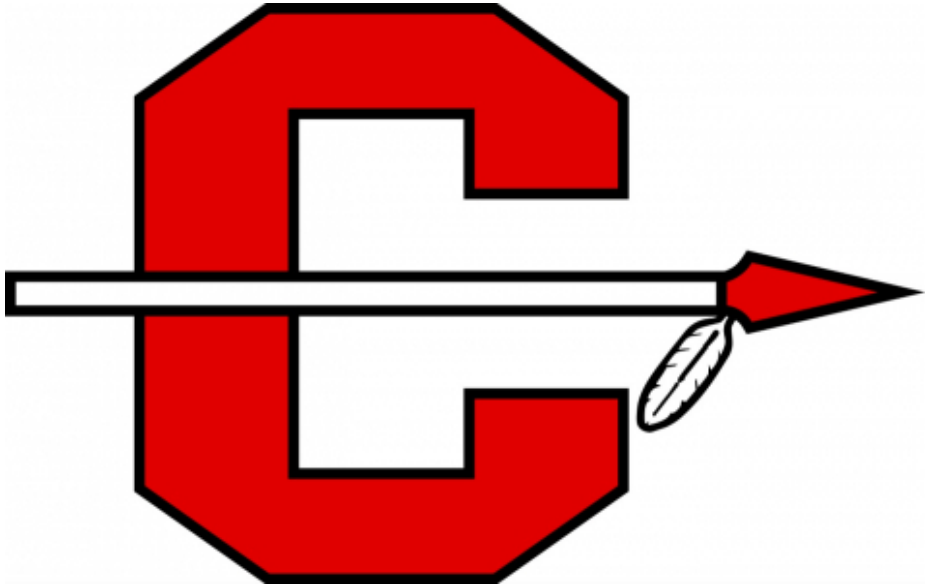
# Cleveland Independent School District

# Cleveland Middle School

# 2025-2026 Campus Improvement Plan



# Mission Statement

We strive to educate students and to assist them in realizing their full potential as responsible, productive, and contributing members of society. We commit to providing impactful opportunities for all students to INSPIRE, EDUCATE, and ACHIEVE.

# Vision

Cleveland Middle School strives to be a school where everyone belongs, achieves at their highest potential, and prepares to contribute to society as productive citizens and future leaders.

# Value Statement

**All Cleveland Middle School staff are committed to cultivating a climate that nurtures the following values in our students:**

Courage: Willingness to take risks, be innovative, and embrace change.
Integrity: Knowing and doing what is right.
Passion: To discover new interests and to persevere through obstacles and challenges.

Respect: Valuing self, others, their differences, and their property.
Teamwork: Cooperating, communicating, and collaborating to achieve a common goal.

High Achievement: Confidence and willpower to learn from mistakes, appreciate success, and grow towards one's full potential.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Cleveland Middle School is the oldest and largest middle school campus in Cleveland ISD. CMS is a Title 1 campus serving the city of Cleveland, Texas in the North area of the district. Our 2024-2025 campus slogan is #Believe BIGGER, aim HIGHER. This slogan is a testament of our focus being high quality instruction, student and staff goal-setting, and overcoming obstacles to achievement campus wide. Our campus enrollment is 1,457 students as of October 10,2024. 75% of our students are labeled as Emergent Bilingual. Our staff count is one hundred forty-nine. We have one principal, one dean of instruction,six Assistant Principals, five Instructional Coaches, four Counselors, and one hundred thirty-three teachers and support staff. 97.5% of students are economically disadvantaged which is well above the state average. Based on observed behaviors, historical discipline, and achievement data, we need to continue to offer on-demand counseling services to support our students in various areas of need, but overwhelmingly in the area of social emotional supports. One key student need is mental health support. Additionally, homelessness, bullying prevention and food insecurity are also areas of concern. Many of the students are newcomers and have limited oral language skills. As a result, language support programs are needed as well as beginning literacy development programs. Our teachers must engage in ongoing professional development to properly serve the students. These professional development opportunities require additional funding for substitutes, consultants, and extended hours. Data sources include attendance rates, discipline referrals, progress reports and report cards.

SPED program has seen a yearly increase in students. The incoming sixth grade class arrived with 115 students having an IEP (Individualized Education Plan). Students are not exiting the Emergent Bilingual programs at the expected rate, rather the numbers stay relatively the same.

Our campus struggles to obtain certified teachers. In each core content (reading, math, science, and social studies), half of the staff are non-certified. This translates to 50% of our core instructional staff being novice-level educators. Coupled with high needs, low-performing students, our staff's ability to meet student's needs are limited, and often unsuccessful.

# Demographics

**Demographics Summary**

Cleveland Middle School is the oldest and largest middle school campus in Cleveland ISD. CMS is a Title 1 campus serving the city of Cleveland, Texas in the North area of the district. Our campus slogan is **#Believe BIGGER, aim HIGHER**. This slogan is a testament of our campus commitment to delivering high quality instruction, establishing a culture of student and staff goal-setting, and collectively overcoming obstacles as we work to increase student achievement campus wide. Our campus enrollment is 1,461 students as of October 24, 2025. 55% of our students are labeled as Emergent Bilingual. Our staff count is one hundred forty-three. We have one principal, six Assistant Principals, five Instructional Coaches, four Counselors, and one hundred thirty-three teachers and support staff. 89% of students are economically disadvantaged which is well above the state average. Based on observed behaviors, historical discipline, and achievement data, we need to continue to offer on-demand counseling services to support our students in various areas of need, but overwhelmingly in the area of social emotional supports. One key student need is mental health support. We respond to incidents of self-harm, drug use, and elopement that impact classroom instruction and require administrator intervention. Additionally, homelessness, bullying prevention, and food insecurity are also areas of concern. ___% of our students are Newcomers and have limited oral language skills. As a result, language support programs are needed as well as beginning literacy development programs. Forty-five of our ninety-five instructional staff are non-certified teachers. This translates to 47% of our teachers being new, novice, and low-skilled. Our entire staff is in dire need of on-going and effective professional development to properly serve our students. These professional development opportunities would require additional funding for substitutes, consultants, and payment to staff for working extended hours. Data sources include attendance rates, discipline referrals, progress reports, and report cards.

The Special Education program has seen a yearly increase in students. The incoming sixth grade class arrived with one hundred forty students having an IEP (Individualized Education Plan). Students are not exiting the Emergent Bilingual programs at the expected rate, and have limited progression in their language acquisition levels.

Our campus struggles to obtain certified teachers, and currently is operating with a vacancy on key leadership roles: Dean of Instruction, Instructional Coach-Social Studies, Instructional Coach-Emergent Bilingual, Instructional Coach-Reading Language Arts, Counselor-8th grade.

**Demographics Strengths**

A demographics strength at Cleveland Middle School is our strong participation in Fine Arts. Our students are committed to the Art, Band, Choir, and Dance programs in large numbers. Their commitment to learning and developing their crafts is evident in the overwhelming success these programs achieve yearly.

Our Emergent Bilingual population demonstrated impressive growth as we proudly exited ____ students from the Bilingual program. Cleveland ISD hosted its first Bilingual Spelling Bee on December 4, 2024. Cleveland Middle School students exhibited confidence, preparation, and took home both 1st and 2nd place!

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Majority of students are performing below grade-level in reading and math based on iReady Diagnostic assessments for the 2025-2026 school year.

**Root Cause:** 75% of students are Emergent Bilingual and require targeted language acquisition instruction and supports.

# Student Learning

**Student Learning Summary**

It is the school's expectation that every student is provided the opportunity to maximize their potential in order to successfully participate and compete as a member of our global society. The Instructional staff is committed to delivering rigorous teaching that will in turn improve student learning and achievement. Our efforts to improve instruction were evident in these 2024-2025 STAAR gains:

Reading Approaches 7th grade increase from 45% to 52%

Reading Approaches 8th grade increase from 54% to 58%

Reading Meets 8th grade increase from 25% to 26%

Math Approaches 7th grade increase from 27% to 36%

Math Meets 7th grade increase from 10% to 16%

The areas of growth were determined based on the 2024-2025 STAAR data where drops in performance occurred:

6th grade Reading data shows regression in each category (Approaches, Meets, and Masters).

8th grade Math data shows regression in each category (Approaches, Meets, and Masters).

8th grade Science data shows regression in each category (Approaches, Meets, and Masters).

8th grade Social Studies data shows regression in each category (Approaches, Meets, and Masters).

While still leading the district, Algebra 1 also shows regression in each category (Approaches, Meets, and Masters).

The campus leadership team will define and assign the specific roles that are necessary for grade-levels to increase teacher capacity, that will lead to the delivery of optimal instruction, which will in turn increase student performance.

**Student Learning Strengths**

A student learning strength at Cleveland Middle School is Algebra 1, as indicated in the historic performance of our Algebra 1 students. Over the span of five years our Approaches category has scored from 84% to 95%, the Meets category has scored from 46% to 63%. Our Algebra 1 students consistently perform higher than the District as a whole.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students are performing below the Meets category in Reading, Math, Science, and Social Studies based on STAAR 2025 assessment data.
**Root Cause:** Emergent Bilingual population is not progressing through language acquisition program to successfully acquire the language necessary to perform in their core content courses.

# School Processes & Programs

### School Processes & Programs Summary

Cleveland Middle School services students from sixth grade through eighth grade. Our instructional programs include: Emergent Bilingual, Gifted & Talented, Honors, Special Education, Dyslexia, Speech, 504, and General education settings.

Our campus is lead by an eight person administrative team which consists of the principal, dean of instruction, and six assistant principals. We have four counselors, a nurse, a librarian, and five instructional coaches.

For the 2024-2025 school year we implemented the CMS Playbook which detailed our instructional and operational plans and processes. For the 2025-2026 school year, the CMS Playbook transitioned to a digital platform and added additional features and resources such as the campus calendar, assessment calendar, and professional development training's archives.

### School Processes & Programs Strengths

Cleveland Middle School proudly produces an award-winning Fine Arts department. Students and staff are talented and bring a high-skill set to their programs. The 2024-2025 school year successfully concluded with the following awards, honors, and recognition:

**Choir Department~**

**February 2025:** Five CMS Varsity Choir students auditioned and were accepted into the 2025 Region 09 Honor Choir. There were approximately 600 students across the region from school districts such as Tomball ISD, Conroe ISD, Splendora ISD, Magnolia ISD, Klein ISD, and more that competed to earn a spot in this prestigious ensemble. Only 180 singers were accepted. This was the first time Cleveland ISD had participated in this process, and we had not one, but 5 singers accepted. This was a historic accomplishment for not only our campus, but the school district as well. These scholars were recognized and performed at Cleveland ISD's February school board meeting.
**March 2025:** Our CMS Varsity Choir traveled to Willis High School Performing Arts Center, where they judged in the 2025 Region 09 UIL Concert & Sight-Reading Evaluation. Here, they performed 3 pieces and sight-read a piece of music they'd never performed. Cleveland ISD has sent middle school choirs to this evaluation before, but has not earned scores that earned them sweepstakes ratings. CMS attended this evaluation for the first time since 2018, and earned the prestigious sweepstakes ratings! Our program achieved this historic accomplishment not only for our campus in our choral program, but CISD as a whole. It was the first time a middle school choir program in our district earned this distinguished rating, and the first time since the 1994 evaluation on the high school level that this had happened.

**May 2025**: CMS Fine Arts Department, in another historic moment, presented Shrek Jr. The Musical. This was the first time that a middle school in Cleveland ISD had produced a full musical and one sponsored by Music Theater International, an affiliate of Disney. This was a collaborative effort that included our Art, Choir, Theater, and Dance Programs.

**Band~**

The Cleveland Middle School Band had two students to make the All Region Band in October 2024, and one student was selected as an alternate for Region.

There were seventy-nine students that received a Division 1 medal on their UIL Solo and Ensembles in January 2025.
During our UIL Concert and Sight Reading season, our **Honors Band** received a Division 1 rating from all 6 judges.

During our UIL Concert and Sight Reading season, our **Symphonic Band** received a Division 1 rating from all 6 judges.
During our UIL Concert and Sight Reading season, our **Concert Band** received a Division 1 rating from all 3 judges in the Sight Reading Portion.

**Dance Team ~**

The Cleveland Middle School Dance Team, The Royalettes had an historic year and received the most awards that has been given to Cleveland middle schools dance team in the past two years.

**Crowd Pleasers Dance Competition results -**

Dance Officers:  Small Middle School Officer

Grand Champions 🏆

- Small MS Officer Contemporary Winner, high gold award 🥇
- Small MS Officer Lyrical Winner, platinum 🥇
- Small MS Officer Novelty Winner, Platinum 🥇

Social Officers:

• MS Social Officers Winners, platinum 🥇

Squad Leaders:

• Middle School Small Ensemble,

First runner up 🥈

Team:

Varsity Royalettes, Royalettesi style="margin-left: 15px; font-size: 12px;">Small Middle School team First runner up 🥈

1. Small middle school team contemporary, first runner-up, platinum 🥈
2. Small middle school team lyrical Winner, platinum 🥇
3. Small middle school team Pom Winner (Tied), Platinum 🥇

JV Royalettes,

- Middle School Large Ensemble 1st Runner Up for Pom 🥈

**Showtime International competition Results-**

Kinley Whitted, intermediate solo champion&nKinleysWhitted>

Alexandra Osuna, JR runner-up

Osuna style="font-size: 12px;">Alyssa Martinez, JR Runner- up

Small ensemble award:

Royalette Squad Leaders- Junior winner for sRoyalettemble

Large ensemble award:

JV Royalettes - Large ensemble winners Officer sweepstakes and judges awards

Cleveland middle school Dance Officers: Grand Champions

Royalette Social Officers: Grand Champions&nRoyaletten>

Best in category Dance Officer awards:

First place officer novelty routine

First runner-up officer lyrical routine

First place  officer contemporary routine

**Champion Circle awards**

JR Officer grand champions, Royalette Dance Officers

First place at large top Rank officers, Royalette Dance Officers

Royalettele="font-size: 12px;">Team awards

Royalettes Varsity Team received SweepstakesRoyalettess award

Best in class awards

JR team best of the best- CMS Royalettes

1st Place JR lyrical- CMS Royalettes

First runner-up team contemporary- CMS Royalettes

Varsity- Team Supreme lyrical Winners- CMS Royalettes

## Applause awards:

Choreography- Varsity Lyrical

Team Champion circle awards:

Cleveland Middle School

At large top rank team awards:

Second runner up- Cleveland Middle School

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Most Special Education students experience delays in services and are unable to demonstrate success in the general setting.
**Root Cause:** Special Education enrollment has increased, however Special Education staffing allotments have not increased.

# Perceptions

**Perceptions Summary**

Parent and staff surveys were distributed in the the Spring of 2025 to gain the perceptions of stakeholders. The feedback from the surveys was used to make campus programming, staffing, and operations decisions for the 2025-2026 school year.

in 2024 the Student Incentive Committee was formed to address the discipline data in an effort to reduce discipline infractions. The Staff Incentive Committee was also formed in 2024 to address campus culture, climate, and overall morale. Both committees continue to operate, and are charged with implementing two activities per month to reward students and staff.

To engage our community, in 2024 we reached out to businesses to establish partnerships and those partnerships have continued into the 2025-2026 school year. We are thankful for Brookshire Brothers Grocery Store, Fat Floyd's BBQ Restaurant, and Smith Towing Company for supporting Cleveland Middle School.

**Perceptions Strengths**

Visitors to Cleveland Middle School acknowledge the improvement in campus operations, personnel communications, and attention to detail.

We began the 2025 Testing Season with our TELPAS Listening & Speaking administered February 18th, 20th, and 25th. The execution received accolades and praise from those who observed us in action. The CMS staff were treated each morning to “Active Monitoring Munchies” to provide a snack and energy boost during the test session. For lunch each day they enjoyed “Today’s Testing Treat” featuring hot nachos, yummy hot dogs, and Texas-style Frito Pies sponsored by the CMS Administrator team and our generous community partners.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Cleveland Middle School is a multi-year F rated campus.
**Root Cause:** Significant incidents of classroom disruptions and alternate placements due to poor student behavior coupled with half of the instructional staff being non-certified impacts student learning and overall achievement.

# Lever 1: Strong School Leadership & Planning

### Lever 1: Strong School Leadership & Planning Summary

**Key Practices**

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled and monitored.

Performance expectations are clear, written, measurable, and match the job responsibilities.

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Campus instructional leaders meet weekly to focus on student progress and formative data.

Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Evidence**

- Leader job descriptions, roles, and responsibilities are defined and communicated. Campus protocols, procedures, and processes were developed, modeled, and inspected for accuracy, consistency, and effectiveness.

- Weekly calendars are in use. Campus calendar was created and is in place. Key meetings are scheduled on a recurring basis to facilitate progress monitoring, reflection, and adjustments.

- Goals of instructional leadership team are pre-determined and written into performance evaluation system that both manager and direct report have access to at the beginning of the year. The leaders meet with the principal at mid-year to determine progress toward their goals.

- Lead team members have agendas for campus leadership meetings, IC meetings, PLCs, and planning meetings. Instructional coaches take an active leadership role during weekly PLCs and planning meetings.

- Lead team meetings include written agendas, recorded minutes and next steps with some follow-up techniques captured with an emphasis on data analysis and progress monitoring.

- The principal observes PLCs and data meetings and provides verbal feedback to lead team members. Professional development is provided for the ICs by Ed Direction and is aligned to measurable development goals aligned to data and requested needs.

**Lever 1: Strong School Leadership & Planning Strengths**

**Campus leader roles and responsibilities are written and comprehensive, and goals are developed and agreed upon at the beginning of the year and used to determine progress during the middle of the year.**

**Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs**

**Problem Statement 1:** Instructional Leaders have limited content expertise and instructional coaching training to consistently and effectively coach and model research-based instructional strategies to positively impact tier one instruction and overall student achievement.
**Root Cause:** Instructional leaders have limited content knowledge, limited skill-set, and minimal training in the role of instructional coaching, and Emergent Bilingual instructional strategies.

**Problem Statement 2:** Approximately 50% of campus instructional staff are uncertified, novice teachers.
**Root Cause:** Teacher shortage and limited number of qualified applicants applying for vacant positions.

**Problem Statement 3 (Prioritized):** At Cleveland Middle School student behaviors have impacted the learning environment and overall achievement. This pattern of disrespect has impacted the school culture, leading to a negative learning environment and hindering the overall educational experience for both students and staff.
**Root Cause:** A misalignment between school-wide expectations and the behaviors of students and families. A challenge is the disconnect in communication and consistency between home and school, which makes it difficult to address behavioral incidents effectively. Additionally, the limited range of intervention strategies available means students often return to the classroom without a meaningful resolution.

**Problem Statement 4 (Prioritized):** Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.
**Root Cause:** Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

**Problem Statement 5 (Prioritized):** The students are performing below grade level across content areas.
**Root Cause:** Across content areas and grade levels, efficient use of high quality instructional materials is lacking resulting in ineffective planning, and poor alignment to the lesson to the assessment.

# Lever 2: Strategic Staffing

**Lever 2: Strategic Staffing Summary**

## Lever #2: Strategic Staffing

## Key Practices

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

### Evidence

Our campus staff includes a diverse range of certified teachers and paraprofessionals, each holding relevant qualifications and certifications for their roles. Teachers typically have bachelor's degrees and certifications in their specific content areas, while paraprofessionals meet testing qualifications and certification as educational aids. Instructional Assistants in Training (IATs) are on a two-year plan to become certified, aiming to have them teaching in their desired fields. Data suggests that having more certified and seasoned teachers correlates with fewer discipline issues and better classroom management compared to relying heavily on IATs. Teacher performance data is provided through observations and feedback, encouraging self-reflection and strategy development. Recruitment efforts include district job fairs, social media, college recruitment, and recommendations. Ongoing support for staff is provided through various systems, including Arrow Academy, administrative meetings, CT and IC support, and department chair guidance. Professional development is determined by student data, teacher feedback, and regular surveys, with a focus on initiatives like Capturing Kids Hearts and subject-specific training. However, there is a need for more support for teachers, increased opportunities to train and practice, and better communication to ensure teacher voices are heard and addressed. Additionally, staff engagement and morale could be improved through more effective professional development and support systems.

- The campus added Performance Tasks to all instructional candidates to assist in staffing decisions.
- Job vacancies are posted, however applications from qualified candidates are limited.
- Current retention strategies include leadership opportunities and ways to show appreciation such as teacher placement on committees, staff incentive activities, weekly shout-outs in the newsletters, staff meetings, emails. Personalized strategies include the use of surveys, tiering of teachers based on their needs, providing a mentor, and in-class support by an IC.
- Teacher placements are driven by their certification. If the teacher does not hold a certification they are asked about their teaching preference.
- The Instructional Leadership team is trained through district leadership and administrator meetings and training sessions.
- The campus recruits substitute teachers from the surrounding neighborhoods.

**Lever 2: Strategic Staffing Strengths**

**Teachers regularly and collaboratively internalize detailed lesson plans that are provided from the district curriculum department.**
**Consistent structures are in place for teachers to meet twice weekly for planning and data discussions.**
**Most teachers have demonstrated an ability to adapt to different types of demographics in the classroom.**

**Improving staff engagement has been a priority, and morale is increasing as a result of these intentional efforts.**

**The administrative team has implemented effective recruitment practices through job fairs, social media, and personal recommendations to staff positions.**

**Problem Statements Identifying Lever 2: Strategic Staffing Needs**

**Problem Statement 1:** Approximately 50% of campus instructional staff are uncertified, novice teachers.
**Root Cause:** Teacher shortage and limited number of qualified applicants applying for vacant positions.

**Problem Statement 2:** Instructional Leaders have limited content expertise and instructional coaching training to consistently and effectively coach and model research-based instructional strategies to positively impact tier one instruction and overall student achievement.
**Root Cause:** Instructional leaders have limited content knowledge, limited skill-set, and minimal training in the role of instructional coaching, and Emergent Bilingual instructional strategies.

**Problem Statement 3 (Prioritized):** At Cleveland Middle School student behaviors have impacted the learning environment and overall achievement. This pattern of disrespect has impacted the school culture, leading to a negative learning environment and hindering the overall educational experience for both students and staff.
**Root Cause:** A misalignment between school-wide expectations and the behaviors of students and families. A challenge is the disconnect in communication and consistency between home and school, which makes it difficult to address behavioral incidents effectively. Additionally, the limited range of intervention strategies available means students often return to the classroom without a meaningful resolution.

**Problem Statement 4 (Prioritized):** Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.
**Root Cause:** Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

# Lever 3: Positive School Culture

### Lever 3: Positive School Culture Summary

## Lever #3: Positive School Culture

### Key Practices

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

### Evidence

- Establishing the Student Incentive Committee to support and address behavior concerns.
- Establishing the Staff Incentive Committee to support and address staff morale and retention.
- Establishing The Good Vibes Lounge to provide an accommodating space for lunch and breaks.
- The teacher focus group shared a common understanding of the mission, vision and values and the connection to a growth mindset, relationship building, demonstration of academic growth, and the need to celebrate individuality.
- Practices and policies for student expectations are captured and written down. Students are expected to follow the campus guidelines as observed during campus walks and lunchroom routines.
- Leveraging social media to showcase the positive events, interactions, and achievements of students and staff at CMS.

### Lever 3: Positive School Culture Strengths

**The campus has prioritized campus climate to include the use of restorative practices, PBIS, and CHAMPS.**

The entry foyer, and main office are decorated, resource rich, and inviting to families, students, visitors, and the community.

Cleveland Middle school offers a many of after-school activities including a Fishing Club that utilizes the on-site fully stocked pond.

Evidence of improvement in discipline, and violent student behaviors indicate that students and staff feel safer, with a reduction in physical altercations.

### Problem Statements Identifying Lever 3: Positive School Culture Needs

**Problem Statement 1 (Prioritized):** At Cleveland Middle School student behaviors have impacted the learning environment and overall achievement. This pattern of disrespect has impacted the school culture, leading to a negative learning environment and hindering the overall educational experience for both students and staff.
**Root Cause:** A misalignment between school-wide expectations and the behaviors of students and families. A challenge is the disconnect in communication and consistency between home and school, which makes it difficult to address behavioral incidents effectively. Additionally, the limited range of intervention strategies available means students often return to

the classroom without a meaningful resolution.

**Problem Statement 2:** Approximately 50% of campus instructional staff are uncertified, novice teachers.
**Root Cause:** Teacher shortage and limited number of qualified applicants applying for vacant positions.

**Problem Statement 3 (Prioritized):** Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.
**Root Cause:** Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

# Lever 4: High-Quality Instructional Materials and Assessments

**Lever 4: High-Quality Instructional Materials and Assessments Summary**

## Lever #4: High-Quality Instructional Materials & Assessments

Teachers and Teacher-Leaders are working to improve assessments, and to ensure that daily instructional activities are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence and the campus Master Schedule.

High-quality instructional materials are provided for most content areas. Training on the use of HQIM is in the beginning stages, and will require intentional on-going development and support.

Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans by providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

**Evidence**

- There is a scope and sequence provided by the district in place, however concerns arise regarding the alignment to STAAR.
- The assessment calendar includes time to administer assessments regularly.
- Cleveland ISD Teaching & Learning department create exit tickets and core contents deliver these exit tickets daily.
- The district provides curricular resources however, HQIM training is still a priority need for all teachers.
- Teachers internalize their lesson plans in teams during planning and PLCs.
- Administrators lead lesson internalization, facilitate planning and PLC sessions, observe instruction, and provide feedback weekly.

**Lever 4: High-Quality Instructional Materials and Assessments Strengths**

The restructuring of the Cleveland ISD Teaching & Learning Department is leading the charge to consistent implementation of HQIM. The district calendar includes Professional Development days to allow staff opportunities to grow and develop in their role/content.

**Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs**

**Problem Statement 1 (Prioritized):** Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.
**Root Cause:** Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

**Problem Statement 2:** Instructional Leaders have limited content expertise and instructional coaching training to consistently and effectively coach and model research-based instructional strategies to positively impact tier one instruction and overall student achievement.
**Root Cause:** Instructional leaders have limited content knowledge, limited skill-set, and minimal training in the role of instructional coaching, and Emergent Bilingual instructional strategies.

**Problem Statement 3:** Approximately 50% of campus instructional staff are uncertified, novice teachers.
**Root Cause:** Teacher shortage and limited number of qualified applicants applying for vacant positions.

**Problem Statement 4 (Prioritized):** The students are performing below grade level across content areas.
**Root Cause:** Across content areas and grade levels, efficient use of high quality instructional materials is lacking resulting in ineffective planning, and poor alignment to the lesson to the assessment.

# Lever 5: Effective Instruction

**Lever 5: Effective Instruction Summary**

## Lever #5: Effective Instruction

### Key Practices

Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffold supports for students with disabilities, English learners, and other student groups.

Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

### Evidence

- The campus PD calendar includes scheduled days for staff development. Beginning of the year staff development included an emphasis on instructional strategies and practices that are priorities this year.
- Emphasis on student discourse, through collaborative groups, sentence stems, and structured conversations.
- The campus calendar includes time for data analysis. Campus leaders meet weekly and after each relevant assessment period to review data. Instructional coaches meet weekly with teachers to analyze student assessment data during PLCs.
- Classrooms have updated data tracking artifacts posted. Data tracking artifacts are also displayed  in the hallways, PLC rooms, and main office.

**Lever 5: Effective Instruction Strengths**

Clear training and guidance on what is expected in each content via the 2025 Pre-Service presentation, weekly planning sessions, and monthly faculty meetings.

In-house trainers who possess the skill-set to lead and develop  teachers in skills and strategies to positively impact and improve instruction.

Administrative team divided into an Operations team and an Instructional team to ensure the load of responsibility is balanced and skill-based.

**Problem Statements Identifying Lever 5: Effective Instruction Needs**

**Problem Statement 1 (Prioritized):** The students are performing below grade level across content areas.
**Root Cause:** Across content areas and grade levels, efficient use of high quality instructional materials is lacking resulting in ineffective planning, and poor alignment to the lesson to the assessment.

**Problem Statement 2:** Instructional Leaders have limited content expertise and instructional coaching training to consistently and effectively coach and model research-based instructional strategies to positively impact tier one instruction and overall student achievement.
**Root Cause:** Instructional leaders have limited content knowledge, limited skill-set, and minimal training in the role of instructional coaching, and Emergent Bilingual instructional strategies.

**Problem Statement 3:** Approximately 50% of campus instructional staff are uncertified, novice teachers.
**Root Cause:** Teacher shortage and limited number of qualified applicants applying for vacant positions.

**Problem Statement 4 (Prioritized):** At Cleveland Middle School student behaviors have impacted the learning environment and overall achievement. This pattern of disrespect has impacted the school culture, leading to a negative learning environment and hindering the overall educational experience for both students and staff.
**Root Cause:** A misalignment between school-wide expectations and the behaviors of students and families. A challenge is the disconnect in communication and consistency between home and school, which makes it difficult to address behavioral incidents effectively. Additionally, the limited range of intervention strategies available means students often return to the classroom without a meaningful resolution.

**Problem Statement 5 (Prioritized):** Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.
**Root Cause:** Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

# Priority Problem Statements

**Problem Statement 1**: The students are performing below grade level across content areas.

**Root Cause 1**: Across content areas and grade levels, efficient use of high quality instructional materials is lacking resulting in ineffective planning, and poor alignment to the lesson to the assessment.

**Problem Statement 1 Areas**: Lever 1: Strong School Leadership & Planning - Lever 4: High-Quality Instructional Materials and Assessments - Lever 5: Effective Instruction

**Problem Statement 2**: Ineffective lessons are delivered to students by both certified and non-certified staff, thus resulting in low student achievement.

**Root Cause 2**: Limited training on research based instructional strategies in addition to novice implementation of research based instructional strategies hinders the ultimate impact on achievement .

**Problem Statement 2 Areas**: Lever 1: Strong School Leadership & Planning - Lever 2: Strategic Staffing - Lever 3: Positive School Culture - Lever 4: High-Quality Instructional Materials and Assessments - Lever 5: Effective Instruction

**Problem Statement 3**: At Cleveland Middle School student behaviors have impacted the learning environment and overall achievement. This pattern of disrespect has impacted the school culture, leading to a negative learning environment and hindering the overall educational experience for both students and staff.

**Root Cause 3**: A misalignment between school-wide expectations and the behaviors of students and families. A challenge is the disconnect in communication and consistency between home and school, which makes it difficult to address behavioral incidents effectively. Additionally, the limited range of intervention strategies available means students often return to the classroom without a meaningful resolution.

**Problem Statement 3 Areas**: Lever 1: Strong School Leadership & Planning - Lever 2: Strategic Staffing - Lever 3: Positive School Culture - Lever 5: Effective Instruction

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- 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
- Effective Schools Framework data
- Results Driven Accountability (RDA)

**Student Data: Assessments**

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS
- Intervention data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- School safety data

**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
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Lever 1 Strong Campus Leadership & Planning: By May 2029 100% of campus administrators will score proficient or above on T-PESS.

**Performance Objective 1:** By May 2026, 85% of our campus instructional leaders (principal, assistant principal, dean, and instructional coaches) will demonstrate high content knowledge and a practical leadership skill set by dedicating a part of each day to monitoring and improving instruction through classroom visits, providing formative feedback to teachers, and attending team meetings to contribute to increased student achievement ratings. This will be evidenced by the documented growth of their content team from BOY to MOY to EOY student achievement performance.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessments: BOY-MOY-EOY
STAAR 2025
TELPAS 2025

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Implement a rigorous curriculum that is built to support state standards that will align content across grades and meet the particular curricular needs of the diverse student populations.<br>**Strategy's Expected Result/Impact:** Improved demonstration of learning by students in daily instruction.<br>Increased student achievement in core content performance on STAAR 2026.<br>Increased student achievement in language acquisition and development on TELPAS 2026.<br>**Staff Responsible for Monitoring:** Principal<br>Executive Principal of Schools<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** Model, coach, and monitor the implementation of research-based instructional strategies for content alignment, rigor, and pacing through daily classroom observations by the Instructional Leadership Team as documents in the Google Calendars and the CMS Coaching Form.<br>**Strategy's Expected Result/Impact:** Improved demonstration of learning by students in daily instruction as evidenced by the daily Exit Ticket.<br>Increased student achievement in core content performance on STAAR 2026.<br>Increased student achievement in language acquisition and development on TELPAS 2026.<br>**Staff Responsible for Monitoring:** Principal-<br>Executive Principal of Schools<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | <br>Considerable | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 3:** Conduct monthly data talks with teachers and leaders to make data informed decisions during Professional Learning Committee (PLC) meetings.<br>**Strategy's Expected Result/Impact:** Improve alignment of planning, delivery, assessment, and re-teach practices.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Considerable | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Lever 2 Strategic Staffing: By May 2029 90% of our staff will be certified in the field they are assigned.

**Performance Objective 1:** Reduce staff turnover by 15% compared to the 2024-2025 turnover rate.

**High Priority**

**Evaluation Data Sources:** Cleveland Middle School Human Resources Staffing roster.
CMS posted vacancies.
CMS resignations/terminations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Intentional coaching and developing of instructional staff to improve their knowledge, performance, effectiveness, and retention.<br>**Strategy's Expected Result/Impact:** Increased professional achievements of instructional staff. Empowering instructional staff through targeted campus level support.<br>**Staff Responsible for Monitoring:** Principal<br>Executive Principal of Schools<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | <br>Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** By focusing on key issues related to human capital we will treat faculty/staff members as the most valuable resource and invest in their social and emotional needs, workplace experience, and daily personal needs. This will be evident in the commitment to providing a dedicated staff lounge, sustaining the Staff Incentive Committee, and the two monthly planned staff appreciation actions.<br>**Strategy's Expected Result/Impact:** Improve staff attendance.<br>Improve staff commitment to CMS.<br>Improve collaboration through improved interpersonal skills.<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches, Counselors.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Accomplished | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Lever 3 Positive Campus Culture: By May 2026 the campus will implement programs to support student engagement, student behavior management, and teacher/staff retention.

**Performance Objective 1:** By May 2026, CMS will reduce the number of ISS and OSS placements by 10% as compared to 2024-2025.

**High Priority**

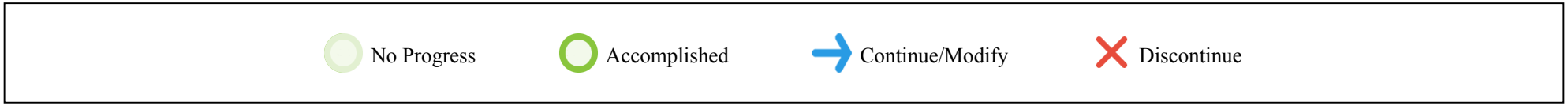
**Evaluation Data Sources:** Eduphoria
eSchool
PEIMS
RaaWee

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Empower the Student Incentives Committee to develop and implement student incentives bi-monthly to increase student execution of campus procedures and behavioral expectations.<br>**Strategy's Expected Result/Impact:** Reduce the number of students who are assigned ISS for behavior infractions.<br>Reduce the number of students who are assigned OSS for behavior infractions.<br>Reduce the campus total for discipline referrals.<br>Improve attendance/address students with chronic attendance deficits.<br>Proactively approach student drop-out possibilities by enhancing the school day experience.<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches, Counselors.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** Incentives - Local Funds - $3,500 | <br>Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** Implementation of targeted procedures, routines, systems, and practices that support student management and crowd-control. Leverage platforms such as Rooms and RaaWee to support operations and improve attendance.<br>**Strategy's Expected Result/Impact:** Improve transitions- arrival, dismissal, lunch, and class periods.<br>Improve student management in breakfast, lunch, hallways, and restrooms.<br>Support At-Risk students with self-control and behavior regulation.<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean.<br>Safety monitor<br>Flex Aides<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** Rooms - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich - $3,000 | <br>Considerable | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 3:** Adding the Office Aides course to help 8th grade students build personal responsibility and leadership skills.<br>**Strategy's Expected Result/Impact:** Support CCMR through exposure and experiences in leadership, workforce, and career path planning.<br>Growing student leaders.<br>Provide At-Risk students with peer models of citizenship and high character.<br>**Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Coaches<br><br>**TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | <br>Accomplished | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 4:** Utilize the services of Communities In Schools to address student needs that impact student performance and attendance.<br>**Strategy's Expected Result/Impact:** Improve student attendance<br>Improve student performance<br>Improve self-esteem in students affected by poverty<br>**Staff Responsible for Monitoring:** Counselors<br><br>**Funding Sources:** CIS worker - Title I, Part A - Improving Basic Programs - $23,000 | <br>No Progress | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 3:** Lever 3 Positive Campus Culture: By May 2026 the campus will implement programs to support student engagement, student behavior management, and teacher/staff retention.

**Performance Objective 2:** By the end of the school year, behavior and discipline infractions will be reduced, increasing instructional minutes and supporting a 25% improvement in student performance on state assessments compared to 2024-2025 data.

**Evaluation Data Sources:** TELPAS
STAAR
STAAR Alt 2

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** MTSS: Interventions will be offered during the school day to reduce the need for an extended school day which impacts students and teachers.<br>**Strategy's Expected Result/Impact:** Intervention provided during Acceleration block Monday- Friday to support STAAR, STAAR Alt 2, and TELPAS.<br>Tutoring opportunities.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>Assistant Principals<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**- Targeted Support Strategy**<br>**Funding Sources:** Interventionist - State: Compensatory Education - $375,000 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** Utilizing tailored programs such as Career and Technology courses, campus clubs, and athletics to engage students through experiences, technology integration, and alternative learning styles opportunities.<br>**Strategy's Expected Result/Impact:** Improve the school day experience of non-traditional students.<br>Increase the individual success opportunities of students who have academic challenges.<br>Provide resources, training, and exposure to students who may not seek to follow a traditional education path.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>Counselors<br>Assistant Principals<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**- Targeted Support Strategy**<br>**Funding Sources:** Capturing Kids Hearts - Title I, Part A - Improving Basic Programs - $28,000, CTE- Instructional Materials - Perkins V - CTE - $2,000 | Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 3:** Implement attendance strategies such as incentives, competitions, and improved monitoring to address chronic absenteeism that directly affects student achievement.<br>**Strategy's Expected Result/Impact:** Increase student attendance<br>Improve student achievement<br>**Staff Responsible for Monitoring:** PEIMS Clerk<br>Attendance Clerk<br>Administrators<br>Teachers | No Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Lever 3 Positive Campus Culture: By May 2026 the campus will implement programs to support student engagement, student behavior management, and teacher/staff retention.

**Performance Objective 3:** By June 2026 Cleveland Middle School students will have opportunities to explore career options, engage in academic, athletic, and fine arts competitions, and join campus clubs to foster personal development and growth.

**Evaluation Data Sources:** Student rosters
Participation logs
eSchool data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Register and send participants to local, regional, and/or state academic and fine art competitions.<br>**Strategy's Expected Result/Impact:** Increase student participation<br>Increase student attendance<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | No Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Lever 4 High-Quality Instructional Materials and Assessments: By May 2026 all core content courses will implement High-Quality Instructional Materials for Tier 1 instruction.

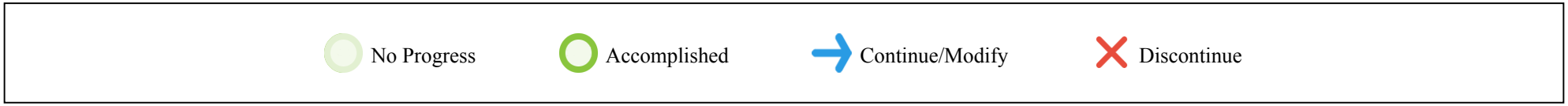
**Performance Objective 1:** By May 2026, 90% of teachers will effectively implement research-based instructional strategies in their daily lessons to improve student achievement.

**High Priority**

**Evaluation Data Sources:** T-TESS
Eduphoria
Common Assessments (BOY-MOY-EOY)
STAAR-STAAR ALT II
TELPAS
iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Campus initiative focused on student engagement: 3 Multiple Response Strategies (whiteboard/whip-around/ turn and talk), Work Space Plan, and utilization of timers during the lesson.<br>**Strategy's Expected Result/Impact:** Increase student engagement through active learning.<br>Increase student attainment of content.<br>Increase student mastery<br>Improve student behavior<br>**Staff Responsible for Monitoring:** Principal- K. Luke<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** Student engagement materials - Local Funds - $7,000 |  Considerable | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** Teachers will frequently check for understanding (CFU) within the lesson using quality questioning, aggressive monitoring, and scaffolding.<br>**Strategy's Expected Result/Impact:** Increase student attainment of content.<br>Increase student mastery<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches. |  Considerable | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 5:** Lever 5 Effective Instruction Summary: By May 2029 70% of students and student groups will demonstrate growth, to meet or exceed the targeted state and federal performance standards as measured by STAAR.

**Performance Objective 1:** Decrease the number of students who scored in the Did Not Meets category for Reading and Math by 25% on STAAR Reading and STAAR Math 2026.

**High Priority**

**Evaluation Data Sources:** STAAR data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Monthly campus professional development via the scheduled faculty meeting.<br>**Strategy's Expected Result/Impact:** Utilize the faculty meeting to train all staff on campus initiatives, instructional goals, and priorities without scheduling an additional meeting.<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** Professional Development - Title II, Part A - Supporting Effective Instr. - $20,000 | Accomplished | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 2:** Deliver targeted interventions to identified student during the school day through the Acceleration period using effective intervention platforms such as iReady and Summit K-12.<br>**Strategy's Expected Result/Impact:** Increase student attainment of content.<br>Increase student mastery<br>Increase student language attainment<br>Increase student language development<br>**Staff Responsible for Monitoring:** Principal<br>Leadership Team - Principal, Assistant Principals, Dean, Instructional Coaches.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Funding Sources:** i-Ready - Title I, Part A - Improving Basic Programs - $50,000, Summit K12 - Title III, Part A - English Language Acquisition - $1,000 | Accomplished | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 3:** Facilitate activities to support student intervention and enrichment.<br>**Strategy's Expected Result/Impact:** Address needs of At-Risk students<br>Establish relationships to foster growth and improvement<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Funding Sources:** Tutoring & Clubs, ESC Learning Systems-STAAR Masters, Sirius Education Solutions-STAAR Test Prep Materials - Title I, Part A - Improving Basic Programs - $40,000 | Considerable | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Lever 5 Effective Instruction Summary: By May 2029 70% of students and student groups will demonstrate growth, to meet or exceed the targeted state and federal performance standards as measured by STAAR.

**Performance Objective 2:** By June 2026, the campus will implement targeted instructional supports to increase the STAAR Science passing rate for the At-Risk student population by 10% as a result of targeted supports.

**Evaluation Data Sources:** STAAR
eSchool enrollment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Implement weekly hands-on learning experiences in Science classes to address the deficit of exposure and real-world connections.<br>**Strategy's Expected Result/Impact:** Improve student's acquisition of vocabulary<br>Increase student's exposure to vocabulary<br>**Results Driven Accountability** | Moderate Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 6:** Lever 6 Locally Defined Needs: By May 2026, CMS will demonstrate increased parent engagement and involvement through campus event and activity sign-in sheets, showing growth over 2024-2025 attendance levels.

**Performance Objective 1:** To leverage parents and the community in the transformation of CMS, communications will be sent in English and Spanish to foster support and engagment.

**Evaluation Data Sources:** Monthly Newsletter
Social Media (Facebook/Twitter (X)/campus website)
Fliers and all campus correspondence.
SchoolMessenger

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | May |
| **Strategy 1:** Implementation of events and programs to bring parents and the community into the building to foster ownership and collaboration.<br>**Strategy's Expected Result/Impact:** Improve public relations with all stakeholders.<br>Increase parental involvement.<br>Improve campus reputation in the community.<br>**Staff Responsible for Monitoring:** Principal-K. Luke<br>Counselors<br>Assistant Principals<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Funding Sources:** - Title I, Part A - Improving Basic Programs - $1,500, - Title III, Part A - English Language Acquisition - $3,000 | <br>Considerable | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# RDA Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 5 | 2 | 1 | Implement weekly hands-on learning experiences in Science classes to address the deficit of exposure and real-world connections. |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | Implement a rigorous curriculum that is built to support state standards that will align content across grades and meet the particular curricular needs of the diverse student populations. |
| 1 | 1 | 2 | Model, coach, and monitor the implementation of research-based instructional strategies for content alignment, rigor, and pacing through daily classroom observations by the Instructional Leadership Team as documents in the Google Calendars and the CMS Coaching Form. |
| 2 | 1 | 1 | Intentional coaching and developing of instructional staff to improve their knowledge, performance, effectiveness, and retention. |
| 3 | 2 | 1 | MTSS: Interventions will be offered during the school day to reduce the need for an extended school day which impacts students and teachers. |
| 3 | 2 | 2 | Utilizing tailored programs such as Career and Technology courses, campus clubs, and athletics to engage students through experiences, technology integration, and alternative learning styles opportunities. |

# Campus Funding Summary

| Local Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 1 | Incentives | | $3,500.00 |
| 4 | 1 | 1 | Student engagement materials | | $7,000.00 |
| | | | | **Sub-Total** | $10,500.00 |
| | | | | **Budgeted Fund Source Amount** | $50,000.00 |
| | | | | **+/- Difference** | $39,500.00 |

| State: Compensatory Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 2 | 1 | Interventionist | | $375,000.00 |
| | | | | **Sub-Total** | $375,000.00 |
| | | | | **Budgeted Fund Source Amount** | $375,000.00 |
| | | | | **+/- Difference** | $0.00 |

| Title I, Part A - Improving Basic Programs | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 4 | CIS worker | | $23,000.00 |
| 3 | 2 | 2 | Capturing Kids Hearts | | $28,000.00 |
| 5 | 1 | 2 | i-Ready | | $50,000.00 |
| 5 | 1 | 3 | Tutoring & Clubs, ESC Learning Systems-STAAR Masters, Sirius Education Solutions-STAAR Test Prep Materials | | $40,000.00 |
| 6 | 1 | 1 | | | $1,500.00 |
| | | | | **Sub-Total** | $142,500.00 |
| | | | | **Budgeted Fund Source Amount** | $75,000.00 |
| | | | | **+/- Difference** | -$67,500.00 |

| Title III, Part A - English Language Acquisition | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 1 | 2 | Summit K12 | | $1,000.00 |
| 6 | 1 | 1 | | | $3,000.00 |
| | | | | **Sub-Total** | $4,000.00 |

| Title III, Part A - English Language Acquisition | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Budgeted Fund Source Amount** | $5,000.00 |
| | | | | **+/- Difference** | $1,000.00 |

| State: Special Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $3,000.00 |
| | | | | **+/- Difference** | $3,000.00 |

| State: Career & Technical Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $5,000.00 |
| | | | | **+/- Difference** | $5,000.00 |

| Perkins V - CTE | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 2 | 2 | CTE- Instructional Materials | | $2,000.00 |
| | | | | **Sub-Total** | $2,000.00 |
| | | | | **Budgeted Fund Source Amount** | $25,000.00 |
| | | | | **+/- Difference** | $23,000.00 |

| State: Gifted and Talented | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $500.00 |
| | | | | **+/- Difference** | $500.00 |

| Title II, Part A - Supporting Effective Instr. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 1 | 1 | Professional Development | | $20,000.00 |
| | | | | **Sub-Total** | $20,000.00 |

| Title II, Part A - Supporting Effective Instr. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Budgeted Fund Source Amount** | $20,000.00 |
| | | | | **+/- Difference** | $0.00 |

| Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 2 | Rooms | | $3,000.00 |
| | | | | **Sub-Total** | $3,000.00 |
| | | | | **Budgeted Fund Source Amount** | $15,000.00 |
| | | | | **+/- Difference** | $12,000.00 |

| Title III, Part A - Immigrant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $500.00 |
| | | | | **+/- Difference** | $500.00 |

| State: Dyslexia | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $75,000.00 |
| | | | | **+/- Difference** | $75,000.00 |
| | | | | **Grand Total Budgeted** | $649,000.00 |
| | | | | **Grand Total Spent** | $557,000.00 |
| | | | | **+/- Difference** | $92,000.00 |

# 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 Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | Tyra Hodge | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Child Abuse and Neglect | Tyra Hodge | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Coordinated Health Program | | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Decision-Making and Planning Policy Evaluation | Dr. Rachel Alex | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Dropout Prevention | Charles Rhone | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Pregnancy Related Services | Allison Alpha | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Dyslexia Treatment Program | Darlene Elmore | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Recruiting Teachers and Paraprofessionals | Erica McCarter | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Student Welfare: Crisis Intervention Programs and Training | Tyra Hodge | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Student Welfare: Discipline/Conflict/Violence Management | Cap Roder | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Texas Behavior Support Initiative (TBSI) | Selah Tayebianpour | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Technology Integration | Michelle Barber | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Erica McCarter | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Title I, Part A: Homeless Children and Youth | Allison Alpha | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Title I, Part A: Parent and Family Engagement Strategy | Kachel Teal | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Title IV, Part A Subpart 2: Internet Safety Requirements | Michelle Barber | 5/13/2025 | Kachel Teal | 5/13/2025 |
| Title IV, Part A: Non-Smoking Policy for Children's Services | Cap Roder | 5/13/2025 | Kachel Teal | 5/13/2025 |

# Addendums

# Cleveland ISD Improvement Plan Addendum: State and Federal Mandates

**Discipline Management Programs**

Provide Discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

| **Strategy** | **Staff Responsible for Monitoring** | **Evidence that demonstrates compliance & success** |
|---|---|---|
| 1. Review discipline data monthly to determine trends and develop appropriate training. | Executive Principal | Campus leadership team agenda and minutes. Professional development calendar |
| 2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying. | Senior Executive Director of Technology/Director of Digital Learning | Training sign in sheets/logs |
| 3. Increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction. | Director of Social Emotional Learning | Guidance lessons and implementation of SEL curriculum, includes lessons on respect, empathy, and conflict resolution. |
| 4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident. | Executive Principal/Director of Social Emotional Learning | Promotion and access to Stay Safe! Speak Up app for anonymous reporting. Usage of the Stay Safe! Speak Up app. |
| 5. Provide training for teachers and staff members in the CISD bullying reporting protocol. | Executive Principal/Director of Social Emotional Learning | Reporting training through online SOP and through face-to-face SOP on the campus. |

**Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students. | Executive Principal/Director of Social Emotional Learning/Principals | Training through online Public School Works and through face-to-face SOP on the campus. |
| 2. Provide training for campus administrators, teachers, and counselors on suicide prevention programs and early mental health intervention. | Executive Principal/Director of Social Emotional Learning/Principals | Training through online Public School Works and through face-to-face SOP on the campus. |
| 3. Provide age appropriate classroom instruction in order to educate students on suicide prevention including warning signs and anonymous reporting procedures. | Executive Principal/Director of Social Emotional Learning/Principals | Lesson on suicide prevention and warning signs provided to every secondary (6-12)Social Studies classroom. |
| 4. Provide trauma-informed practices and care to students and staff along with counseling options for trauma or grief. | Executive Principal/Director of Social Emotional Learning/Principals | Training through online Public School Works and through face-to-face SOP on the campus. |
| 5. Provide students and parents awareness of trauma-informed care. | Executive Principal/Director of Social Emotional Learning/Principals | Through face-to-face SOP on the campus, after school parent meeting, informational flyers |

**Methods for addressing needs of students for special programs**

a. early mental health intervention and suicide prevention (District only - HB 1386)
b. conflict resolution programs [TEC 11.252(3)(B)]
c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. pregnancy-related services (TEA Addendum)
f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
g. supplemental services to homeless students [20 USC 6313(c)(3)]
h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety. | Assistant Superintendent | PD log and sign in sheets for school administrators |
| 2. Prepare age appropriate instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes. Parent opt-in to drug education classes. | Director of Social Emotional Learning | Counselors schedule and lesson plans |
| 3. Collaborate with city officials to host a community drug and alcohol awareness event. | Director of Social Emotional Learning<br>Director of Health Services | Event flier, social media posts, sign in sheet. |
| 4. Provide social emotional learning opportunities in elementary schools in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, and responsible behavior. | Director of Social Emotional Learning | Guidance lessons and implementation of SEL curriculum that includes lessons on behavior skills and decision-making. |
| 5. Provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing a curriculum that meets the criteria of the Texas Dyslexia Handbook. | Director of Dyslexia | 504 & IEP plans, schedule of services. |
| 6. Provide pregnancy related services to parent students including and not limited to homebound services, day care programs, and intentional counseling and support. | Director of At-Risk/Director of Special Education/CIS campus social worker | PEIMS reports, attendance records. |
| 8. Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs as per the District's G/T service design. | Director of GT | Academity training logs |
| 9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc. | District Homeless Liaison<br>CIS Social Worker | Transportation logs, purchase orders |
| 10. Provide transportation services to students in foster care. | District Foster Care Liaison | transportation logs |

**Dropout Prevention**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide professional learning for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school. | Assistant Superintendent of Admin Services/District At-Risk Coordinator | Training provided to employees on recognizing student needs and how to complete RTi referrals. |
| 2. Provide appropriate in-school curricular and non-curricular programs and services to our identified at-risk students and students who manifest recognized dropout predictors or characteristics. | Assistant Superintendent of Admin Services/District At-Risk Coordinator | Summer enrichment programs, acceleration, recovery learning, pregnancy related services, and the Bridge program. |
| 3. Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options. | Assistant Superintendent of Admin Services/District At-Risk Coordinator | Credit recovery classes, night classes, traditional summer school, the Ignite Program, Acceler8, and Se7en Up. |

**Harassment and Dating Violence [TEC 37.001]**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance and success |
|---|---|---|
| 1. Provide instruction on healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence. | Executive Director of Curriculum & Instruction | Lesson plans |
| 2. Provide counseling and/or refer students to local community agencies when the need arises. | Director of Social Emotional Learning/Director of Health Services/Homeless Liaison | Documented programs and partnerships with the community. Documented licensed professional counselors provided to our campuses. |
| 3. Increase staff awareness and recognition of issues regarding teen dating violence and abuse of children through training that covers prevention techniques and options for affected students. | Director of Social Emotional Learning/Director of Health Services | Online Public School Works and face-to-face SOP for employees. |

**Texas Behavior Support Initiative**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide training to staff regarding restraints, positive behavior interventions and supports providing foundational behavior strategies and interventions. | Director of Social Emotional Learning/Director of Special Education/ Director of MTSS | Documentation of required training and decreased incidents necessitating restraint. |

**Highly Effective Teachers**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Recruit qualified candidates for interviews, specifically in hard to fill areas. | Executive Director of Human Resources/Director of Talent | Annual Job Fair, Job Fair Participation throughout the state and into contiguous states. |
| 2. Design programs to create a pipeline of future teachers for CISD. | Executive Director of Human Resources/Director of Talent | Paid Teacher Residents, Apprentice Teachers, CTE Pathway for high school students |
| 3. Provide strategic support and professional learning for new teachers. | Director of Talent/Director of Professional Development | New Teacher Academy, Arrow Academy |
| 5. Recruit and retain teachers in CISD by building teacher capacity, providing professional advancement opportunities, and by creating avenues to increase compensation. | Executive Director of Human Resources/Director of Talent | Teacher Incentive Allotment (TIA)<br>Title II strategic compensation plan |

**Post-Secondary Readiness**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide students information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career. | Director of Postsecondary Education/Director of Social Emotional Learning/Coordinator for CTE | Increased use of Xello college & career exploration tools. Campus training on these processes and other tools available (Federal Student Aid, Xello, etc.) |

| | | |
|---|---|---|
| 2. Students will complete the financial aid process. | Director of Postsecondary Education/Director of Social Emotional Learning/Coordinator for CTE | Increased percentage of FAFSA/TASFA completions year-to-year |
| 3. Offer parent meetings to provide post-secondary awareness and financial assistance. | Director of Postsecondary Education/Director of Social Emotional Learning/Coordinator for CTE | Parent information meetings on all high school campuses by Gear Up team, CTE teachers and counselors |
| 4. Offer Dual Credit courses to all eligible students. | Director of Social Emotional Learning | Increased enrollment in dual credit courses |

**Title I, Part C, Migrant Education Program**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery. | Director of Multilingual Department | PEIMS, records of expenditures, attendance records |
| 2. Ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities. | Director of Multilingual Department | Logs of parent emails and phone calls |
| 3. Provide communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students. | Director of Multilingual Department | Family Support Liaison communication/home visit log, expenditure reports |

**District Police Department**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. Provide police officers and campus security personnel to ensure the safety of students and staff. | Chief of Police | Duties Outlined in Job Description, Parent Notification Letter |

**Coordinated School Health**

| Strategy | Staff Responsible for Monitoring | Evidence that demonstrates compliance & success |
|---|---|---|
| 1. PE teachers/ Coaches use best practices when teaching physical activity. | Coordinator of Health & Nursing Services/Athletic Director | PEIMS minutes, lesson plans |
| 2. Provide health services for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health. | Coordinator of Health & Nursing Services | Documentation of screenings-vision, hearing, scoliosis, dental<br>Immunization Clinics, other Health Clinics<br>CIS service logs |
| 3. Offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students. | Director of Child Nutrition | Menus, student participation, diet/allergy modifications, state nutrition requirements, internal & state audits |
| 4. Provide counseling services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals. | Director of Social Emotional Learning | Increased professional counselors that provide therapy to students, their family, and our staff members. CIS service logs |
| 5. Campus wellness teams (physical education teacher, school nurse, administrator, cafeteria representative) create a calendar detailing all of the coordinated school health activities during the school year. | Coordinator of Health & Nursing Services | Calendar of events for CSH program and wellness |
| 6. Incorporate staff wellness on campus and promote District employee wellness activities throughout the year. | Coordinator of Health & Nursing Services | Wellness campus liaison at each campus that shares programs, workouts, and other health related opportunities for our staff. |
| 7. Incorporate drug awareness into counseling curriculum and provide parent education. | Coordinator of Health & Nursing Services/Director of Social Emotional Learning | Counseling lesson plans,activities including Red Ribbon Week, Fentanyl Response Toolkit |