Cleveland Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

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

Mission Statement

The philosophy of the Cleveland Independent School District is to build a community of empowered, life-long learners in a way that staff and community support and can take pride in Cleveland ISD so we can develop successful, productive, responsible, and healthy citizens of the world.

Nondiscrimination Notice

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus Leadership

- Campus leadership teams need ongoing training and support in effective instructional leadership practices and systems
- Provide a common system for developing and monitoring the district and campus improvement plans
- Utilize a district truancy officer to assist in increasing daily attendance rates

District Leadership

- Provide Professional Development for C&I Directors, Content Specialists, and select Instructional Coaches regarding Curriculum Writing and Vertical Alignment
- Provide Professional Development for District Leaders to grow professionally and within their departments

Career and Technical Education

- Provide more opportunities for students to earn certifications
- Streamline career pathways in an effort to provide more opportunities for students to graduate with an endorsement

Multilingual Department:

- Intervention program to support students in preparing for TELPAS
- Data management program to enhance the monitoring of EB programming and services
- Supplemental English language acquisition materials and resources for students who have stalled in their English language development
- Supplemental materials and resources for SIFE, immigrant/newcomer, and unaccompanied minors
- Supplemental materials and resources to support all for language domains
- Supplemental professional development for staff and administrators related to effective instruction for Emergent Bilinguals
- Provide parent, family, and community engagement opportunities to build capacity and strengthen the campus-school partnership
- Provide bilingual and ESL test preparation opportunities

Digital Learning:

- Implement a learning management system to provide access and management of course learning materials (Canvas)
- Implement an online student engagement platform to facilitate interactive lessons and videos, gamified learning, formative assessment, and other activities (Nearpod)
- Implement a student internet use safety and monitoring program (Classwize)
- Increase department staff by 3 specialists to deploy our digital citizenship road map to high-quality curriculum integration
- Develop and implement a typing curriculum or program due to increase in online testing requirements
- Offer high-quality professional development in increase district and campus capacity to deliver instruction using digital learning methods, including Digital Learning Day Teacher Conference (presenters/supplies & materials)
- Implement a typing program or curriculum to support the increase in online testing
- Implement a tool to allow elementary students to produce their own books through the writing process

- Implement a video editing tool to allow students to develop collaborative video projects

Assessment/Accountability:

- Utilize Testhound at the district and campus level for test inventory and scheduling
- Provide a resource that assists district and campus staff in understanding the accountability system
- Provide more opportunities for students to take the TSI2/PSAT/ACT/SAT during the school day
- Utilize Public School Works to provide annual professional development for staff

Elementary Curriculum:

- Provide tiered interventions for students
- Provide professional development for teachers on differentiated instructional strategies
- Provide training to campus staff on data disaggregation and how to use data to improve student achievement
- Implement content and language supports to accelerate language acquisition and proficiency for all Emergent Bilinguals
- Require completion of the Texas Reading Academy for teachers in PK-3
- Implement online tutorials for HB4545, pay teachers for after school tutorials, pay bus drivers for providing transportation for after school tutorials
- Provide continued professional development on the PLC process and monitor implementation
- Provide professional development in differentiation, data disaggregation, and instructional strategies to improve academic performance

Secondary Curriculum:

- Develop curriculum documents for Spanish for Spanish Speakers, Spanish, and advanced Spanish courses
- Provide PD on effective strategies and materials/resources to implement those strategies in the classroom
- Review textbook adoption
- Participate in the Spanish Honor Society Association
- Implement online tutorials for HB4545, pay teachers for after school tutorials, pay bus drivers for providing transportation for after school tutorials
- Provide continued professional development on the PLC process and monitor implementation
- Provide professional development in differentiation, data disaggregation, and instructional strategies to improve academic performance

Social Emotional Learning:

- Intentional staff training with specific needs and implementation guidelines addressed (Base Education/Bouncy)
- Provide professional development and training to prevent bullying/harassment on campuses
- Provide students with education regarding bullying and harassment in an effort to reduce reports on campuses
- Create and implement PBIS including training on campuses.

Special Education/MTSS/Dyslexia/Homeless:

- Provide professional development to staff regarding the use of multiple measures of data to tier students
- Provide professional development to staff on behavior and instructional support for meeting the needs of individual students
- Provide resources and supplies for students identified as Homeless in order to support their academic progress and prevent dropouts

Parent and Family Engagement:

- Provide more opportunities for parents and family members to be involved in their child's education by:
  - learning about CISD curriculum
  - participating in events to meet academic and linguistic needs of their students

- being involved in booster clubs and parent organizations
  - informing parents of the importance of regular attendance
- Provide training to teachers and staff on how to provide feedback to parents regarding student academic needs

Teacher Retention

- Conduct job fairs to attract certified and experienced teachers
- Attend job fairs to attract certified and experienced teachers
- provide a campus based mentor program for new teachers

CISD completes a Comprehensive Local Needs Assessment each year to review the district needs for Career and Technology Education. The CNLA evaluates CTE Learner's performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the district, improving equity and access, and recruitment, retention, and training of CTE teachers. The 2022-2023 CLNA is included in the Addendum.

Demographics

Demographics Summary

Cleveland ISD is a small but fast growing independent school district northeast of Houston. The Texas Education Agency (TEA) has labeled CISD as a hyper-growth district. As of September 17, 2021 CISD had 10,670 students enrolled and on September 12, 2022 CISD had 11,411 students which is a 107% rate of growth. In the 2022-2023 school year, Cleveland ISD opened 1 new elementary school, 1 remodeled elementary, 1 new middle school, and a repurposed 9th grade center, giving CISD a total of 11 campuses and 1 alternative campus. Cleveland ISD consists of:

6 Elementary Schools:
Cottonwood Elementary
Eastside Elementary
Northside Elementary
Pine Burr Elementary
Santa Fe Elementary
Southside Elementary

2 Middle Schools:
Cleveland Middle School
Santa Fe Middle School

9th Grade Center,
Cleveland High School,

Douglass Learning Academy, and
a Discipline Alternative Education Placement Campus

Student Groups by Sub Populations:

	African-American	Hispanic	White	Asian/Pacific	Native American	Two or More Races	Special Education	Emergent Bilingual	At Risk
2021-2022	3.16	86.8	9.3	0.21	.11	1.22	9.5	58.2	75
2020-2021	3.8	83.42	11.27	0.04	0.2		8.46	51.89	66.03
2019-2020	4.6	79.43	14.26	0.04	0.24		8.14	46.99	64.9

The philosophy of Cleveland Independent School District is to build a community of empowered, life-long learners, in a way that staff and community support and take pride in Cleveland ISD, so that we can develop successful, productive, responsible, and healthy citizens of the world. In an effort to accomplish this vision in a hyper-growth district, we must intentionally plan for future infrastructure, academics, and community engagement. Improved or additional academic structures include schools, technology transportation, and the development of systems and structures to plan appropriately for our growth. Academically, due t the increased enrollment of Emerging Bilingual students, formerly English Learners (EL), and Economically Disadvantaged students, CISD is also in great need of bilingual teachers, certified and experienced teachers instructional resources, and professional development to support our unique learners. Our district must continue to focus our efforts on the needs of students and families through community engagement opportunities that development to support students in their learning and families with the resources and tools to ensure their students are successfully attaining their academic goals. To support our highly mobile and bilingual students, our efforts are focused on meeting their academic needs through professional learning centered on language acquisition through the adopted practices of sheltered instruction.

Demographics Strengths

Increased diversity

Families are eager to be involved in the academic development of their children and the growth of the school district.

Developing systems to support our represented student groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Meeting the diverse needs of every student in every classroom **Root Cause:** The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 2 (Prioritized): Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 3 (Prioritized): Increase the number of certified staff throughout the district. **Root Cause:** A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 4 (Prioritized): CISD is showing growth on state assessments but continued growth is required. **Root Cause:** There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 5 (Prioritized): A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause:** Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Student Achievement

Student Achievement Summary

STUDENT ACHIEVEMENT

Cleveland ISD attendance rate is 90.5% down 1.7% from the previous year. The district will continue to monitor and document attendance for all students. Campuses will follow district procedures and protocols to address truancy needs. Campuses will also create an attendance plan with how they will increase attendance on their campus.

In an effort to meet the district goal of having a dropout rate of less than 1%, CISD stakeholders implemented a dropout recovery plan that monitors and tracks students at risk of being a dropout. The plan also includes career and technology education courses that lead to an industry based certification and allows over-aged middle school students to gain high school credit before their 9th grade year. Students at risk of dropping out are assisted by campus counselors in identifying ways to pursue postsecondary education, including high-quality, college-readiness instruction with strong academic and social support; secondary to postsecondary bridging that builds college-readiness skills and provides a plan for college completion and ensures transition counseling; information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available; and offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

As part of the CISD Growth Council, the Optional Flexible School Day Program is being considered to assist with attendance and dropout prevention. Strategies to increase rigor and differentiated instruction are also needed to meet the academic demands of learning loss caused by COVID-19. Increasing the number of dual-credit courses at the high school is another effort the district would like to pursue to assist with encouraging students to obtain higher education and participate in CTE pathways and certifications. The district continues to see the need for the continuation of an online system for initial credit and credit recovery to assist at-risk youth.

CISD's 2022-2023 attendance goal is 95%.

Student Achievement Summary

STUDENT ACHIEVEMENT							
Student Achievement Summary							
Student Performance							

STUDENT ACHIEVEMENT							
STAAR Performance (Index 1: Student Achievement Data Table and System Safeguards Status Report)							
Indicator	Year	District	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
ALL SUBJECTS	2022	55	50	55	60	33	54	50
	2021	55	47	54	60	32	54	42
	2019	66	54	66	70	42	65	62
RLA	2022	56	53	56	61	32	55	46
	2021	54	46	54	57	27	53	42
	2019	61	49	60	66	36	58	56
MATH	2022	55	51	55	56	34	54	49
	2021	57	49	57	62	37	56	49
	2019	74	61	75	76	50	74	74
SCIENCE	2022	57	47	56	66	34	49	55
	2021	56	46	55	63	36	55	39
	2019	66	52	66	74	47	65	59
SOCIAL STUDIES	2022	52	46	51	61	38	51	31
	2021	63	64	62	77	54	63	41
	2019	70	61	69	74	42	70	56

STUDENT ACHIEVEMENT							
*Due to the National Pandemic, there was no student testing data for the 2019-2020 school year.							
Graduation Rates							
4-year Longitudinal Graduation Rate/ TAPR							
Class of	District	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual	
2021	93.6	95	93.8	91.5	87.9	93.5	90.3	
2020	88.3	93.1	89	87	96.8	88	82.8	
2019	84.8	82.8	85.6	82.1	75	84.8	75.2	
2018	83.1	86.4	84.8	78.8	90	83.2	78	
5-year Extended Longitudinal Graduation Rate/ TAPR							
Class of	District	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual	
2020	91.2	96.6	92.3	87	96.9	90.9	89.2	
2019	89.7	89.3	90.7	86.6	85.7	88.7	85.8	
2018	87	86.4	87.5	85.6	90	87.9	78	
2017	86.4	83.3	87.7	84.5	70.8	84.5	82.2	
Graduation Rate Summary							

STUDENT ACHIEVEMENT							
CISD's overall graduation rate continues to increase. CISD is continuing to work towards increasing the Special Education graduation rate.							
Student Attendance (PEIMS)							
School Year	District	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
2022							
2021	92.2	92.97	92.2	91.98	91.53	92.09	92.7
2020	95.67	95.42	95.94	94.32	92.5	94.1	94.9
2019	94.13	94.2	94.52	92.71	92.5	94.1	94.9
Annual Dropout Rate (9-12) TAPR							
School Year	District	African American	Hispanic	White	Special Education	Economically Disadvantaged	Emergent Bilingual
2021							
2020	0.6	0.0	0.7	1.1	0.0	0.7	0.5
2019	2.4	0.8	2.2	2.8	1.4	2.5	3.2
2018	2.3	2.5	2.3	2.5	1.6	2.3	3.2
District Goal is <1%							

Student Achievement Strengths

CISD is showing growth in academic areas as shown in the 2022 Accountability ratings. CISD will continue to work hard toward increasing the academic growth of all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 3 (Prioritized): Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause:** A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

Problem Statement 4 (Prioritized): Meeting the diverse needs of every student in every classroom **Root Cause:** The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 5 (Prioritized): Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 6 (Prioritized): Increase the number of certified staff throughout the district. **Root Cause:** A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 7 (Prioritized): CISD is showing growth on state assessments but continued growth is required. **Root Cause:** There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 8 (Prioritized): A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause:** Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate

District Culture and Climate Summary

Facilities Information

Recognizing the continuous growth in the community, and the aging of existing infrastructure, including school buildings, Cleveland ISD passed a bond election in May 2017 and again in November 2019. Through the bond, Santa Fe Elementary and Santa Fe Middle School opened in the 2022-2023 school year. The opening of these campuses allowed for elementary campuses and the middle schools to be realigned to most effectively utilize space in order to best meet the needs of all students. With the overcrowding at the high school campus, 9th grade students were relocated to the renovated Northside campus and renamed the C9 Center. The Douglass Learning Center gym was also renovated. Documented student growth and the increased need for educational space, renovations, technology, and infrastructure repairs are evident and continue to be a challenge. CISD is now made of the following campuses:

6 Elementary Schools:
Cottonwood Elementary
Eastside Elementary
Northside Elementary
Pine Burr Elementary
Santa Fe Elementary
Southside Elementary

2 Middle Schools:
Cleveland Middle School
Santa Fe Middle School

9th Grade Center,
Cleveland High School,

Douglass Learning Academy and a Discipline Alternative Education Placement Campus

School Climate

The school community has a common goal. It is to maintain an environment where all stakeholders are welcomed, supported, and feel safe in our schools. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. Data is collected through Gear Up from teachers reflecting on professional learning, instruction, and school climate. More data from families needs to be collected to ensure we analyze specific feedback for continuous improvement.

School Safety

Student discipline referrals indicate that there is a no indication of guns being brought to the campuses as indicated in PEIMS 425 and Gun Free Schools report. Student discipline referrals are analyzed on a regular basis to identify patterns of behavior that need to be addressed. Cleveland ISD works with the district police department to ensure safety across the district. Discipline referrals are reported on all campuses for a variety of reasons and appropriate administrators work to resolve these issues in a timely manner. Professional Learning will be implemented for staff to recognize behaviors associated with bullying and

harassment and suicide awareness and prevention. We have also entered into an agreement with Tri-County Youth Services to provide services to assist counselors in providing services to students and families who might not have the personal means to privately secure services.

The district assesses the disciplinary environment of campuses on a regular basis. Positive Behavior Intervention Support(PBIS) is being incorporated at the campuses. Base Education and Character Strong are two behavioral platforms CISD is implementing to proactively support behavior and character development.

Additional security cameras and equipment to monitor safety at all campuses have been repaired and replaced throughout the district. Cameras have been added to specified Special Education classrooms as required by Texas law. Fencing has been added around all campus portables.

Safety audits are completed annually to gauge current safety on all district properties.

Cleveland ISD Police Department engages in drills and collaborates and attends training with city, county, and state policing agencies.

District Culture and Climate Strengths

Small class sizes in elementary

Attendance/Dropout Prevention

SEL Coordinator in district

Base Education and Character Strong

Positive Behavior Intervention Supports

Positive Family and Community Feedback

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 5 (Prioritized): Lack of opportunities for parent involvement throughout the district. **Root Cause:** CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

Problem Statement 6 (Prioritized): Intermittent signal on campuses and throughout district **Root Cause:** Cleveland ISD is dependent on an internet service provider with a single access route.

Problem Statement 7 (Prioritized): Meeting the diverse needs of every student in every classroom **Root Cause:** The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 8 (Prioritized): Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to

plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 9 (Prioritized): Increase the number of certified staff throughout the district. **Root Cause:** A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 10 (Prioritized): CISD is showing growth on state assessments but continued growth is required. **Root Cause:** There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information (TAPR)

Teachers by Ethnicity and Gender								
School Year	Male	Female	Af Am	Hispanic	Wht	Nat Am	As/PI	2+ races
2021-2022	142	414	63	142	338	0	5	8
2020-2021	137	386	60	125	319	1	4	14
2019-2020	131	349	54	101	314	0	5	6
Teachers by degree								
School Year	No Degree	Bachelors	Masters	Doctorate				
2021-2022	0	462	91	3				
2020-2021	1	641	116	4				
2019-2020	1	401	73	5				
2018-2019	1	365	53	2				
Teachers by Experience								
School Year	Beginning	1-5 Yr(s) Experience	6-10 yrs	11-20 yrs	>20 yrs			
2021-2022	114	249	83	83	27			
2020-2021	145	348	109	107	53			
2019-2020	87	220	71	70	32			
2018-2019	75	193	63	60	31			

On average, 80% of Cleveland ISD teachers have less than 10 years of experience. Many new teachers to the district are also new to teaching. Therefore, CISD has developed a New Teacher Mentor program that will be held on each campus. CISD continues to revise the salary structure to remains competitive with surrounding markets. Improving stipends is a

priority, especially in content areas with teacher shortages. Due to the nation wide teacher shortage CISD is leading the way by creating Interim Assignment Teacher (IATs) positions. These positions allow individuals with an associates or bachelors degree to work in a classroom with students with an assigned Teacher of Record. The majority of IATs hired this year are in school working toward their teaching certification.

CISD had a large turnover in Campus Administrative Staff this year but a strong group have replaced the positions. CISD continues add positions to support the the hyper-growth we are experiencing in CISD. New or additional positions range from central office personnel, both administrative and instructional, as well as bus drivers, teachers, and Child Nutrition Staff. Specific areas we continue to address are the need for classroom teachers, bilingual, special education.

Professional Development

Each year, Cleveland ISD evaluates the professional learning needs of its employees. The data collected from this evaluation drives the design and development of our professional learning plans. Data indicates specific needs to campuses or departments, but also highlights the growing needs of the district. Our Coordinator of Professional Learning supports the development and implementation of our district plan. Data indicates a growing need for instructional and behavioral support, support for Emergent Bilinguals, and training that addresses low socio-economic student groups for our campuses. Instructional professional learning targets include differentiated instruction, data disaggregation and informed lesson design, digital learning, and improving instructional rigor through Professional Learning Communities. To meet these targets, professional learning for administrators and teachers includes data evaluation and application in lesson design and delivery to support the learning needs and academic success of all student groups. Data review focuses on local and state assessments, screening data from various instructional platforms, and other norm and criterion assessments. Writing across all content areas is an expectation and will be included in lessons. Professional Learning will also be available to teachers and administrators to improve instruction in specific content areas, including CTE. Additionally, Instructional Coaches continue to be identified as a need to assist campuses and teachers with data disaggregation of all local and state assessments and to provide administrators and teachers and students with instructional support and feedback.

Behaviorally, we are seeing a growing need for social-emotional learning, especially in the areas of anxiety, anger, and inappropriate attention-seeking behaviors. We continue to evaluate our needs and gather feedback to ensure our plan accurately reflects student behaviors and the appropriate professional learning to equip our teachers and administrators with the skills and tools required to address disruptive behaviors. Base Education and Character Strong programs address these needs and prepare our teachers to identify them and respond appropriately.

New teachers are enrolled in the New Teacher Mentor Program for the entirety of their first year of practice. Campus leadership provides weekly/monthly sessions to support the teachers and their mentors. This professional learning helps to develop more effective teachers, giving them the opportunity to meet and learn from each other.

Opportunities for required training, such as Gifted and Talented and CPI, will be provided throughout the year to ensure all teachers are able to attend and earn compliance hours.

Campus teachers and administrators will also work collaboratively, through the T-TESS process, to determine areas of professional learning to ensure student learning. Eduphoria Strive has been added to ensure continuous monitoring of instruction, including participation in professional learning.

All teachers and staff participate in mandated training's through Public School Works.

Leadership development experiences are in place and designed to support current campus and district administrators in meeting the growing demands of our community and student populations.

The district ha started a Staff University to target professional development needs of current staff throughout the district. Courses/Sessions will be offered throughout the year.

The Aspiring Leadership Academy was designed to grow leaders internally and ensure a leadership pipeline, as CISD continues to add schools and central office personnel to support instruction and our growing infrastructure. Additionally, as a measure of continuous improvement, the Academy is offering leadership development specific to various positions to provide a more expansive pipeline to support the growing needs of our district.

Staff Quality, Recruitment, and Retention Strengths

Instructional Coaches at all Title I campuses

Continuous review salary and stipend structures to ensure CISD is competitive in the current market

Recruiting Stipend

Implementation of the full one-way dual language program model in grades Pre-K - 5th

IAT positions at all campuses

District staff attend area, regional and statewide Teacher Job Fairs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Meeting the diverse needs of every student in every classroom **Root Cause:** The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Department of Curriculum and Instruction is responsible for meeting the academic and behavior needs of all students to ensure academic success and future possibilities. Areas of focus include initial instruction, intervention and remediation, assessment, CTE and counseling. Over the past four years, this department has grown in size to ensure the design and alignment of a flexible and viable curriculum and grown teachers to ensure that it is delivered through high quality and high yield instructional methodologies. In 2022-2023, 7 Steps to a Language Rich Classroom continues to be a district initiative. Curriculum Directors and Content Specialist are working to support campus Instructional Coaches and Teachers. They are also working with the Instructional Coaches to support the large number of IATs in classrooms throughout the district.

Curriculum, Instruction, and Assessment Strengths

Alignment of Curriculum

Supporting new and returning Instructional Coaches

Supporting IATs through training and in class support

Focus on 7 Steps for all content areas

Writing across the curriculum

Base Education

Character Strong

Identifying and implementing appropriate instructional resources

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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Parent and Community Engagement

Parent and Community Engagement Summary

Parental and Family Involvement

Opportunities for parent involvement will be offered to all Cleveland ISD parents. Campus-based activities for Parents Involved in Education (PIE) will be expanded for families to be more involved with their student's academic development. Additional campus-based activities will include training for parents on how to assist their children with meeting proficiency in core content areas, an overview of the state assessments, and required meetings as indicated in the Federal Title Programs and ESSA. Meetings will be published through campus and district communication mediums and through our local media. Documentation for meetings will be maintained at the campus level with sign-in sheets, agendas, and minutes. The district will also offer parent meetings for specific student groups, such as Gifted and Talented, Bilingual/ESL and Special Education. CISD will continue to offer activities and events to encourage and support family engagement such as Fall and Spring Reading Expo's.

The district has committed to finding family engagement opportunities to increase parental involvement for all student groups, especially for the parents of the district's Emergent Bilingual and At-Risk students. Additional activities include increasing community involvement regarding the district's academic achievement and assisting parents with technology.

Parent and Community Engagement Strengths

Campus newsletters

Local Newspaper

HS Television Station (Cable Channel 4) and Radio Station

District's Website

Social Media

School Messenger

Remind

Class Dojo

Translation of communications from English to Spanish

Campus PIE's are active, as well as the band and athletic booster clubs.

A minimum of three parent activities will be offered at each campus for Emergent Bilingual families

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of opportunities for parent involvement throughout the district. **Root Cause:** CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

District Context and Organization

District Context and Organization Summary

Cleveland ISD has a Cabinet structure that consists of the Superintendent, Deputy Superintendent, Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction, 2 Executive Director of Human Resources and the Chief Financial Officer.

The Executive Director for Ancillary Services was created to support Directors leading Child Nutrition, Transportation, and the Custodial and Maintenance Departments.

Cleveland ISD maintains its own Police Department with a Chief of Police.

District Context and Organization Strengths

Strong administrative team with ample experience in the perspective positions. The cohesive team works for the betterment of staff and students and seeks ways to remove barriers that prevent staff from doing their jobs effectively.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 2 (Prioritized): Increase the number of certified staff throughout the district. **Root Cause:** A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 3 (Prioritized): Intermittent signal on campuses and throughout district **Root Cause:** Cleveland ISD is dependent on an internet service provider with a single access route.

Technology

Technology Summary

Cleveland ISD continues to be a fast growth district. The Technology Department is working daily to maintain adequate technology resource availability to all campuses, staff, and students. The Technology Department is working to upgrade existing infrastructure to be more compliant and expedient with the rapidly increasing student and staff population.

Additional technicians have been hired to offer support to every campus and department. Students have the opportunity to work in a summer pathways job programs in Technology to support them in potential future endeavors.

Technology Strengths

With added staff the Technology department works quickly to meet the needs of staff and students. They handle work orders as they come in by responding in person when available or fixing the issue remotely.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause:** Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 2 (Prioritized): Intermittent signal on campuses and throughout district **Root Cause:** Cleveland ISD is dependent on an internet service provider with a single access route.

Priority Problem Statements

Problem Statement 1: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels.

Root Cause 1: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 2: Meeting the diverse needs of every student in every classroom

Root Cause 2: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 2 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 3: Need to increase the number of staff who hold their bi-lingual and/or ESL certification

Root Cause 3: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 4: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community.

Root Cause 4: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 4 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Technology

Problem Statement 5: Increase the number of certified staff throughout the district.

Root Cause 5: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 5 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization

Problem Statement 6: CISD is showing growth on state assessments but continued growth is required.

Root Cause 6: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 6 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 7: Lack of opportunities for parent involvement throughout the district.

Root Cause 7: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

Problem Statement 7 Areas: District Culture and Climate - Parent and Community Engagement

Problem Statement 8: Intermittent signal on campuses and throughout district

Root Cause 8: Cleveland ISD is dependent on an internet service provider with a single access route.

Problem Statement 8 Areas: District Culture and Climate - District Context and Organization - Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Student achievement scores will meet or exceed state standards in all STAAR subject areas to achieve a minimum increase of 10% for Meets and 5% for Masters by May 2023 test administration.

High Priority

Evaluation Data Sources: STAAR, Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Create district curriculum and coursework to ensure vertical and horizontal alignment of standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Deeper understanding of TEKS across grade levels and content ; Professional Learning Communities will be able to disaggregate data and determine appropriate interventions; Close achievement gaps; Continuity of instruction design and delivery	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction; Directors of Curriculum; Content Specialists; Campus Administrators; Instructional Coaches **Title I:** 2.4 **Problem Statements:** Demographics 4, 5 - Student Achievement 7, 8 - District Culture and Climate 10 - Staff Quality, Recruitment, and Retention 4, 5 - Curriculum, Instruction, and Assessment 4, 5 **Funding Sources:** - ESSER III, - TCLAS, - Local Funds, - State: Compensatory Education, CMAT Curriculum Management Training - Title II, Part A - Supporting Effective Instruc. - $18,000	60%	80%		

Strategy 2 Details	Reviews			
Strategy 2: Offer support programs for students transitioning into Kindergarten, middle school, or high school.	Formative			Summative
Strategy's Expected Result/Impact: Increase readiness levels to engage with new content; Improve levels of maturation to support learning; Students exposed proactively to new schedules and expectations	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Directors of Elementary and Secondary Schools; Principals **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - State: Early Education Allotment, - State: Early Education Allotment	50%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Align assessments with TEKS and the level of rigor as outlined in the curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Data will provide accurate reflection of academic achievement gaps; Intentional and personalized intervention lessons for students	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction; Campus Principals; Directors of Curriculum, Content Specialists, Instructional Coaches; **Title I:** 2.4 **Problem Statements:** Demographics 2, 4, 5 - Student Achievement 5, 7, 8 - District Culture and Climate 8, 10 - Staff Quality, Recruitment, and Retention 2, 4, 5 - Curriculum, Instruction, and Assessment 2, 4, 5 - District Context and Organization 1 - Technology 1 **Funding Sources:** - Local Funds, - TCLAS	50%	80%		

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for professional development for all teachers in utilizing differentiated instructional strategies to personalize instruction and behavior management to support all students and student groups in their learning.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Mastery of TEKS; Increase level of rigor in delivery and design of instruction; Improve accountability ratings **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Executive of Special Programs/Learning; Director of Multilingual; Director of Professional Development **Title I:** 2.4 **Problem Statements:** Demographics 1, 5 - Student Achievement 4, 8 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1, 5 - Curriculum, Instruction, and Assessment 1, 5 **Funding Sources:** - Local Funds, - State: Bilingual Education Allotment (BEA), - State: Career & Technical Education, - State: Compensatory Education, - ESSER III, - Title II, Part A - Supporting Effective Instruc., - GEAR UP, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - State: Early Education Allotment, - Title III, Part A - English Language Acquisition	50%	70%		

Strategy 5 Details	Reviews			
Strategy 5: Implement district plan for full day Pre-K opening 2022-2023.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Improved literacy and number sense in the primary grades Accelerated language acquisition **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Director of Elementary PK-2; Coordinator of Early Literacy Director of Multilingual **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5 **Funding Sources:** - State: Bilingual Education Allotment (BEA), - Local Funds, - State: Early Education Allotment , - Title III, Part A - English Language Acquisition	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Provide online tutorial platform to be used in meeting HB4545 goals and provide funds to pay teachers, IATs and bus drivers for after school tutorials.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: mastery of TEKS, improved performance and mastery of current year TEKS **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction, Executive Director of Special Programs/Learning, CFO, Director of Elementary Curriculum 3-5. Director of Secondary Curriculum, Campus Principals **Problem Statements:** Demographics 1, 4 - Student Achievement 4, 7 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 1, 4 **Funding Sources:** iTutor for HB4545 Online Tutors for Grades 6-12 STAAR/EOC Subjects - ESSER III - $711,562.50, Air Tutors for HB4545 Online Tutors for Grades 3-5 STAAR Subjects - ESSER III - $1,710,000	60%	80%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.
Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 5: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 8: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 8: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Curriculum, Instruction, and Assessment
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Context and Organization
Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Technology
Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

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

Performance Objective 2: Increase post-secondary readiness by 10% using research-based instructional strategies and resources by the end of 2022-2023

Evaluation Data Sources: STAAR, EOC, College and Career Readiness, Advanced Placement exams,

Strategy 1 Details	Reviews			
Strategy 1: Improve College and Career Readiness completion by disaggregating data to identify students needing to meet one or more criteria.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improve CCR data for accountability; Increase in the number of students who are college and career ready **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Director Secondary Curriculum; Coordinator of CTE, Secondary Principals **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - State: Compensatory Education, - Perkins V - CTE, - State: CCMR Outcomes Bonus	20%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Campuses will provide supplemental evidence-based resources and materials for all content and grade levels including primary literacy and foundational math instruction. Supplemental evidence-based resources and materials will be provided to support all students including Emergent Bilinguals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduce the number of students entering middle school 2-3 years below grade level; Increase the number of students identified as Meets and Masters; Increase the number of students meeting CCMR in high school; Acceptance to career certification programs and colleges; Increase of students completing post-secondary programs; Decrease in dropout rates **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Director of Elementary PK-3; Principal; Instructional Coaches **Title I:** 2.4 **Problem Statements:** Demographics 5 - Student Achievement 8 - Staff Quality, Recruitment, and Retention 5 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** - State: Bilingual Education Allotment (BEA), - State: Compensatory Education, - TCLAS, - State: Early Education Allotment, - Title III, Part A - English Language Acquisition, - Title III, Part A - Immigrant	75%	85%		

Strategy 3 Details	Reviews			
Strategy 3: Implement dropout prevention and recovery plans, including enrollment at Douglass Learning Academy, to assist with dropout recovery, credit recovery and initial credit for At-Risk students. The dropout prevention plan also includes career and technology education courses that lead to an industry based certification and allows over-aged middle school students to gain high school credit before their 9th grade year. Students at risk of dropping out are assisted by campus counselors in identifying ways to pursue postsecondary education, including high-quality, college-readiness instruction with strong academic and social support; secondary to postsecondary bridging that builds college-readiness skills and provides a plan for college completion and ensures transition counseling; information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available; and offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
	60%	80%		

Strategy's Expected Result/Impact: Decrease in dropout rates; Increase in four year graduation rates; Increase in Industry Based Certifications earned; Increase in postsecondary enrollment

Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Schools; Secondary Principals; Counselors

Title I:
2.6

Problem Statements: Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - State: Compensatory Education

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with campuses and local agencies to provide services and supplies for identified homeless to meet their academic goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
	45%	70%		

Strategy's Expected Result/Impact: Equitable learning opportunities for all students; Decrease in dropout; Increase in CTE certification and pathway completer rates

Staff Responsible for Monitoring: Executive Director of Special Programs/Learning; Homeless Liaison

Title I:
2.6

Problem Statements: Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Strategy 5 Details	Reviews			
Strategy 5: Offer post-secondary testing to students during the school day to ensure all students have the appropriate college and career testing opportunities.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in the number of students enrolling in college or other post-secondary institutions; Ability to disaggregate college readiness data to improve curriculum and instruction and scores on post-secondary exams **Staff Responsible for Monitoring:** Principals; Counselors **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - GEAR UP, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich	45%	70%		

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students enrolling in advanced course offerings by conducting recruiting events at both middle and high school campuses.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase enrollment in advanced courses; Increase in the number of students applying to college; Increase in the number of students completing college or other post-secondary programs; Develop a growth mindset in students who may not have realized their post-secondary potential; Improve Advanced Placement scores; Increase in the number of college hours students complete upon graduation **Staff Responsible for Monitoring:** Principal; Counselors **Title I:** 2.5 **Problem Statements:** Demographics 1, 4 - Student Achievement 4, 7 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 1, 4 **Funding Sources:** - Local Funds	50%	65%		

Strategy 7 Details			Reviews		
Strategy 7: Provide tutoring to immigrant and emergent bilingual students to help increase their English Proficiency Levels as well as literacy skills.		Formative			Summative
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase TELPAS scores and the number of students being dismissed through the LPAC. **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Director of Multilingual; Principals **Problem Statements:** Demographics 1, 4 - Student Achievement 4, 7 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 1, 4 **Funding Sources:** - Title III, Part A - English Language Acquisition, - Title III, Part A - Immigrant		50%	65%		

Strategy 8 Details			Reviews		
Strategy 8: Assist Middle School and High School students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Support will include career pathways offered through CISD and other opportunities including the required knowledge and skills. Support will address higher education admission requirements, financial aid (including sources of information), TEXAS grant program, Teach for Texas grant programs, and the need to make informed curriculum choices beyond high school.		Formative			Summative
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in students attaining academic goals; Increase in students earning Industry Based Certifications prior to graduation, Increase in students attending postsecondary institutions after graduation. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Secondary Principals, Gear Up Counselor, Campus Counselors **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Local Funds, - State: Career & Technical Education, - Perkins V - CTE, - GEAR UP		50%	70%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 8: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

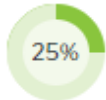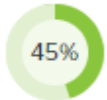| Curriculum, Instruction, and Assessment |
|---|
| **Problem Statement 1**: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families. |
| **Problem Statement 4**: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement. |
| **Problem Statement 5**: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels. |

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

Performance Objective 3: Create a rigorous curriculum that includes professional learning and an implementation plan that focuses on strengthening primary literacy and foundational math skills for all students including Emergent Bilinguals as demonstrated by an increase of 38% at the Meets level on 3rd grade STAAR Reading by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: CBA data, STAAR data, Early Literacy screeners, TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Continue implementing the Professional Learning Community model to increase the percentage of students attaining Meets or Masters levels on STAAR testing in grades 3-12.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Disaggregation of data informs design and delivery of instruction; Design intervention lessons to personalize instruction for students; Increase level of rigor in initial design and delivery of content; Close achievement gaps more efficiently and with a sense of urgency **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Directors of Curriculum; Content Specialists; Principal; Assistant Principals; Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5 **Funding Sources:** - ESSER III, - Local Funds, - State: Early Education Allotment	20%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional development to all staff relating to Special Education instruction and behavior supports specific to the individual needs of each Special Education student.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in Special Education dropout rates; Increase in Special Education students attaining Meets and Masters; Decrease in discipline referrals **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Director of Student Services; Director of Professional Development **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Local Funds, - IDEA-B Formula (Special Education), - State: Special Education	50%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Provide Multi-tiered System of Supports, formerly Response To Intervention, professional learning to classroom teachers, instructional coaches, and campus administration that focuses on the disaggregation of data and personalization of instruction.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Students closing achievement gaps over a shorter time period; Students will be known by their strengths and needs; Ability to identify specific academic gaps and design personalized instruction to close them **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Director of Professional Development; Coordinator of RtI **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1, 5 - Student Achievement 4, 8 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1, 5 - Curriculum, Instruction, and Assessment 1, 5 **Funding Sources:** - State: Compensatory Education, - State: Early Education Allotment	20%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Model and incorporate evidence-based practices in professional learning to support all student groups including Emergent Bilinguals, Dyslexic, At Risk, and Special Education students in meeting their academic goals.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Personalize instruction for all student groups based on academic needs as identified through data analysis; Increase in the number of students meeting academic goals; Improve accountability scores; Academic gaps closing more efficiently and more timely; Improve the design and delivery of instruction; T-TESS Observation and Walkthrough scores improve **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Executive Director of Curriculum and Instruction; Director of Professional Development; Directors of Curriculum **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc., - State: Bilingual Education Allotment (BEA), - Perkins V - CTE, - State: Career & Technical Education, - TCLAS, - ESSER III, - GEAR UP, - State: Early Education Allotment, - Title III, Part A - English Language Acquisition, - Title III, Part A - Immigrant	25%	45%		

Strategy 5 Details	Reviews			
Strategy 5: All PK-3 teachers will participate and complete the Region 4 Texas Reading Academy to improve the design and delivery of reading instruction. The Reading Academy is optional for 4th and 5th grade students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: An increased understanding of the Science of Reading, all students will be reading on grade level by 3rd grade, help students achieve their academic goals
    Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, Director of Elementary Curriculum PK-2, Literacy Coordinator
 	
    Problem Statements: Demographics 4, 5 - Student Achievement 7, 8 - District Culture and Climate 10 - Staff Quality, Recruitment, and Retention 4, 5 - Curriculum, Instruction, and Assessment 4, 5
    Funding Sources: - State: Early Education Allotment
	20%	50%		

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 8: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families. **Problem Statement 4**: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement. **Problem Statement 5**: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.
Curriculum, Instruction, and Assessment
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families. **Problem Statement 4**: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement. **Problem Statement 5**: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

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

Performance Objective 4: During the academic school year, all instructional leaders and classroom teachers will use data in alignment with the TEKS to drive instructional decisions and monitor outcomes.

High Priority

Evaluation Data Sources: STAAR data, CBA data, Early Literacy and Math Screeners, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Analyze assessment data to personalize instruction and identify professional learning needs to improve student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Alignment of assessments with curriculum; Increase in the design and delivery of rigorous instruction; Personalize interventions for students; Professional Learning Communities are able to identify specific TEKS and skills needed for intervention/remediation **Staff Responsible for Monitoring:** Executive Director Curriculum and Instruction; Director of Professional Development; Director of Emergent Bilinguals; Principals; Assistant Principals; Instructional Coaches **Title I:** 2.4 **Problem Statements:** Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5 **Funding Sources:** - Local Funds, - TCLAS, - State: Bilingual Education Allotment (BEA)	20%	55%		

Strategy 2 Details	Reviews			
Strategy 2: By the end of the academic school year, 90% of instructional leaders will attend digital learning professional development to enhance instruction to be embedded into future curriculum documents. This will be measured by maintaining attendance records as well as curriculum documents showing how the digital tools are being used to enhance the instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase use of digital learning tools; Students are able to create products illustrating their depth of knowledge around specific TEKS; Students are able to connect content
 	
    Staff Responsible for Monitoring: Executive Director of Special Programs/Learning; Executive Director of Curriculum and Instruction; Executive Director of Technology; Director of Digital Learning; Directors of Curriculum
 	
    Title I:
2.4, 2.5
    Problem Statements: Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5
    Funding Sources: - Perkins V - CTE, - State: Bilingual Education Allotment (BEA), Book Creator PK-12 - ESSER II - $18,000, - Title III, Part A - English Language Acquisition, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich
	30%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Analyze Advanced Placement assessment data to identify district and campus instructional needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Advanced Placement enrollment; Increase in Advanced Placement exam scores; Rigorous design and delivery of instruction aligned with College Board expectations	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction; Director of Curriculum; Principal
 	
    Title I:
2.5
    Problem Statements: Demographics 1, 4 - Student Achievement 4, 7 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 1, 4
    Funding Sources: - Local Funds
	10%	55%		

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Demographics
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 8: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Curriculum, Instruction, and Assessment
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Goal 2: Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Continuously improve and evaluate systems for teacher recruitment and retention and ensure 100% of our faculty and staff meet the professional standards required for educators.
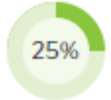
High Priority

Evaluation Data Sources: Job Fair Sign In Sheets, PEIMS, ESSA report

Strategy 1 Details	Reviews			
Strategy 1: Evaluate salary and stipend structures for hard to fill positions, specifically in the content areas of Bilingual/ ESL, secondary mathematics and composite science, Languages Other Than English (LOTE), Career and Technology Education (CTE), Special Education, and Reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Recruit and retain high quality educators; Improve accountability scores and Results Driven Accountability data **Staff Responsible for Monitoring:** Executive Directors of Human Resources; Principals **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Achievement 3, 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3, 6 - Curriculum, Instruction, and Assessment 3, 6 - District Context and Organization 2 **Funding Sources:** - Local Funds, - IDEA-B Formula (Special Education), - IDEA-B Preschool (Special Education) , - Title II, Part A - Supporting Effective Instruc., - State: Bilingual Education Allotment (BEA)	30%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Provide high-quality professional learning opportunities to ensure 100% of our faculty and staff meet and can demonstrate the professional learning standards and competencies required by the Every Student Succeeds Act (ESSA) and so teachers can meet all certification requirements in order to ensure CISD is making progress toward having all classes taught by certified and highly-qualified teachers and assisted by highly-qualified paraprofessionals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improve accountability ratings; Increase the number of students attaining academic goals **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Executive Director of Curriculum and Instruction; Directors of Curriculum; Director of Professional Learning **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1, 4 - Student Achievement 4, 7 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 1, 4 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc.	20%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Reduce teacher turnover rates to reflect +/- 5% of Region IV's average.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve culture and climate; Highly trained and skilled instructional leaders and classroom teachers; Improve academic accountability scores **Staff Responsible for Monitoring:** Executive Directors of Human Resources; Principals **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Achievement 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 2 **Funding Sources:** - Local Funds, - Title II, Part A - Supporting Effective Instruc.	**Nov** 25%	**Jan** 65%	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Continue mentor programs for first year teachers, new employees, and assistant principals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve academic accountability scores; Retention of new employees or individuals in new roles **Staff Responsible for Monitoring:** Executive Director of Human Resources; Director of Professional Learning **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Achievement 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 2 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc., - Local Funds	**Nov** 20%	**Jan** 50%	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Provide a retention bonus for all staff to maintain operations and continuity of services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention of staff; increase in the number of experienced teachers serving our students **Staff Responsible for Monitoring:** Executive Director of Human Resources, Chief Financial Officer, Executive Director of Special Programs/Learning **Problem Statements:** Demographics 3 - Student Achievement 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 2 **Funding Sources:** - ESSER III	**Nov** 60%	**Jan** 75%	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Provide high-quality professional learning for all staff to build capacity for ESL and bilingual certifications.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of ESL and bilingual certified staff serving Emergent Bilinguals	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Special Programs/Learning; Executive Directors of Human Resources; Director of EB; Principals **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 6 - Curriculum, Instruction, and Assessment 6 **Funding Sources:** - State: Bilingual Education Allotment (BEA)	25%	60%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Student Achievement
Problem Statement 3: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 6: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 9: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.
Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

Curriculum, Instruction, and Assessment

Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

District Context and Organization

Problem Statement 2: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Goal 2: Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: Cleveland ISD will analyze monthly enrollment and report projections to accommodate future staffing needs by February of each year for the following school year.

Evaluation Data Sources: Enrollment Projection Report Weekly Enrollment Reports

Strategy 1 Details	Reviews			
Strategy 1: Continuous monitoring of district enrollment to determine growth patterns for campuses, grade levels, and student groups.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Develop systems of readiness to support hyper growth; Able to hire qualified staff to fill positions as they are posted due to increased enrollment **Staff Responsible for Monitoring:** Deputy Superintendent; Executive Directors of Human Resources; Executive Director of Special Programs/Learning; Executive Director of Curriculum and Instruction; CFO **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Achievement 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 2 **Funding Sources:** - Local Funds - $0	25%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Host and attend local job fairs to attract and retain highly qualified certified applicants and highly qualified applicants for non-certified positions.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Improved applicant pool; Fill positions in a more timely manner **Staff Responsible for Monitoring:** Executive Directors of Human Resources **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Achievement 6 - District Culture and Climate 9 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - District Context and Organization 2 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc.	30%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Develop a three year plan that addresses instructional infrastructure needs, such as classroom and facility improvements, digital learning, and the recruitment of faculty and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Develop systems of readiness to support hyper growth **Staff Responsible for Monitoring:** Deputy Superintendent; Executive Directors of Human Resources; Executive Director of Special Programs/Learning; Executive Director of Curriculum and Instruction; Executive Director of Technology; CFO **Title I:** 2.5 **Problem Statements:** Demographics 2, 3 - Student Achievement 3, 5, 6 - District Culture and Climate 6, 8, 9 - Staff Quality, Recruitment, and Retention 2, 3, 6 - Curriculum, Instruction, and Assessment 2, 3, 6 - District Context and Organization 1, 2, 3 - Technology 1, 2 **Funding Sources:** - Local Funds	40%	55%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Student Achievement
Problem Statement 3: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.
Problem Statement 5: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 6: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

District Culture and Climate
Problem Statement 6: Intermittent signal on campuses and throughout district **Root Cause**: Cleveland ISD is dependent on an internet service provider with a single access route.
Problem Statement 8: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
Problem Statement 9: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

Curriculum, Instruction, and Assessment

Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

District Context and Organization

Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Problem Statement 2: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 3: Intermittent signal on campuses and throughout district **Root Cause**: Cleveland ISD is dependent on an internet service provider with a single access route.

Technology

Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.
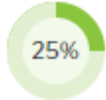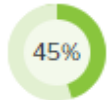
Problem Statement 2: Intermittent signal on campuses and throughout district **Root Cause**: Cleveland ISD is dependent on an internet service provider with a single access route.

Goal 2: Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 3: Increased opportunities for professional learning aligned to state academic standards that support teachers and administrators in the design and delivery of instruction and behavioral supports to improve student achievement.

Evaluation Data Sources: STAAR, EOC, universal screeners, teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities to meet district needs in differentiated instruction, classroom management, and instructional methodologies for Emerging Bilinguals, Special Education, At Risk, and other special populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students attaining academic goals; build capacity in teachers to design and deliver instruction that meets the needs of all learners. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Executive Director of Special Programs/Learning; Director of Professional Learning; Director of Emergent Bilinguals; Directors of Curriculum; Director of Special Services **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 4, 5 - Student Achievement 4, 7, 8 - District Culture and Climate 7, 10 - Staff Quality, Recruitment, and Retention 1, 4, 5 - Curriculum, Instruction, and Assessment 1, 4, 5 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc., - State: Bilingual Education Allotment (BEA), - State: Career & Technical Education, - State: Compensatory Education, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - ESSER III, - Title III, Part A - English Language Acquisition	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning to Middle School and High School teachers and counselors in order to support students in the area of college and career readiness through the Gear Up Grant. Professional Learning will address higher education admission requirements, financial aid (including sources of information), TEXAS grant program, Teach for Texas grant programs, and the need to make informed curriculum choices beyond high school.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
	25%	50%		

Strategy's Expected Result/Impact: Increase in the number of students participating in post-secondary programs

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction; Executive Principal of Schools; Director of Secondary Curriculum ; Secondary Principals; College and Career Counselor(s); Gear Up Counselor(s); Coordinator of State and Federal Programs

Title I:
2.5

Problem Statements: Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - GEAR UP

Strategy 3 Details	Reviews			
Strategy 3: Using discipline data from the 2021-2022 school year, Cleveland ISD will reduce the overuse of discipline consequences and reduce the practice of removing students from the classroom by 10% by providing training on research-based preventative and behavioral intervention strategies reducing referrals by 10% by May 2023. Strategies may include but are not limited to Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), Restorative Practices, grief and trauma-informed care policy, conflict resolution, violence prevention, Non-Violent Crisis Intervention and the use of Base Education.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
	20%	45%		

Strategy's Expected Result/Impact: Create a collaborative approach to discipline management; decrease in the number of students being removed from classrooms; foster an inclusive environment to meet the needs of all learners; decrease in the number of students being assigned to In School Suspension (ISS), Out of School Suspension (OSS) and to the Discipline Alternative Education campus for behavior, decrease in the number of bullying reports.

Staff Responsible for Monitoring: Coordinator of RtI; Director of Special Services; Coordinator of SEL; Campus Principals

Title I:
2.4, 2.6

Problem Statements: Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - Local Funds, - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - State: Compensatory Education

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for campus and district administrators to grow as leaders as they work to build capacity in teachers and staff, increase student academic performance. and language acquisition in EB and ESL students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in student academic performance as evidenced by STAAR and EOC scores, 9 week cycle grades, course completion rates, retention rates, teacher feedback
    Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Special Programs and Learning, Human Resources
 	
    Problem Statements: Demographics 1, 3, 4, 5 - Student Achievement 3, 4, 6, 7, 8 - District Culture and Climate 7, 9, 10 - Staff Quality, Recruitment, and Retention 1, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 1, 3, 4, 5, 6 - District Context and Organization 2
    Funding Sources: - State: Early Education Allotment, - Perkins V - CTE, - Title II, Part A - Supporting Effective Instruc.
	20%	50%		

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.
Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Student Achievement
Problem Statement 3: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 6: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.
Problem Statement 7: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.
Problem Statement 8: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

District Culture and Climate

Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 9: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 10: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

Curriculum, Instruction, and Assessment

Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Problem Statement 3: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Problem Statement 4: CISD is showing growth on state assessments but continued growth is required. **Root Cause**: There is a need across the district for curriculum alignment, implementation of best instructional practices with fidelity, and local assessment practices that yield reliable data for improving student achievement.

Problem Statement 5: A significant percentage of CISD students in grades 3-12 are below grade level in reading by two or more grade levels. **Root Cause**: Lack of reading curriculum aligned with high yield primary literacy strategies and lack of professional learning to provide teachers expert training in reading at all grade levels.

Problem Statement 6: Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause**: A decrease exists in the number of candidates graduating from colleges and universities or completing alternative certification programs coupled with an increasing demand internally and externally for Bilingual Certified candidates.

District Context and Organization

Problem Statement 2: Increase the number of certified staff throughout the district. **Root Cause**: A decrease in certified teachers was caused by the nationwide teacher shortage.

Goal 3: Cleveland ISD's parents, community, and business partners will strengthen their involvement in our students' education.
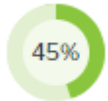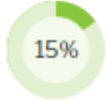
Performance Objective 1: Increase family, community, and business partner engagement by providing various opportunities to participate.
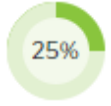
    High Priority

    Evaluation Data Sources: Calendar of Events; Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Schedule district wide events such as, but not limited to, Meet the Teacher Night, Meet the Indians, Fall and Spring Open House.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent and family participation at every campus	Nov	Jan	Mar	May

Staff Responsible for Monitoring: Executive Principal of Schools
 	
    Title I:
    4.1, 4.2
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Local Funds
	20%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Create and disseminate a monthly district calendar of events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent, family, community and business partner participation at every campus	Nov	Jan	Mar	May

Staff Responsible for Monitoring: Director of Communications
 	
    Title I:
    4.2
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Local Funds
	50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Increase membership in parent organizations at each campus through the use of the district website, social media and newsletters.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in parent and family participation at every campus; Improve communications between the campus and parents **Staff Responsible for Monitoring:** Principals **Title I:** 4.1, 4.2 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds	15%	35%		

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities that highlight students, alumni, community partners and local businesses through activities such as, but not limited to, Star Student of the Week, Career Day, guest speakers, half-time recognition at high school football games and sponsorship opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in community and business partner participation; Increase in the number of Star Students recognized; Increase in the number of district website viewers **Staff Responsible for Monitoring:** Superintendent; Director of Communications; Principals **Title I:** 2.4, 2.6 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds	40%	65%		

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for stakeholders to participate in district led initiatives such as, but not limited to, District Educational Improvement Committee (DEIC), Campus Improvement Teams, and Student Health Advisory Committee (SHAC).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Shared community vision of Cleveland ISD; Expansion of community involvement, collaboration, and partnerships **Staff Responsible for Monitoring:** Deputy Superintendent; Executive Director of Curriculum and Instruction, Director of Student Services **Title I:** 2.4, 2.6 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds	15%	40%		

Strategy 6 Details	Reviews			

Strategy 6: Participate in community events such as, but not limited to, events sponsored by the Chamber of Commerce, City of Cleveland, and Liberty County.
    Strategy's Expected Result/Impact: Improved relations between the district and community/business partners
    Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Communications; Principals
 	
    Title I:
2.6
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
	Formative			Summative

	Nov	Jan	Mar	May
	30%	45%		

Strategy 7 Details	Reviews			

Strategy 7: Promote parent, family, and community outreach by hosting events to meet the academic and linguistic needs of EB and Immigrant students.
    Strategy's Expected Result/Impact: Improve involvement with district, parent, families, and community.
    Staff Responsible for Monitoring: Executive Director of Special Programs/Learning; Director of Emergent Bilinguals
 	
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - Title III, Part A - Immigrant
	Formative			Summative

	Nov	Jan	Mar	May
	45%	60%		

Strategy 8 Details	Reviews			

Strategy 8: Promote parent and family engagement by hosting events to educate parents and families on the district policy on prevention and intervention of sexual abuse, maltreatment of children, sex trafficking, trauma informed care, and dating violence. Educates parents and families of the duties of the CISD police department. Include the CISD police department, Counselors, and outside agencies information of importance in the education of students and parents.
    Strategy's Expected Result/Impact: Improved involvement with district, parents, families, and community; Promote student and parent knowledge and safety.
    Staff Responsible for Monitoring: Executive Director of Special Programs/Learning, Coordinator of Social Emotional Learning, CISD Police Department Campus Principals, and Campus Counselors
 	
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Title I, Part A - Improving Basic Programs
	Formative			Summative

	Nov	Jan	Mar	May
	15%	45%		

Strategy 9 Details	Reviews			
Strategy 9: Promote parent and family engagement by providing an educational session for Middle School and High school parents/families in how to assist their students in the developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Support will include career pathways offered through CISD and other opportunities including the required knowledge and skills. Support will address higher education admission requirements, financial aid (including sources of information), TEXAS grant program, Teach for Texas grant programs, and the need to make informed curriculum choices beyond high school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
	25%	50%		
Strategy's Expected Result/Impact: Increase in parental involvement in their students postsecondary plans; Increase in students attaining academic goals; Increase in students earning Industry Based Certifications prior to graduation, Increase in students attending postsecondary institutions after graduation. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction; Secondary Principals, Gear Up Counselor, Campus Counselors **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 5, 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

District Culture and Climate
Problem Statement 5: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.

Curriculum, Instruction, and Assessment
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Parent and Community Engagement
Problem Statement 1: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

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

Performance Objective 2: Develop stronger, transparent communication and outreach efforts with stakeholders in a timely manner.

    Evaluation Data Sources: Stakeholder satisfaction surveys

Strategy 1 Details	Reviews			
Strategy 1: Expand district communication methods by improving campus and district websites, social media outlets, automated messenger system, school marquees and written communications.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in parents surveyed expressing satisfaction with campus and district communication; Increase usage of websites; Increase number of followers on social media
    Staff Responsible for Monitoring: Director of Communications; Principals
 	
    Title I:
    2.4
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Local Funds
	25%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Establish a platform of two-way communication between the district and our stakeholders utilizing Facebook Live, department specific email, and Home Access Center.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in parents surveyed expressing satisfaction with campus and district communication; Increase in stakeholders watching Facebook Live; Increase in parents accessing student information using HAC
    Staff Responsible for Monitoring: Superintendent; Director of Communications; Executive Director of Technology; Coordinator of PEIMS
 	
    Title I:
    2.4, 2.6
    Problem Statements: District Culture and Climate 5 - Parent and Community Engagement 1
    Funding Sources: - Local Funds
	20%	40%		

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Conduct townhall meetings with all stakeholders including junior and senior level high school students, staff, parents, community members and business partners.	**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Stakeholders informed about school district initiatives, opportunities and needs **Staff Responsible for Monitoring:** Superintendent; Director of Communications **Title I:** 2.4 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds	10%	30%		

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

Performance Objective 2 Problem Statements:

District Culture and Climate
Problem Statement 5: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.
Parent and Community Engagement
Problem Statement 1: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

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

Performance Objective 3: Increase teacher capacity on how to effectively connect, engage and partner with parents and families of students who have been identified as being at-risk or who are receiving services through special programs.

   Evaluation Data Sources: Survey results; Eduphoria Strive

Strategy 1 Details	Reviews			
Strategy 1: Provide training for stakeholders in specialized programs and processes to address the needs of students who have been identified as At-Risk and students receiving services through special programs such as, but not limited to, Gifted and Talented Education, Bilingual Education, Special Education, Career and Technical Education, 504 and Dyslexia.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in the ability of stakeholders to meet the needs of all students; Increase in student achievement for all student groups **Staff Responsible for Monitoring:** Executive Director of Special Programs/Learning; Director of Special Education; Director of Emergent Bilinguals; Coordinator of RtI, Dyslexia, GT and At-Risk; Principals **Title I:** 2.4, 2.6 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - State: Compensatory Education, - State: Bilingual Education Allotment (BEA)	15%	20%		

Strategy 2 Details	Reviews			
Strategy 2: Utilize Project Education, Frontline, and Eduphoria in conjunction with eSchool Plus to provide an integrated data management system approach to assist teachers and other school staff in making data driven decisions when creating and communicating individual education plans to parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Foster a collaborative approach to meet the needs of all learners; Teachers and support staff become proficient in utilizing the integrated data management system; Teachers and support staff are better equipped in creating intervention, remediation and acceleration plans; Parents are well informed about their child's individual education plan **Staff Responsible for Monitoring:** Executive Director Special Programs/Learning; Director of Student Services; Principals **Title I:** 2.4, 2.6 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - Local Funds, - State: Bilingual Education Allotment (BEA), - State: Compensatory Education, - Title III, Part A - English Language Acquisition	10%	30%		

Strategy 3 Details	Reviews			
Strategy 3: Coordinate efforts between the district's truancy office, campus attendance committees and parents/guardians to encourage attendance at school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students placed on attendance contracts as a preventive measure; Decrease in drop out rate, increase in graduation rate, district attendance rate at 95% or higher, increase in student achievement **Staff Responsible for Monitoring:** Truancy Officers; Principals; Assistant Principals **Title I:** 2.4, 2.6 **Problem Statements:** District Culture and Climate 5 - Parent and Community Engagement 1 **Funding Sources:** - State: Compensatory Education, - Local Funds	20%	50%		

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

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 5: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.
Parent and Community Engagement
Problem Statement 1: Lack of opportunities for parent involvement throughout the district. **Root Cause**: CISD's aging and traditional academic structures and systems, due to the hyper growth and lack of long range planning, has made it difficult to respond appropriately and ensure all stakeholders are included and that the means of our communication and activities meets the needs of our families and growing community.

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

Performance Objective 4: Ensure all campuses, departments and facilities are safe, secure and functioning at high levels of efficiency and effectiveness.

Evaluation Data Sources: Campus, department and facility needs assessments; Enrollment and projected enrollment; work order completions; completion of bond related items

Strategy 1 Details	Reviews			
Strategy 1: Utilize an emergency operations plan that is uniform across all campuses, departments and facilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve communications and response time in emergency situations	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Operations; Coordinator of Health and Wellness; Chief of Police; Principals **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Achievement 5 - District Culture and Climate 8 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - District Context and Organization 1 - Technology 1	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Promote safety and security by recognizing and designating district wide events such as, but not limited to, Red Ribbon Week, Child Abuse Prevention Month, and Unity Day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Creating and promoting healthy life style choices; decrease in the number of bullying reports	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Communications; Director of SEL; Principals **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Achievement 5 - District Culture and Climate 8 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - District Context and Organization 1 - Technology 1 **Funding Sources:** - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich	50%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Implement an evidence-based, no tolerance harassment and bullying prevention program that encompasses various topics such as, but is not limited to, violence prevention, sexual abuse and maltreatment of children policy, trauma informed care policy, dating violence, conflict resolution, cyber bullying and digital citizenship instruction and that provides a student alert system that allows students to make anonymous reports and seek assistance. Include information regarding the duties of the CISD police department.	Formative			Summative
	Nov	Jan	Mar	May
	60%	80%		

Strategy's Expected Result/Impact: Decrease in the number of bullying reports; increased number of students that report they feel safe while at school; Increased awareness and use of the CISD Student Handbook to support students in reporting bullying, harassment, and dating violence.
Increased awareness and use of the CISD Counselor's Handbook to support the student's social and emotional recovery from experiencing bullying, harassment, and dating violence.

Staff Responsible for Monitoring: Coordinator of SEL; Chief of Police; Counselors; Principals; Assistant Principals

Title I:
2.4, 2.6

Problem Statements: Demographics 2 - Student Achievement 5 - District Culture and Climate 8 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - District Context and Organization 1 - Technology 1

Strategy 4 Details	Reviews			
Strategy 4: Conduct annual safety audits of all campuses and facilities.	Formative			Summative
	Nov	Jan	Mar	May
	30%	60%		

Strategy's Expected Result/Impact: Establish a routine maintenance program; eliminate deficiencies in the areas of safety and security

Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Operations; Coordinator of Health and Wellness; Director of Maintenance; Chief of Police

Title I:
2.4, 2.6

Problem Statements: Demographics 2 - Student Achievement 5 - District Culture and Climate 8 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - District Context and Organization 1 - Technology 1

Strategy 5 Details	Reviews			
Strategy 5: Provide online training to all staff members through Public School Works including modules such as, but not limited to, positive behavior interventions and support, including best practices in suicide awareness and prevention, early mental health intervention, positive youth development, substance abuse prevention and intervention, dating violence, child abuse, sexual misconduct, maltreatment of children, and sex trafficking. Provide training to staff regarding the job duties of the CISD police department.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of early warning signs, ability to recognize abuse when it is occurring and knowledge of what to do in the event a student is the victim of abuse **Staff Responsible for Monitoring:** Coordinator of Social Emotional Learning, Coordinator of Health and Wellness; CISD Chief of Police, Counselors; Nurses; Campus Principals **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Achievement 5 - District Culture and Climate 8 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - District Context and Organization 1 - Technology 1 **Funding Sources:** - Title II, Part A - Supporting Effective Instruc.	50%	75%		

Strategy 6 Details	Reviews			
Strategy 6: Continue implementing the district created Discipline Management Matrix in an effort to provide equitable discipline consequences including unwanted physical and verbal aggression and sexual harassment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Create a collaborative approach to discipline management; foster an inclusive environment to meet the needs of all learners **Staff Responsible for Monitoring:** Deputy Superintendent; Coordinator of SEL; Campus Principals **Problem Statements:** Demographics 1 - Student Achievement 4 - District Culture and Climate 7 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	40%	70%		

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Student Achievement
Problem Statement 4: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 5: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

District Culture and Climate
Problem Statement 7: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 8: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Curriculum, Instruction, and Assessment
Problem Statement 1: Meeting the diverse needs of every student in every classroom **Root Cause**: The district is experiencing hyper-growth causing an increase in the academic demands and supports needed for our Emergent Bilinguals and Economically Disadvantaged students and families.
Problem Statement 2: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

District Context and Organization
Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

Technology
Problem Statement 1: Increasing student enrollment has caused overcrowding on several campuses as well as aging buildings and infrastructure make it difficult to plan for the long term needs of students, families, and the community. **Root Cause**: Long range plans that ensure all departments and systems can sustain the hyper-growth have not been developed.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $11,140,508.00
Total FTEs Funded by SCE: 55
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 District Improvement Plan

Name	Position	FTE
		0
Adella Jalomo	PBE 3-5 Reading Instructional Coach	1
Amanda Golightly	NSE 3-5 Math Instructional Coach	1
Ashleigh Canales	C9 Math/Science Instructional Coach	1
Ashley Beeman	CMS 6-8 RLA Instructional Coach	1
Ashley Ricketts	SFE 3-5 Math Instructional Coach	1
Ashley Yeager	PBE Pre-K Literacy Instructional Coach	1
Brandon Buchanan	SFMS 6-8 Science Instructional Coach	1
Brittany Driver	ESE Pre-K Literacy Instructional Coach	1
Calee O'Connell	SSE Acc. Learning Instructional Coach	1
Chandler Berryhill	CMS 6-8 Math Instructional Coach	1
Deborah Bashor	NSE Acc. Learning Instructional Coach	1
Deborah Burkett	PBE K-2 Math Instructional Coach	1
Diego Anez-Chirino	SFE K-2 Math Instructional Coach	1
Donielle Rodriguez	NSE K-2 Math Instructional Coach	1
Eduardo Villasmil	ESE 3-5 Math Instructional Coach	1
Elizabeth Hernandez	NSE K-2 Literacy Instructional Coach	1
Elvira Cortez	ESE K-2 Literacy Instructional Coach	1
Ieshia Demas	CWE K-2 Literacy Instructional Coach	1

Name	Position	FTE
Janice Castillo	CHS Social Studies Instructional Coach	1
Jeanete Edmiston	CHS Math Instructional Coach	1
Jeanine Oldham	PBE 3-5 Math Instructional Coach	1
Jennifer Richardson	PBE Acc. Learning Instructional Coach	1
Kara Rodgers	C9 RLA/Soc. St. Instructional Coach	1
Karen Steinbach	CHS STEM Instructional Coach	1
Kayla Szamach	NSE 3-5 Reading Instructional Coach	1
Kaylynn Polvado	SFE 3-5 Reading Instructional Coach	1
Kim Calfee	CMS 6-8 Science Instructional Coach	1
Krystal Scott	CHS Science Instructional Coach	1
Laura Roura	SSE K-2 Literacy Instructional Coach	1
Lesli Serrano	SFMS 6-8 Math Instructional Coach	1
Maria Garcia Rincon	SSE Pre-K Literacy Instructional Coach	1
Maria Guise	SFE K-2 Literacy Instructional Coach	1
Maria Mather	C9/CHS Em. Bilingual Instructional Coach	1
Mary Gann	CHS RLA Instructional Coach	1
Megan Durtche	SFMS 6-8 Math Instructional Coach	1
Nancy McClain	SFMS 6-8 RLA Instructional Coach	1
Omar Munguia	SFE Acc. Learning Instructional Coach	1
Patrice Munafo	SFMS 6-8 Emer. Bi. Instructional Coach	1
Paul Dean	ESE K-2 Math Instructional Coach	1
Piedad Lopez Velarde	SFE Pre-K Literacy Instructional Coach	1
Rhonda Moreno	SSE 3-5 Reading Instructional Coach	1
Sandra Garza	ESE 3-5 Reading Instructional Coach	1
Sandra Lezama	CWE 3-5 Reading Instructional Coach	1
Sandy Rivas	CMS Emer. Bilingual Instructional Coach	1
Savhana McWhirter	SFMS STEM Instructional Coach	1
Shayna Brown	NSE Pre-K Literacy Instructional Coach	1
Stephanie Hillard	CWE 3-5 Math Instructional Coach	1
Vacancy	CWE K-2 Math Instructional Coach	1
Vacancy	CWE Pre-K Literacy Instructional Coach	1

Name	Position	FTE
Vacancy	CWE Acc. Learning Instructional Coach	1
Vacancy	CMS STEM Instructional Coach	1
Vacancy	ESE Acc. Learning Instructional Coach	1
Vacancy	SSE 3-5 Math Instructional Coach	1
Vacancy	PBE K-2 Literacy Instructional Coach	1
Wendy Benefield	SSE K-2 Math Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Results of audit of dropout records,

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

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

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

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

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

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

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

 The final plan is again reviewed by the CEIC.

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

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

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

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

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

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

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

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

Title I funds will be utilized by the campuses and district to provide opportunities for all students to receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are meeting the standards, The district improvement plan will include the Title I required

descriptions as outlined in the addendum. The DIP will list resources that will be purchased with Title I funds, state allocated funds, and other Federal program funds including, but not limited to, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA. The improvement plan will identify the resource, fund source, and the cost. If personnel are needed, list the positions or the FTE's needed. It is preferable to identify staff by position, not name. All funds will be prioritized by campuses identified for improvement by enrollment percentages. CISD had a 90% Economically Disadvantaged rate in 2021-2022 and poverty will be measured by the completion of the Free and Reduced School Meals Form. The completion of the measure is coordinated by the PEIMS department and the campus PEIMS Clerk.

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

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

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

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

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

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

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

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

2.2: Regular monitoring and revision

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

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

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

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as

part of the CNA data analysis and DIP/CIP development for the upcoming school year.

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

The evaluation process is cyclical and includes:

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

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

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

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

The evaluation process is cyclical and includes:

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

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

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

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

5. Targeted Assistance Schools Only

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

Not Applicable

Title I Personnel

Name	Position	Program	FTE
Caleb Roubieau	Santa Fe Elementary	Music Teacher	1.0
Elizabeth Nimmons	Cottonwood Elementary School	Music Teacher	1.0
Erika Antenangeli	Northside Elementary School	Music Teacher	1.0
Ileana Aguilar-Soberanis	Eastside Elementary School	Music Teacher	1.0
Jasmin Pulliam	Southside Elementary	Music Teacher	1.0
Nanci Nunez	Pine Burr Elementary	Music Teacher	1.0

Plan Notes

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Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Coordinator of Social Emotional Learning	10/11/2022	Robyn Thornton	10/11/2022
Coordinated Health Program	Coordinator of Health and Wellness	10/12/2022	Robyn Thornton	10/12/2022
Decision-Making and Planning Policy Evaluation	Executive Director of Curriculum and Instruction	10/11/2022	Robyn Thornton	10/11/2022
Dropout Prevention	Deputy Superintendent, Campus Principals	10/12/2022	Robyn Thornton	10/12/2022
Dyslexia Treatment Program	Dyslexia Coordinator	10/12/2022	Robyn Thornton	10/12/2022
Title I, Part C Migrant	Coordinator of Migrant Services	10/13/2022	Robyn Thornton	10/13/2022
Pregnancy Related Services	Coordinator of Health and Wellness	10/12/2022	Robyn Thornton	10/12/2022
Post-Secondary Preparedness	Secondary Principals, Gear Up Counselor. Secondary Counselors	10/13/2022	Robyn Thornton	10/13/2022
Recruiting Teachers and Paraprofessionals	Executive Directors of Human Resources, Coordinator of Professional Development	10/13/2022	Robyn Thornton	10/13/2022
Child Abuse and Neglect	Coordinator of Social Emotional Learning	10/13/2022	Robyn Thornton	10/13/2022
Student Welfare: Crisis Intervention Programs and Training	Coordinator of Social Emotional Learning	10/13/2022	Robyn Thornton	10/13/2022
Student Welfare: Discipline/Conflict/Violence Management	Coordinator of Social Emotional Learning	10/13/2022	Robyn Thornton	10/13/2022
Texas Behavior Support Initiative (TBSI)	Director of Special Services	10/13/2022	Robyn Thornton	10/13/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent	10/13/2022	Robyn Thornton	10/13/2022
Technology Integration	Executive Director of Technology	10/13/2022	Robyn Thornton	10/13/2022

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part A: Student Progress Monitoring and Supports	Coordinator of RtI	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Meeting Academic Needs	Coordinator of RtI/Curriculum Directors	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Homeless Children and Youth	Homeless Liaison	4/29/2022	Robyn Thornton	10/13/2022
Title II, Part A: System of Professional Growth and Improvement	Coordinator of Professional Learning	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Nature of Programs	Executive Director of Special Programs	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Measure of Poverty	PEIMS	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Teacher Quality	Executive Directors of Human Resources/Coordinator Professional Learning	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: DIP Review and Revision	Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: Program Evaluation	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Program Coordination	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: Program Description	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: Increase Opportunities and Access for Underrepresented Populations	Executive Director of Special Programs/Learning	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: Prioritization of Funds	Executive Director of Special Programs/Learning	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: CNA (every 3 years)	Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title IV, Part A: Timely and Meaningful Consultation	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title II, Part A: Prioritization of Funds	Executive Director of Special Programs/Learning	4/29/2022	Robyn Thornton	10/13/2022
Title II, Part A: Coordination	Coordinator of Professional Learning	4/29/2022	Robyn Thornton	10/13/2022
Title II, Part A: Meaningful Consultation	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title II, Part A: Alignment	Executive Director of Special Programs/Learning, Executive Director of Curriculum and Instruction	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Parent and Family Engagement Strategy	Executive Director of Special Programs/Learning	4/29/2022	Robyn Thornton	10/13/2022
Title I, Part A: Parent Comments of Disagreement	Director of Administrative Services	4/29/2022	Robyn Thornton	10/12/2022
Title I, Part A: Discipline Disproportionality	Superintendent, Campus Principals	4/29/2022	Robyn Thornton	10/12/2022
Title I, Part A: Other Proposed Use of Funds	Executive Director of Special Programs and Learning	4/29/2022	Robyn Thornton	10/12/2022
Title IV, Part A Subpart 2: Internet Safety Requirements	Director of Digital Learning	4/29/2022	Robyn Thornton	10/12/2022
Title IV, Part A: Non-Smoking Policy for Children's Services	Administrative Services	4/29/2022	Robyn Thornton	10/12/2022