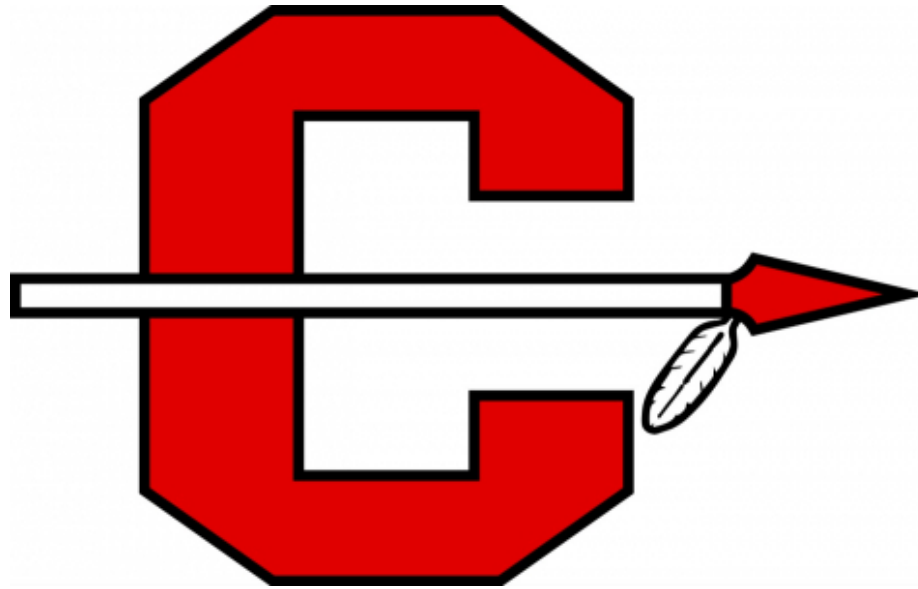# Cleveland Independent School District

Cleveland Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

We will produce lifelong learners for today and the future.

Vision

We will embrace diversity, promote high levels of learning and build positive relationships by expanding opportunities

through purpose, growth, and safety.

Value Statement

At Cleveland Middle School, we value every person involved in educating students and preparing them for the future. This includes family members, community members, educators, support staff, and administrators. Every student receives the best that we can provide in our efforts to aid in their success.

Cleveland Middle School
#committedtoexcellence

	Mission	We will produce lifelong learners for today and the future.
	Vision	We will embrace diversity, promote high levels of learning and build positive relationships by expanding opportunities through purpose, growth, and safety.
	Campus Core Values	We will always put scholars first. We will be kind, respectful, & accepting. We will have a growth mindset. We will build a Strength Based Culture. We are committed to excellence.

Every student has GENIUS level potential, if properly engaged!

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 2, 2023

Demographics

Demographics Summary

In 2022-23 school year, there were 1696 students at CMS. These students include 518 sixth graders, 571 seventh graders, and 607 eighth graders. There were 806 female students and 890 male students at CMS. The ethnicity and race included Hispnaic-latino students (1,378) with the races of African American students (73), American -Indian Alaskan Native (5), Asian (4), White (214), and two or more races (22). Special education (162 students) varied from those with other health impairments (14 students) to Mainstream (106 students). CMS also served students in various programs such as Dyslexia (84 students), GT (145 students), and Section 504 (101 students). As a Title I school, 1,663 students were part of the program. At risk students were 1,387. Economically Disadvantaged students totaled 1654 with 1493 receiving free meals at CMS.

Special Education services are provided to students who are identified that include accommodations and modifications based on their IEPs. Bus Transportation is provided by the district daily as well as free meals for breakfast, lunch, and after school snacks if students stay on campus for extracurricular activities or tutoring services. Backpack buddies have also been provided where students can take home a bag of groceries that has been delivered by the local food bank throughout the school year at various times. Instructional Coaches attend collaboratives to support teachers and team leads in collaboratives to help teachers with content delivery.

Total 1,682 Students

Demographics
The following data represents Cleveland Middle School's 2022-2023 demographic data courtesy of *On Data Suite.*

Race/Ethnicity	Special Pops	SPED
81% Hispanic	10% SPED	21% ID Intellectual Disability
4% Black	6% 504	40% LD Learning Disability
13% White	5% Dyslexia	14% ED Emotional Disability
2% 2 or more	57% Emergent Bilingual	
	98% Title I	
	82% At Risk	

Race/Ethnicity	Special Pops	SPED
	98% Economic Disadvantaged	

RtI
Response to Intervention
19% of Student Population is in a Tiered Intervention.

Math	Reading	Behavior
6th Grade Tier 2=98	6th Grade Tier 2=100	6th Grade Tier 2=8
7th Grade Tier 2=10	7th Grade Tier 2=60	7th Grade Tier 2=2
8th Grade Tier 2=12	8th Grade Tier 2=9	8th Grade Tier 2=0
6th Grade Tier 3=3	6th Grade Tier 3=4	6th Grade Tier 3=2
7th Grade Tier 3=1	7th Grade Tier 3=4	7th Grade Tier 3=2
8th Grade Tier 3=1	8th Grade Tier 3=3	8th Grade Tier 3=0
Total-125	Total-180	Total-14

Demographics Strengths

The cultural diversity of the local community is reflected in our CMS student population. This diversity allows CMS to implement programs and strategies that are effective for all of our students, offering them the opportunity to not only learn about diverse cultures, but to experience them on a daily basis. Not only do students learn in a multicultural academic climate, they interact with faculty and staff similar in demographics and cultures. Because our students are educated in a system that reflects our community and greater society, social skills are embedded in the Cleveland Middle School processes and programs. This also provides CMS students with the opportunity to develop the cultural knowledge base and social skills necessary to perform successfully in school and out.

Our attendance rose from 91.30% in 21/22 to 92.78% 22/23. We have many incentives in place to continue to promote coming to school everyday.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students labeled as Emergent Bilingual (EB) need additional programming and staff support.   **Root Cause:** CMS has had an influx of diverse groups of students that are identified as EBs. Their diversity requires individualized instruction which requires more one on one services from our support staff.

Student Learning

Student Learning Summary

| | 2023 Campus % | | |
Subject	Appr	Meets	Masters
6th RLA	53	24	5
6th Math	53	12	1
7th RLA	47	23	6
7th Math	37	15	3
8th RLA	68	32	9
8th Math	57	18	4
8th Science	57	25	4
8th Social Studies	37	12	4
Algebra 1			

Cleveland Middle School received a 2022 Texas Accountability rating score of "Not Rated". Cleveland Middle School's goal is to close the performance gap for all students in all content areas.

The Interim assessment data shows a significant gain that we are celebrating at CMS this year. Cleveland Middle School has groups of students who showed significant growth from the previous STAAR assessment.

Even though Read 180, benchmark, and STAR Renaissance showed students making gains in Reading Lexiles and basic skills, the STAAR aligned Interim shows a need to close reading and writing gaps campus wide, while increasing our students' awareness of strategies necessary for testing with new STAAR item types.

Another example of this is with Social Studies. This is the first time in years, Cleveland Middle School scored higher than the region on an 8th grade US History Interim, an assessment that replicates US History STAAR. This assessment is mostly a reading assessment, so students served in RtI, EB programs, 504, Dyslexia, and SPED received unique accommodations to not only measure knowledge in United States History, but also a reading comprehension assessment.

In previous years, individual student needs had not been identified. Our areas of lowest performance were in SPED and Tier 2-3 process or in a referral process. This year, for the first time in three years, *Response to Intervention, Early Intervention Committees, are* being utilized with fidelity. Teams are meeting to discuss students and track data and interventions that are tailored to our students' needs.

Student Learning Strengths

Cleveland Middle School sets high standards for student achievement and will continue to ensure that the vision and mission of the campus is shared by all. To ensure that our staff share these same academic goals, have the support/resources, and professional development to deliver high impact and high quality instruction, the tools, the following solutions have been identified.

1. Clear Expectations: *Clarity* (newsletters, leadership meetings, PLC, PD, Planning, Committee meetings, instructional non- negotiables, reflective practice including campus *walk through* data and feedback, teacher input and surveys, data disaggregation meetings and reflection/goal setting meetings with teachers and students.
2. High Impact Instructional Strategies and Reflection: Differentiation, Rigor, 7 Steps Strategies, Metacognitive Strategies and Visible Learning (data walls, data talks, SMART goals)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Strategic Priority District & Campus: (Building a Foundation in Reading/Math) Improvement of Tier 1 instruction across the campus/district.
Root Cause: Training and ongoing support will be provided to teachers in teaching strategies identified by the district and campus, as well as alignment of instruction with state identified learning expectations.

School Processes & Programs

School Processes & Programs Summary

The overall campus data, programs, and activities that align with the campus processes are an increase in student performance and communication.   Academic success was supported by Instructional Coaches who are supportive and helpful to the staff and students.   After school tutoring opportunities were offered in all core subjects. There was an advisory period in the fall that was also utilized for support in mathematics, reading, and writing.
Communication was increased through the committees and each staff member was assigned to be a part of a committee. Weekly newsletters and staff emails gave information on teaching tips, upcoming events, and encouragement. Parents were invited to become a part of their students' education through reverse suspension, the Campus Improvement committee, and PTO. There has been a shift towards positive communication through PBIS and what expectations are expected along with the classroom social contracts.

Perceptions

Perceptions Summary

Cleveland Middle School believes that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students are taught that excellence is a desired habit and practice increases excellence. Our school motto is "Bound For Greatness" and we believe every student will earn the respect of their peers and teachers through hard work and focusing on academic excellence. Our goal is to push for GROWTH. Faculty and staff receive training throughout the year on how to ensure our campus develops and maintains a healthy, culturally diverse climate appropriate to all of our students' needs. We insist that our faculty members utilize multiple teaching strategies and best practices in the classroom to reach all students. We work hard at maintaining a family friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with the campus in educating their children. We also provide translations of printed materials in all languages spoken in the school. We take pride in celebrating the cultural diversity experienced on our campus and actively seek ways to involve parents and community members of all backgrounds to participate in the day to day functions of the campus.

At Cleveland Middle School the students and staff are collectively aligned with the vision and mission of the school. This is exemplified as the first agenda item for all scheduled meetings including PLCs, administration, leadership teams, etc. The school mission and vision are displayed as the first item to discuss/reiterate on the meetings agendas. Teachers have been instructed to discuss these statements with the students and cohorts.

The relationships of CMS as a function of its academics has some areas to address. The consensus indicates teachers believe students know some teachers respect them. Most teachers feel like the students are not disciplined effectively which promotes more bad behavior. The teacher also believes that because of the lack of discipline that most students feel they can misbehave without consequences. Students believe that many teachers do not care about teaching, especially the substitute teachers who merely utilize their phones during class instruction times. Students interviewed also state more discipline needs to be implemented. Common to both groups is the impression that all students are motivated by extracurricular activities.

All students and staff are expected to adhere to the district's Students Code of Conduct and Student Handbook. The staff is expected to adhere to the Employee Handbook. That being said, the frequency of disciplinary issues have fluctuated with the issues trending down as the school year closes. Data from observations indicate that classrooms in which the students are more favorably behaved have higher test scores. A direct relationship can not be established due to many other intrinsic factors. Academically, many teachers feel that due to the lack of consequences for discipline events or for failing a grade, the students are unmotivated to learn or comply.

The students and staff believe that Cleveland Middle School is too small for the amount of students present. The campus is physically too spread out for the students to be consistently successful. Approximately 40% of the students must transition unprotected in the elements outside. The consensus states the classrooms are uninviting and uninspiring. Many more classrooms are needed as well as another gym. All of the aforementioned affect student prosperity.
All that being said, the school has many strengths which bears reiteration.

CMS participates in a number of district-wide and community-wide events.

Such events include:

Fine Arts Festival

Community Parades

District Literacy Fair

Christmas Parade

Rodeo Art

Perceptions Strengths

As with the district, CMS believes in respecting tradition while developing higher personal and academic expectations for students as an integral component of our student-centered philosophy. CMS also promotes a family oriented environment for all stakeholders; students, parents, and faculty. These factors are addressed through the PBIS program, a campus-wide initiative. Teachers will work with students to develop positive and stable routines that will have an impact on their academic endeavors as well as their social interactions and character. Teachers and administrators have established firm guidelines and expectations for behavior in all areas of the campus, including classrooms. Monthly character education traits are identified targeting specific areas of academic need based on the CHAMPS model developed by the PBIS committee. Using an incentive-based system, teachers and students are able to grow and develop working relationships that benefit everyone involved by meeting established expectations in a positive manner. Throughout this process, teachers and students are expected to display respect toward one another on an ongoing basis.   Recently the need for discipline enforcement has decreased. And student recognition through the hero program has motivated some students' behavior to become more favorable.

CMS involvement does not end with community events. We are actively engaged in reaching out to the community and family members as well as seeking to involve parents and community members in a variety of endeavors that will provide enrichment for CMS students.

Additional activities include:

- Multiple means of communication with students, families, and community members.
- Encourage parents to use Family Access to monitor student assignments and grades.
- Encourage parents to understand STAAR & TELPAS results and their importance to academic success.
- Provide Parent Info Guides and resources through the counseling offices.

Host monthly parent nights/events to educate our parents on programs and classes offered at CMS.

- Orientation/Meet the Teacher
- EB Information Night
- Open House
- TELPAS NIGHT
- STAAR Night
- Incoming Student Scheduling/ Course Selection & Verification Information Sessions

Provide opportunities for parent participation and volunteer support.

- Reverse Suspension
- PTO
- Watch Dogs
- Cheer Parents
- Dance Parents
- Band Parents
- Volleyball Parents
- Winter Showcase
- Spring Show
- Parents of Athletes
- Athletic Banquets
- Dance Banquets
- End of the Year Awards Ceremony

CMS participates in a number of district-wide and community-wide events.

Such events include:

Fine Arts Festival

Community Parades

District Literacy Fair

Christmas Parade

Rodeo Art

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically, behaviorally, and socially.   **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): Students are frequently loitering in the hallways and in various non conspicuous locations throughout the campus after the tardy bell has rung. **Root Cause:** Students seeking opportunities to commit non desired actions.

Priority Problem Statements

Problem Statement 12: Not all demographic populations have achieved their full potential academically, behaviorally, and socially.

Root Cause 12: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Students are frequently loitering in the hallways and in various non conspicuous locations throughout the campus after the tardy bell has rung.

Root Cause 13: Students seeking opportunities to commit non desired actions.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Strategic Priority District & Campus: (Building a Foundation in Reading/Math) Improvement of Tier 1 instruction across the campus/district.

Root Cause 14: Training and ongoing support will be provided to teachers in teaching strategies identified by the district and campus, as well as alignment of instruction with state identified learning expectations.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Students labeled as Emergent Bilingual (EB) need additional programming and staff support.

Root Cause 15: CMS has had an influx of diverse groups of students that are identified as EBs. Their diversity requires individualized instruction which requires more one on one services from our support staff.

Problem Statement 15 Areas: Demographics - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

- Other additional data

Goals

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

Performance Objective 1: CMS will maintain a school climate that is safe and productive while examining campus needs for additional security measures.

High Priority

Evaluation Data Sources: A school environment that is safe and free from weapons, violence, and drugs.

Strategy 1 Details	Reviews			
Strategy 1: CMS will require all employees/adults in the building to wear ID badges.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All adults on campus will wear an ID badge at all times. The ID badge will have	**Nov**	**Jan**	**Mar**	**May**
their picture and name. Any unauthorized adult on campus will be immediately recognized, reported, and escorted to the front office. **Staff Responsible for Monitoring:** Campus Administrators, all Staff Members **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details		Reviews		
Strategy 2: Students will be required to wear ID badges daily.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will wear ID badges all day, every day. Badges will have the students picture, name, and ID number/bar code on the badge. **Staff Responsible for Monitoring:** Campus Administrators, all Staff Members **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews		
Strategy 3: CMS will conduct daily and weekly interior door audits.		**Formative**		**Summative**
Strategy's Expected Result/Impact: All classroom doors locked. **Staff Responsible for Monitoring:** Campus Administrators, Campus PD, all Staff Members **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Culture and Climate 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details		Reviews		
Strategy 4: CMS will maintain video surveillance.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased visibility and supervision in the building. **Staff Responsible for Monitoring:** Campus PD, Administation, Technology Department, Maintenance Department **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Assign In-School Suspension (ISS), Reverse Suspension, Out-of-School Suspension (OSS), DAEP placement, and/or a citation to students that display egregious inappropriate behavior.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Students will be deterred from inappropriate behavior. **Staff Responsible for Monitoring:** Campus Administrators, Campus Constable **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 6 Details	Reviews			
Strategy 6: CMS will conduct daily and weekly exterior door audits to ensure that access to the campus is not allowed.	Formative			Summative
Strategy's Expected Result/Impact: A safe and secure campus will be provided to all stakeholders	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus PD, Safety Monitors **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 2: CMS teachers will offer rigorous Tier 1 instruction while keeping the individual needs of students in mind.

High Priority

HB3 Goal

Evaluation Data Sources: Student performance on state assessments, including advanced performance and student growth in Meets and Masters from enrollment in Math and English

Strategy 1 Details	Reviews			
Strategy 1: Identify students with potential to enroll in advanced classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of students in advanced classes who perform at meets and masters on state assessments.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Dean of Instruction, CMS Counselors, and Campus department specialists and/or department chairs. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Technology will be integrated into the classroom to enhance students' learning	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers using program and devices in classroom instruction	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Dean of Instruction, Instructional Coaches, Curriculum				

Coordinators,
Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Technology 1

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

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

Performance Objective 3: Increase all subject are STAAR scores in approaches by 10-12%, in Meets by 5-8%, and Masters by 2-5% when compared to 2022-23 .

High Priority

HB3 Goal

Evaluation Data Sources: Review of STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Student performance will be monitored through the use of classroom based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Teachers and Instructional Coaches will also utilize universal screeners to assess the current academic level of the student within the content. Following this assessment sequence, student intervention groups and mandatory tutorial groups will be established to address deficit areas students have within the content.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student intervention groups will be formed and focused instruction will take place. **Staff Responsible for Monitoring:** Campus Administrators, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Data teams consisting of teachers, instructional coaches, and campus administrators will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The intervention groups should remain fluid; meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their lack of understanding can be corrected **Staff Responsible for Monitoring:** Campus Administrators, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
Strategy 3: RTI teachers will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier I instruction the student received in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will improve their performance on classrooms tests, CBAs, Benchmarks, and STAAR **Staff Responsible for Monitoring:** RTI Teachers, Dean of Instruction, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: CMS will continue to monitor the RTI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: RTI progress monitoring forms through Frontline. Beginning of the year, middle of the year, and end of the year diagnostic screeners. **Staff Responsible for Monitoring:** Dean of Instruction, RTI teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 5 Details	Reviews			
Strategy 5: 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:** Campus Administration, Dean of Instruction, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

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

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

Performance Objective 4: CMS will address identified needs in the EB program.

> **High Priority**

> **Evaluation Data Sources:** Analysis of assessment data including TAPR, STAAR, and TELPAS

Strategy 1 Details	Reviews			
Strategy 1: CMS will maintain procedures for new and transferring EB students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: LPACs will effectively serve new and transferring LEP students. **Staff Responsible for Monitoring:** LPAC Liaison, Teachers, Registrar, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: CMS will conduct LPAC meetings and maintain procedures for determining which state mandated test students will take.	**Formative**			**Summative**
Strategy's Expected Result/Impact: LPACs will effectively serve all LEP students and make informative State Testing decisions. **Staff Responsible for Monitoring:** LPAC Liaison, Teachers, Registrar, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development to the campus staff on Seidlitz 7 Steps in order to provide additional academic assistance with classroom instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will build confidence and be academically successful and teachers will grow in ESL pedagogy. **Staff Responsible for Monitoring:** E.B. Coach, Instructional Coaches, Teachers, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: Continue mandatory after school tutorials and STAAR Camps to target students struggling with key concepts that will be tested on STAAR and to assist TELPAS progress measure.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will progress toward academic growth on all state assessments and TELPAS progress measure **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
Strategy 5: Increase ESL parent communication, awareness, and involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance in parent communication meetings. The school will multiple ESL Family Community nights through out the year.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: LPAC Liaisons, E.B. Coaches, Teachers, Special Programs Administrator, Campus Administrators **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

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

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

Performance Objective 5: Students receiving Special Education services will improve their performance at approaches by at least 5%-10%, in Meets by 3%-5%, and Masters by 2-3% when compared to 2022-23 .

High Priority

Evaluation Data Sources: Successful implementation of ARD committee recommendations; implementation of various Tier 1,2, and 3 intervention; STAAR scores; and RDA score indicators.

Strategy 1 Details	Reviews			
Strategy 1: Monitor special education students and report progress 3, 6 and at 9 week intervals by informing parents using email, progress reports, and report cards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Appropriate accommodations and interventions are provided for special education students.
    Staff Responsible for Monitoring: Diagnostician, Special Education Teachers, Special Programs Adminstrator
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Identify annual goals and objectives for students to meet based on TEKS and IEP information on students receiving special education services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will address student goals. **Staff Responsible for Monitoring:** Diagnostician, Special Education Teachers, Special Programs Adminstrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
Strategy 3: Maintain 3 Life Skills classrooms (Life Skills and Applied Life Skills) to accommodate age appropriate students with Intellectual Disabilities (ID). The classroom is designed to meet the specific needs of Life Skill students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will meet the academic expectations defined by their IEP **Staff Responsible for Monitoring:** Diagnostician, Special Education Teachers, Life Skills Teachers, Paraprofessional Aides, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: Maintain inclusion classes in Language Arts, Math, Science, and Social Studies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special education students will perform at or above grade level expectations	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: General Education Teachers, Instructional Aides, Special Education Teachers, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
Strategy 5: In-class support will be given for Special Education students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Performance of Special Education students on grade level standards with support or accommodations.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: General Education Teachers, Instructional Aides, Special Education Teachers, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 6 Details	Reviews			
Strategy 6: Co-Teach classes for STAAR tested subjects will be available for students that receive SPED services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special Education students passing state assessments.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: General Education Teachers, Instructional Aides, Special Education Teachers, Special Programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 6: Students will have the opportunity to enroll in different CTE prep courses at CMS.

    High Priority

    Evaluation Data Sources: Focus will be on student participating in career assessment opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Conduct National Gear Up week to encourage students' application to college and higher education opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students participating in activities.
    Staff Responsible for Monitoring: Gear Up Counselor, Counselors, Campus Administrators, Staff
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: School Context and Organization 2				

Strategy 2 Details	Reviews			
Strategy 2: CMS will host College, Career, and Military Fair during the Spring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in all grades will investigate interests and career opportunities	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Gear Up Counselor, Counselors, Campus Administrators, Staff **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 3 Details				Reviews		

Strategy 3 Details	Reviews			
Strategy 3: CMS will embed research units into the curriculum of Tech Apps, Career Explorations, and Gear Ups classes. Tech Apps will research Military Branches, Career Explorations will research Careers, and Gear Ups classes will Colleges & Universities & Process for enrolling in the university.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students in all grades will investigate interests and career, college, and military opportunities
 	
    Staff Responsible for Monitoring: Gear Up Counselor, Counselors, Campus Administrators, Staff
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Inform students and community of post high school opportunities created by preparation in high school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students understand what endorsements are and select the appropriate one during 9th grade registration.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

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

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

Performance Objective 7: An anti-bullying campaign will be implemented on campus.

    High Priority

    Evaluation Data Sources: CMS will address bullying in any form.

Strategy 1 Details	Reviews			
Strategy 1: CMS will implement and anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Number of students reporting being bullied.
     Staff Responsible for Monitoring: CMS administration, Counselors, CMS teachers and staff
 	
     Title I:
 2.4, 2.5
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
  - **Targeted Support Strategy**
     Problem Statements: Student Achievement 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
Strategy 2: Information on how to report bullying, address bullying, and what bullying is will be shared with students during advisory.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Number of students reporting being bullied.
     Staff Responsible for Monitoring: CMS administration, Counselors, CMS teachers and staff
 	
     Title I:
 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture				

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

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

Performance Objective 8: Cleveland Middle School will build a Tiered social-emotional program that is coherent and contains behavioral expectations, rules, procedures,
supports and prevention strategies for ALL students through teaching of behavior expectations (PBIS) and CHAMPS.

High Priority

Evaluation Data Sources: Analysis of discipline data

Strategy 1 Details		Reviews			
Strategy 1: Students will be rewarded for meeting behavior expectations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students meeting behavior expectations		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration, counselors, teachers, staff					
Title I: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1					

Strategy 2 Details		Reviews			
Strategy 2: CMS staff will become proficient in implementing the PBIS program in their classrooms; providing common language and opportunities for students' increased school connectedness and engagement, and in turn lower the number of negative behavior incidents.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff, student, and family survey on positive, supportive school culture					
Staff Responsible for Monitoring: Campus administration, counselors, teachers, staff					
Title I: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1					

Strategy 3 Details	Reviews			
Strategy 3: CMS staff will continue to implement PBIS school wide incentives, interventions, and support to promote a positive climate and culture.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Positive supportive school culture, decrease behavior incidents **Staff Responsible for Monitoring:** Campus administration, counselors, teachers, staff **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: CMS parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 1: CMS student attendance rate will be increased to 93%

    High Priority

    Evaluation Data Sources: Student attendance will be noted on the state accountability records.

Strategy 1 Details	Reviews			
Strategy 1: Contact parents of absent students to identify the reason each student is missing school and utilize the opportunity to explain the importance of student attendance and inform parents of district attendance policies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Parents will require students to attend school
    Staff Responsible for Monitoring: Attendance Clerks, Office Staff, Campus Administrators
 	
    Title I:
2.4, 2.5, 2.6, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2 - Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
Strategy 2: Conference with both parents and students about absenteeism and provide an Attendance Contract to promote positive school attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Parents and students will be aware of academic consequences and will be encouraged to attend school.
    Staff Responsible for Monitoring: Campus Administrators, Counselors
 	
    Title I:
2.4, 2.5, 2.6, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 2 - Parent and Community Engagement 1				

Strategy 3 Details		Reviews			
Strategy 3: Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Funding and academic success will increase. **Staff Responsible for Monitoring:** Administrators, Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 2 - Parent and Community Engagement 1					

Strategy 4 Details		Reviews			
Strategy 4: Incentives will be given to grade levels with the highest attendance levels.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Funding, student attendance, and academic success will increase.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Counselors, CMS staff **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2					

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

Goal 2: CMS parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 2: 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 monthly Parent and Family Engagement events such as, but not limited to, Meet the Teacher Night, Meet the Teacher, Fall Open House, College Career, and Military Awareness Fair, Veterans Program, History Fair, World Cultural Fair.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in parent, family, community and business partner participation
    Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Teachers
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Problem Statements: Student Achievement 2 - Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
Strategy 2: Cleveland Middle School will provide monthly opportunities to promote more Emergent Bilingual parental involvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased communication with parents through the use of multiple communication platforms will create a positive relationship between the school, parents, and students.
    Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, LPAC Liaisons, EB Coach
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Problem Statements: Demographics 1 - Parent and Community Engagement 1				

Strategy 3 Details	Reviews			
Strategy 3: CMS will build business partnerships by providing multiple afterschool enrichment opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promotion of student activities will increase student participation	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration, teachers, enrichment program sponsors **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Context and Organization 1				

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

Goal 2: CMS parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 3: Cleveland Middle School will actively promote student achievement and programs on multiple social media outlets.

High Priority

Evaluation Data Sources: Stakeholder survey , Social media impressions

Strategy 1 Details			Reviews		
Strategy 1: Assigned campus administrators will post student achievement and program updates on social media and campus announcements weekly.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Promotion of student activities will increase student participation					
Staff Responsible for Monitoring: Campus administration, teachers					
Title I: 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 2					

Strategy 2 Details			Reviews		
Strategy 2: Cleveland Middle School will provide more social and emotional support for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who meet with counselors and are given tools to handle situations like anxiety, depression, substance abuse, and stress are more likely to perform better in school.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Dean of Instruction, Counselors,					
Title I: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1					

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

Goal 2: CMS parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 4: Cleveland Middle School will provide opportunities and resources to increase parent involvement.

High Priority

Evaluation Data Sources: Event sign-in sheets, agendas

Strategy 1 Details	Reviews			
Strategy 1: Cleveland Middle School will develop a parent and family engagement committee and meet once a month to discuss campus progress and updates	**Formative**			**Summative**

Strategy's Expected Result/Impact: Providing an opportunity for parental input and involvement will increase school, parent, and student relationships
     Staff Responsible for Monitoring: Principal, Counselors, Staff
 	
     Title I:
 4.1, 4.2
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
  - **Targeted Support Strategy**
 Problem Statements: Parent and Community Engagement 1
	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Cleveland Middle School will send out Parent and Family Newsletter via email, text, and social media.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication with parents through the use of multiple communication platforms will create a positive relationship between the school, parents, and students.	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Family Involvement
Committee

Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Problem Statements: Parent and Community Engagement 1

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

Goal 3: CMS's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: 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 using the PLC process (i.e. ensure collaborative have established norms, agendas, team leads, 4 PLC questions).

    High Priority

    Evaluation Data Sources: PLC documents, sign-in sheets, developed formative assessments, CFA data, CBA data, 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: Principal, Dean of Instruction, Instructional Coaches, Assistant Principals, teachers
 	
     Title I:
 2.4, 2.5, 2.6
  - TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
  - Targeted Support Strategy
     Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: Using discipline data from the 2022-2023 school year, CMS 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 2024. 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**

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: Principal, Dean of Instruction, Assistant Principals, teachers, RTI Behavior Team, ABU Behavior Team
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - Targeted Support Strategy
    Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 3 Details	Reviews			
Strategy 3: 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: Principal, Dean of Instruction, Assistant Principals, teachers, LPAC team, EB Coach, RTI teachers, teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

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

Goal 3: CMS's staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: 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: 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 CMS 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:** Principal, Campus Administration, Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Reduce teacher turnover rates from the 22-23 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve culture and climate; Highly trained and skilled instructional leaders and classroom teachers; Improve academic accountability scores	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Human Resources department **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - **Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1				

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Technology will be integrated into the classroom to enhance students' learning
1	3	1	Student performance will be monitored through the use of classroom based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Teachers and Instructional Coaches will also utilize universal screeners to assess the current academic level of the student within the content. Following this assessment sequence, student intervention groups and mandatory tutorial groups will be established to address deficit areas students have within the content.
1	3	2	Data teams consisting of teachers, instructional coaches, and campus administrators will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.
1	3	3	RTI teachers will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier I instruction the student received in the classroom.
1	3	4	CMS will continue to monitor the RTI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.
1	3	5	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.
1	4	1	CMS will maintain procedures for new and transferring EB students.
1	4	2	CMS will conduct LPAC meetings and maintain procedures for determining which state mandated test students will take.
1	4	4	Continue mandatory after school tutorials and STAAR Camps to target students struggling with key concepts that will be tested on STAAR and to assist TELPAS progress measure.
1	5	1	Monitor special education students and report progress 3, 6 and at 9 week intervals by informing parents using email, progress reports, and report cards.
1	5	2	Identify annual goals and objectives for students to meet based on TEKS and IEP information on students receiving special education services.
1	5	3	Maintain 3 Life Skills classrooms (Life Skills and Applied Life Skills) to accommodate age appropriate students with Intellectual Disabilities (ID). The classroom is designed to meet the specific needs of Life Skill students.
1	5	4	Maintain inclusion classes in Language Arts, Math, Science, and Social Studies.
1	5	5	In-class support will be given for Special Education students
1	5	6	Co-Teach classes for STAAR tested subjects will be available for students that receive SPED services.
1	6	2	CMS will host College, Career, and Military Fair during the Spring.
1	6	3	CMS will embed research units into the curriculum of Tech Apps, Career Explorations, and Gear Ups classes. Tech Apps will research Military Branches, Career Explorations will research Careers, and Gear Ups classes will Colleges & Universities & Process for enrolling in the university.
1	6	4	Inform students and community of post high school opportunities created by preparation in high school.

Goal	Objective	Strategy	Description
1	7	1	CMS will implement and anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the school.
1	8	1	Students will be rewarded for meeting behavior expectations.
1	8	2	CMS staff will become proficient in implementing the PBIS program in their classrooms; providing common language and opportunities for students' increased school connectedness and engagement, and in turn lower the number of negative behavior incidents.
2	1	4	Incentives will be given to grade levels with the highest attendance levels.
2	2	1	Schedule monthly Parent and Family Engagement events such as, but not limited to, Meet the Teacher Night, Meet the Teacher, Fall Open House, College Career, and Military Awareness Fair, Veterans Program, History Fair, World Cultural Fair.
2	2	2	Cleveland Middle School will provide monthly opportunities to promote more Emergent Bilingual parental involvement.
2	2	3	CMS will build business partnerships by providing multiple afterschool enrichment opportunities.
2	3	1	Assigned campus administrators will post student achievement and program updates on social media and campus announcements weekly.
2	3	2	Cleveland Middle School will provide more social and emotional support for students.
2	4	1	Cleveland Middle School will develop a parent and family engagement committee and meet once a month to discuss campus progress and updates
2	4	2	Cleveland Middle School will send out Parent and Family Newsletter via email, text, and social media.
3	1	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.
3	1	2	Using discipline data from the 2022-2023 school year, CMS 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 2024. 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.
3	1	3	Build capacity in teachers and staff, increase student academic performance. and language acquisition in EB and ESL students.
3	2	1	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 CMS is making progress toward having all classes taught by certified and highly-qualified teachers and assisted by highly-qualified paraprofessionals.
3	2	2	Reduce teacher turnover rates from the 22-23 school year.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	CMS will require all employees/adults in the building to wear ID badges.
1	1	2	Students will be required to wear ID badges daily.
1	1	4	CMS will maintain video surveillance.
1	1	5	Assign In-School Suspension (ISS), Reverse Suspension, Out-of-School Suspension (OSS), DAEP placement, and/or a citation to students that display egregious inappropriate behavior.
1	1	6	CMS will conduct daily and weekly exterior door audits to ensure that access to the campus is not allowed.
1	4	3	Provide professional development to the campus staff on Seidlitz 7 Steps in order to provide additional academic assistance with classroom instruction
1	4	5	Increase ESL parent communication, awareness, and involvement.