special Education Resources - State: Special Education - \$1,204</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 2: Northside Elementary will attain a 95% student and staff attendance for the 2022-2023 school year.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Make daily announcements focusing on the importance of attendance and recognizing classes with perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance of at-risk students by 3% overall.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Attendance Clerk</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: attendance incentives - Local Funds - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Reward individual students and classes for perfect attendance every 9 weeks.</p> <p>Strategy's Expected Result/Impact: Increase attendance of at-risk students by 5% while reducing the number of students failing at grading periods.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers and Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Incentives and materials - Local Funds - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide recognition for staff members with perfect attendance each month. Strategy's Expected Result/Impact: Increased staff attendance by 3%. Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1 Funding Sources: Attendance incentives - Local Funds - \$3,675</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Post attendance challenges in cafeteria every day. Strategy's Expected Result/Impact: Increase attendance of at-risk students by 3% overall. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Incentives - Local Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Coordinate efforts between the district's truancy office, campus attendance committee, and parents/guardians to encourage attendance at school.</p> <p>Strategy's Expected Result/Impact: Students placed on attendance contracts as a preventive measure will increase student attendance and achievement.</p> <p>Staff Responsible for Monitoring: Administrators, Truancy Officers, Teachers, and Attendance Clerk</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3</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>				





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

Performance Objective 1: Northside Elementary will offer a minimum of 3 parent, community, and business participation events during the 2022-2023 school year.

Evaluation Data Sources: Log of parent attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide special events such as, but not limited to, Pastries with Parents, multicultural programs, Title 1 parent meetings, Grandparents Lunch, Fall Festival, Holiday Night, International Night, STEM night, book fair, and workshops for parents with students served through special programs (GT, EB, Special Education, 504, Dyslexia RtI)</p> <p>Strategy's Expected Result/Impact: Increased attendance in Parent/Family Engagement activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, and support staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Miscellaneous - Local Funds - \$2,500, Resources for school community events - Title I, Part A - Improving Basic Programs - \$5,642</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and publish monthly calendar of events and distribute or post using campus website, social media and written communications.</p> <p>Strategy's Expected Result/Impact: Increased attendance in Parent/Family Engagement activities. Stakeholder involvement and awareness in school events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Webmaster</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Refreshments and snacks to increase attendance - Title I, Part A - Improving Basic Programs - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct end of the year parent/community survey.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder input into district and campus decision making.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for Pre-K to Kindergarten transition informational sessions.</p> <p>Strategy's Expected Result/Impact: Students and families will gain an understanding of kindergarten entry level expectations.</p> <p>Staff Responsible for Monitoring: Administration, Pre-K teachers, and Kindergarten teachers.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Expand campus communication methods by improving the campus website, social media outlets, automated messenger system, school marquee, and written communication.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness and involvement</p> <p>Staff Responsible for Monitoring: Administrators and Social Media Coordinators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

State Compensatory

Budget for Northside Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Northside Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Golightly	NSE 3-5 Math Instructional Coach	1
Deborah Bashor	NSE Acc. Learning Instructional Coach	1
Donielle Rodriguez	NSE K-2 Math Instructional Coach	1
Elizabeth Hernandez	NSE K-2 Literacy Instructional Coach	1
Kayla Szamach	NSE 3-5 Reading Instructional Coach	1
Shayna Brown	NSE Pre-K Literacy Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
 - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based non teaching professional representative (at least 1), will be nominated and elected by non teaching professional staff assigned to the campus
- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and

- managerial operations on the campus)
- District level professional staff
 - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff
- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
 - do not need to reside in the district
- Community Members (at least 2) who reside in the district

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

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

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

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

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

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

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

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

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

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

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

- Results of audit of dropout records,

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

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

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

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

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

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

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

The final plan is again reviewed by the CEIC.

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

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

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
 - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based non-teaching professional representative (at least 1), will be nominated and elected by non-teaching professional staff assigned to the campus
- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and managerial operations on the campus)
- District level professional staff
 - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff
- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
 - do not need to reside in the district
- Community Members (at least 2) who reside in the district

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

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

- Instructional methods for all student groups not achieving their full potential, (Provided in Goal 1)
- Evidence-based practices that address the needs of students for special programs, including:
 - suicide prevention including a parental 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Antenangeli	Music	Fine Arts	1