

Cleveland Independent School District

Pine Burr Elementary

2022-2023 Campus Improvement Plan

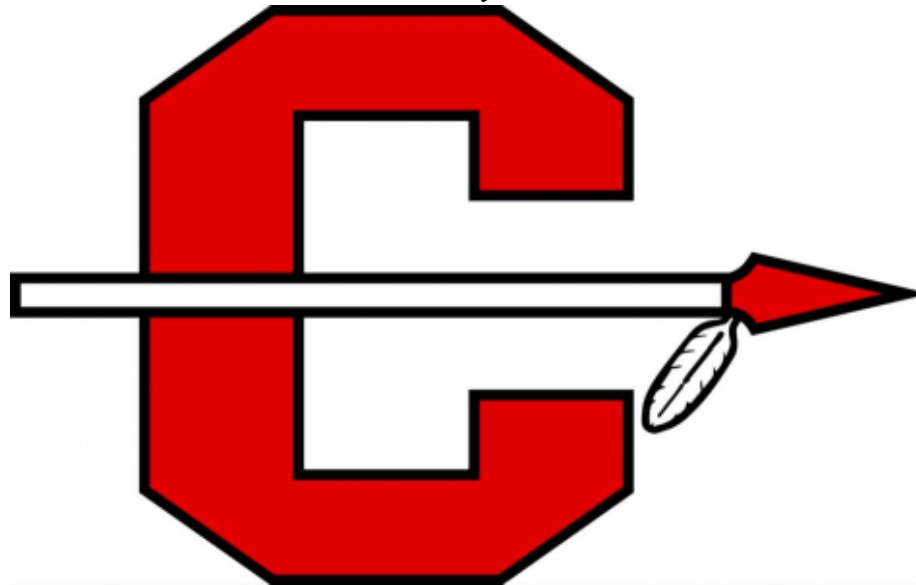
Accountability Rating: C

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness



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

Mission Statement

Pine Burr Elementary will work towards a bright future through a successful foundation of high quality learning for ALL scholars.

Vision

Scholars today, leaders tomorrow.

What does that look like?

- Excited lifelong learners become exceptional service minded citizens
 - Positive interactions across the community
 - Achieving growth academically, socially and emotionally
- Collaborative conversations throughout the building and using academic vocabulary
- Student centered creative learning environment extends beyond the walls
 - Holding accountable to transfer learning to independence

Collective Commitments

We commit to work in collaborative teams and take collective responsibility for student learning.

We commit to using data to guide instruction and to monitor student progress toward intended goals.

We commit to collaborative planning to ensure teacher understanding of lessons.

We commit to communicate clearly in a timely manner for expected deadlines.

We commit to check and respond to emails daily.

We commit to check google calendar daily in order to meet expected deadlines.

We commit to attend and participate in professional development to increase teacher growth and student achievement.

We Commit to maintaining a strong partnership with all stakeholders to foster a collaborative culture.

We commit to be reflective practitioners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Pine Burr Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.	14
Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.	20
Goal 3: Pine Burr Elementary parents, community and business partners will strengthen their involvement in our students' education.	24
State Compensatory	26
Budget for Pine Burr Elementary	27
Personnel for Pine Burr Elementary	27
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	34
3. Annual Evaluation	34
3.1: Annually evaluate the schoolwide plan	34
4. Parent and Family Engagement (PFE)	35
4.1: Develop and distribute Parent and Family Engagement Policy	35
4.2: Offer flexible number of parent involvement meetings	35
5. Targeted Assistance Schools Only	36
5.1: Determine which students will be served by following local policy	36
Title I Personnel	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Burr Elementary is Title 1 Pre-K-5th grade campus within Cleveland ISD. As of October 19, 2022, Pine Burr has an enrollment of 669 students.

Number of students by grade level:

PK: 109
Kindergarten: 88
1st Grade: 96
2nd Grade: 99
3rd Grade: 115
4th Grade: 87
5th Grade: 75

Student Groups (%)

African American - 1.04%
Hispanic-Latino - 94%
White - 4.3%
Other - .03%

Student Distribution (%)

LEP - 77%
Economically Disadvantaged - 97%
At Risk -78%
Bilingual - 65%
English as a Second Language (ESL) - 11%
Special Education - 12%
Gifted and Talented - 1.35%
Dyslexia - 1.5%

Pine Burr currently has 49 teachers, 16 support staff members, and 14 paras.

Demographics Strengths

Students zoned to Pine Burr Elementary live within a 3 mile radius from the school.

What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race? PBE has a low amount of discipline referrals and suspensions.

For the total year, PBE had 54 discipline referrals. 91% Males 9% Females

K-7% 1st grade-13% 2nd grade-14% 3rd grade-9% 4th grade-24% 5th grade-33%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%. **Root Cause:** Inconsistency in monitoring and addressing students who have excessive absences.

Student Learning

Student Learning Summary

Students at Pine Burr Elementary are currently being assessed for the beginning of the year (BOY). The following data represents the STAAR Achievement Summary from the 2021-2022 school year:

3rd Grade Math

The Approaches grade level category was 64%

The Meets grade level category was 29%

The Masters grade level category was 7%

4th Grade Math

The Approaches grade level category was 75%

The Meets grade level category was 36%

The Masters grade level category was 19%

5th Grade Math

The Approaches grade level category was 81%

The Meets grade level category was 35%

The Masters grade level category was 16%

3rd Grade Reading

The Approaches grade level category was 63%

The Meets grade level category was 32%

The Masters grade level category was 16%

4th Grade Reading

The Approaches grade level category was 65%

The Meets grade level category was 26%

The Masters grade level category was 10%

5th Grade Reading

The Approaches grade level category was 68%

The Meets grade level category was 29%

The Masters grade level category was 9%

4th Grade Writing

The Approaches grade level category was 48%

The Meets grade level category was 18%

The Masters grade level category was 2%

5th Grade Science

The Approaches grade level category was 40%

The Meets grade level category was 17%

The Masters grade level category was 4%

Even though students are making progress, students are still not performing on grade level. The percentages below include the number of students who are performing on or above grade level according to district's expectation of where students should be. Data is based from the end of the 3rd 9 weeks of school until we are able to complete BOY testing for the 2021-2022 school year.

Kindergarten

Students reading on grade level in English - 6%
Students reading on grade level in Spanish - 12%

1st Grade

Students reading on grade level in English - 9%
Students reading on grade level in Spanish - 11%

2nd Grade

Students reading on grade level in English - 14%
Students reading on grade level in Spanish - 9%

3rd Grade

Students reading on grade level in English - 20%
Students reading on grade level in Spanish - 8%

4th Grade

Students reading on grade level in English - 32%
Students reading on grade level in Spanish - 19%

5th Grade

Students reading on grade level in English - 5%
Students reading on grade level in Spanish - No data at this time.

Student Learning Strengths

Even though the students that transferred from within the district are not all reading on or above grade level, students are showing growth in reading levels in Kindergarten and 1st Grade due to the Heggerty Phonics Resource implemented by the district. After analyzing the BOY data last school year, the district purchased and implemented Heggerty to help support teachers and students in building foundational skills.

Instructional coaches at the campuses are attending and supporting teachers in identifying the essential TEKS in each content area during collaborative team meetings. During the summer, the district offered a 4 day Foundational Skills Institute to Pre-Kindergarten through Second Grade teachers in order to prepare them for Reading Academies and the new foundational skills block included in the master schedule.

The RTI program has implemented new procedures on how to support teachers with Tier 1 instruction with the collaboration with instructional coaches. There is also a flowchart that identifies how students are moved throughout the multi-tiered systems of support (Tier 1, Tier 2 and Tier 3).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students continue to have learning gaps and perform below grade level. **Root Cause:** Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.

Problem Statement 2 (Prioritized): Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction. **Root Cause:** Teachers need more training that will not only provide useful strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

School Processes & Programs

School Processes & Programs Summary

Pine Burr Elementary continues to strive in recruiting a combination of highly qualified staff within the district, from surrounding school districts and first year teachers. Ongoing interviews are taking place to recruit and hire quality staff. When recruiting staff, the following is reviewed to ensure that they are being assigned appropriately based on their experience, certifications, qualifications, grade level preference, focus areas and special programs/support previous experience.

In addition to creating a campus mission, vision and collective commitments, Pine Burr is supporting and following Cleveland ISD's mission and vision statement. Just as we want to recruit and hire high quality staff, we want to provide highly quality instruction in order to support the diverse community of learners and empower student success.

Teachers perform "Data Digs" that include student history, data and any other information that will assist in guiding instruction and meeting any academic, behavior, social or emotional needs, as well as identify the special programs they are currently in. The data digs will be utilized throughout the school year to review and monitor student progress during data meetings, EIT meetings, collaborative planning meetings and parent conference. Small group instruction and flexible grouping will be an expectation during instructional blocks in order to provide differentiated instruction.

School Processes & Programs Strengths

Cleveland ISD offers various stipends for some certifications. The district also provides professional development throughout the school year to all staff based on needs. Support staff, such as instructional coaches and RTI teachers, on the campus are available to provide instructional support in all content areas.

Pine Burr has support from the Primary Literacy Coordinator and Content Specialists at the district level to assist in the implementation of district initiatives. They provide multiple professional development opportunities throughout the school year for not just the literacy coaches and instructional coaches, but also to all teachers. Trainings include hands on application on specific skills or strategies that will strengthen classroom instruction, which directly impacts student achievement. Assessments, including district assessments, are administered throughout the school year to provide ongoing student data that is used to guide instructional decisions.

The district also provides a universal screener for Pre-K through 5th in Reading and Math that is administered at the BOY, MOY and EOY to help identify students at-risk, compare with student data already collected and guide instruction.

The district is offering a retention bonus to staff member that will help give an incentive to stay at our campus.

Pine Burr Elementary provides a New Teacher Academy to help support new teachers throughout the year by providing resources and training.

PBE offered bi-monthly leadership team meetings to discuss upcoming events and give feedback on campus policies/procedures.

Instructional coaches attended monthly training sessions with their content specialist. They worked in collaboration (shared with teachers) to strengthen instructional practices.

We have at least 1 teacher per grade level that is using the online intervention programs to help students close learning gaps (Reflex Math, My On, iRead, ST Math, etc.)

In house training with the District Content Specialist and Primary Literacy Coordinator on foundational skills were offered to teachers.

The Instructional Coaches offered modeling in the classroom and year long PLC's.

Small group and intervention time is data driven (data digs and teacher created- quick checks).

Perceptions

Perceptions Summary

Pine Burr Elementary will promote ongoing learning for teachers and staff by providing professional development and implement Professional Learning Communities. The staff will strive for high levels of achievement for all students.

Perceptions Strengths

Students and staff that transferred to Pine Burr will have an understanding of the district expectations. The teachers have been trained in Professional Learning Communities and will be a support throughout the school year for the new staff from out of the district, as well as first year teachers who are new to the PLC process.

The master schedule for Pine Burr includes a protected time for each grade level/department to meet collaboratively during PLC time, focusing on the essential skills for different content areas and using the 4 guiding PLC questions. The schedule also includes a built in time where each grade level has an intervention/enrichment time to provide more intensive support during small group instruction. This is also a time for support staff to intervene with students in special programs.

The discipline referrals are happening more in the 4th and 5th grade and are more common seen with males. The lower the grade level the least amount of discipline referrals. Females are least likely to have discipline referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus will increase opportunities for parents and family to take part in campus based activities. **Root Cause:** There were limited opportunities last year due to continued concerns regarding COVID.

Priority Problem Statements

Problem Statement 1: Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%.

Root Cause 1: Inconsistency in monitoring and addressing students who have excessive absences.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Students continue to have learning gaps and perform below grade level.

Root Cause 3: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus will increase opportunities for parents and family to take part in campus based activities.

Root Cause 4: There were limited opportunities last year due to continued concerns regarding COVID.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction.

Root Cause 2: Teachers need more training that will not only provide useful strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- 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 benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals


Revised/Approved: November 14, 2022







Goal 1: Pine Burr 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, students will achieve at least a 10 point growth on STAAR Reading and Math.

High Priority

Evaluation Data Sources: PLC sign in sheets and documentation, CFA, CBA, Benchmark, and STAAR scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Problem Statements: Student Learning 1</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
	 <p>0%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Problem Statements: Student Learning 1</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: 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>Problem Statements: Student Learning 1</p> <p>Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning


Problem Statement 1: Students continue to have learning gaps and perform below grade level. **Root Cause:** Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.






Goal 1: Pine Burr 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, 75% of students identified as Emergent Bilinguals will improve by at least one proficiency level as measured on the TELPAS state assessment.

High Priority

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.</p> <p>Strategy's Expected Result/Impact: Students will be immersed in language rich instruction and demonstrate improvement in reading, writing, listening, and speaking.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Support, and 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)</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 Learning 1</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)</p>	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:


Student Learning
<p>Problem Statement 1: Students continue to have learning gaps and perform below grade level. Root Cause: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.</p>


Goal 1: Pine Burr 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, 65% of students in Pre-Kindergarten through 2nd grade will perform on grade level during the EOY Reading Universal Screener.

High Priority

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>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment</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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:


Student Learning
<p>Problem Statement 1: Students continue to have learning gaps and perform below grade level. Root Cause: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.</p>





Goal 2: Pine Burr Elementary staff of quality professionals will implement a professional learning community that enhances individual 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, Sign in Sheets, Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Seidlitz strategy, 7 Steps to a Language Rich Interactive Classroom, campus wide.</p> <p>Strategy's Expected Result/Impact: Students will be immersed in language rich instruction and demonstrate improvement in reading, writing, listening, and speaking.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Support, and 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)</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>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - Title II, Part A - Supporting Effective Instruc.</p>	Formative			Summative
	Nov	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students continue to have learning gaps and perform below grade level. Root Cause: Support staff and teachers are not collaborating at the campus level to ensure needs are being met during intervention/enrichment time.</p>
<p>Problem Statement 2: Teachers are not able to analyze data and differentiate instruction in order to meet the needs of the diverse learners during Tier 1 instruction. Root Cause: Teachers need more training that will not only provide useful strategies, but provide them hands on experiences where they can apply the strategies in the classroom.</p>

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

Performance Objective 2: Pine Burr 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: 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</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide recognition for staff members with perfect attendance each month.</p> <p>Strategy's Expected Result/Impact: Increased staff attendance by 3%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Local Funds</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:

Demographics


Problem Statement 1: Attendance average for the two schools students are coming from is 94%, which is below the district expectation of 95%. **Root Cause:** Inconsistency in monitoring and addressing students who have excessive absences.






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

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

HB3 Goal

Evaluation Data Sources: Event Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop PTO and add multiple events to involve parents. Strategy's Expected Result/Impact: Increased attendance in Parent/Family Engagement activities. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, and support staff</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - Local Funds, Light snack and refreshment - Title I, Part A - Improving Basic Programs - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand campus communication methods by improving the campus website, social media outlets, automated messenger system, school marquee, and written communication. Strategy's Expected Result/Impact: Increased parent awareness and involvement Staff Responsible for Monitoring: Administrators and Social Media Coordinators</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Perceptions 1</p> <p>Funding Sources: - Local Funds, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The campus will increase opportunities for parents and family to take part in campus based activities. Root Cause: There were limited opportunities last year due to continued concerns regarding COVID.</p>

State Compensatory

Budget for Pine Burr Elementary

Total SCE Funds: \$188,568.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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

Personnel for Pine Burr Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adella Jalomo	PBE 3-5 Reading Instructional Coach	1
Ashley Yeager	PBE Pre-K Literacy Instructional Coach	1
Deborah Burkett	PBE K-2 Math Instructional Coach	1
Jeanine Oldham	PBE 3-5 Math Instructional Coach	1
Jennifer Richardson	PBE Acc. Learning Instructional Coach	1
Vacancy	PBE K-2 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 or guardian notification procedure, (Goal 3.4.5)
 - conflict resolution programs, (Goals 2.2.3 and 3.4.3)
 - violence prevention programs, (Goals 2.2.3 and 3.4.3)
 - dyslexia treatment programs, and (Goals 1.3.4 and 3.3.1)
 - dropout reduction. (Goal 1.2.3)
- Integration of technology in instructional and administrative programs, (Goal 1.4.2 and 2.2.3)
- Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care, (Goals 2.2.3 and 3.4.5)
- Staff development for professional staff in the district, (Provided throughout Goals 1,2, and 3 in the DIP)
- Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities, (Goals 1.2.8 and 2.3.2)
- Accelerated instruction, (Goal 1.3.3)
- Implementation of a comprehensive school counseling program,
- Discipline management including unwanted physical or verbal aggression and sexual harassment, (Goal 3.4.6)
- Dating violence, (Goals 3.1.8 and 3.4.3)
- Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, students and parent awareness and staff training (Goals 3.1.8 and 3.4.5)
- Strategies for recruiting highly effective teachers, (Goals 2.1 and 2.2)
- Strategies for providing to middle school and high school students their teachers and counselors, and their parents information about:
 - higher education admissions and financial aid opportunities; (Goals 1.2.8, 2.3.2 and 3.1.9)
 - the TEXAS grant and Teach for TEXAS grant programs, (Goals 1.2.8, 2.3.2 and 3.1.9)
 - the need for students to make informed curriculum choices to be prepared for success beyond high school (Goals 1.2.8, 2.3.2 and 3.1.9)
 - sources of information on higher education admissions and financial aid, (Goals 1.2.8, 2.3.2 and 3.1.9)
 - policy addressing sexual abuse and other maltreatment of students, (Goals 3.4.3, 3.4.5, and 3.1.8)
 - trauma-informed care policy, and (Goals 3.4.3, 2.2.3, and 3.1.8)
 - duties of peace officers, school resource officers, and security officers. (Goal 3.4.3, 3.4.5, and 3.1.8)
- Bullying policy and procedures including detailed requirements for the prevention, identification, response to and reporting of bullying. (Goal 3.4.3)
- DAEP Requirement - if the district participates in a shared services arrangement. (CISD does not meet this requirement)
- Dropout Prevention Strategies using the same information as the campus strategies above. (Goal 1.2.3)

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

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

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

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

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

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

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

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

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

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

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

2.2: Regular monitoring and revision

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

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

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

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

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

The evaluation process is cyclical and includes:

- reviewing the needs identified in the CNA,

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

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

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

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

5. Targeted Assistance Schools Only

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

Not Applicable

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Nunez	Pine Burr Elementary	Music/Fine Arts Teacher	1