Cleveland Independent School District

Northside Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Northside Elementary will provide a quality education that focuses on high expectations, instills a sense of self value, and empowers all students to utilize their diversity and strengths as they excel in learning.

Vision

Northside Elementary is a model school of excellence committed to high levels of learning for all.

Value Statement

"Turning Ordinary into Extraordinary"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northside Elementary Demographic Narrative

According to the 2024–2025 Texas Academic Performance Report (TAPR), Northside Elementary served approximately 1,073 students from early childhood through fifth grade. The largest grade-level populations were third grade with 173 students (16.1%), fifth grade with 168 students (15.7%), and fourth grade with 167 students (15.6%). Northside also served 107 prekindergarten students (10.0%), demonstrating the campus's important role in establishing strong academic and developmental foundations before kindergarten.

Northside serves a culturally and linguistically diverse student population. Hispanic students represented the largest racial and ethnic group at 66.1%, followed by White students at 21.1%, African American students at 8.0%, and students identifying as two or more races at 4.4%. Asian and Pacific Islander students each represented less than 1% of enrollment. The student population was 53.8% male and 46.2% female.

The campus serves a high percentage of students with identified academic and socioeconomic needs. Approximately 88.8% of students were economically disadvantaged, compared with 60.4% statewide. In addition, 77.3% of students were identified as at risk of dropping out, which was significantly higher than the statewide rate of 53.5%. Nearly all students—99.7%—were served through the Title I program.

Emergent bilingual students represented 45.5% of the campus population, compared with 24.3% statewide. This indicates a substantial need for language-rich instruction, consistent implementation of sheltered instructional practices, and targeted support for students developing English proficiency. Additional student groups included students with dyslexia at 6.1%, Section 504 students at 2.2%, immigrant students at 3.3%, students experiencing homelessness at 1.7%, and military-connected students at 1.9%. No students were identified as being in foster care or as migrant students.

These demographics demonstrate that Northside Elementary serves a diverse student body with considerable linguistic, academic, and socioeconomic needs. The data reinforce the need for high-quality Tier I instruction, differentiated academic support, early intervention, consistent progress monitoring, and strong family engagement. Campus improvement efforts must prioritize accelerated literacy and mathematics growth, effective support for emergent bilingual and at-risk students, culturally responsive practices, and systems that promote consistent student attendance and maximize daily instructional time. Through intentional resource allocation and a sustained focus on student needs, Northside Elementary will work to ensure that every student has equitable access to rigorous instruction and the support necessary to achieve academic success.

Demographics Strengths

Demographic Strengths Narrative

Northside Elementary's diverse student population is one of the campus's greatest strengths. The campus serves approximately 1,073 students from early childhood through fifth grade, creating a vibrant learning community enriched by a variety of cultures, languages, backgrounds, and experiences. With 66.1% of students identifying as Hispanic, 21.1% as White, 8.0% as African American, and 4.4% as two or more races, Northside has a valuable opportunity to promote cultural awareness, inclusion, and a strong sense of belonging among all students.

The campus's 45.5% emergent bilingual population is also a significant asset. These students bring multilingual abilities, cultural knowledge, perseverance, and diverse perspectives

that strengthen classroom discussions and the overall school community. Northside can build upon these strengths through language-rich instruction, collaborative learning, culturally responsive teaching, and meaningful partnerships with multilingual families.

Northside's enrollment across early childhood, prekindergarten, and kindergarten provides the campus with an important opportunity to establish strong academic, behavioral, and social-emotional foundations at an early age. Serving students across multiple elementary grade levels also allows the campus to create consistent expectations, monitor growth over time, and provide a coherent instructional experience from early childhood through fifth grade.

The high percentage of students participating in Title I and other support programs enables Northside to align resources, staffing, interventions, and family-engagement opportunities with identified student needs. The campus community demonstrates resilience, adaptability, and significant potential for growth. These demographic strengths provide Northside with a strong foundation for building positive relationships, honoring student identities, increasing family participation, and ensuring that every student has access to high-quality learning experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high concentration of students with overlapping academic, linguistic, and socioeconomic needs requires more consistent implementation of differentiated, language-rich Tier I instruction
Root Cause: Inconsistent use of differentiated, language-rich Tier I instruction, early intervention, progress monitoring limited the campus's ability to provide timely, equitable support for economically disadvantaged, at-risk, and emergent bilingual students.

Problem Statement 2: Of the 200 special education assessments administered, only 29% achieved Approaches Grade Level or above, compared with 54% of all assessments--a 25-percentage-point gap. Additionally, only 14% achieved Meets Grade Level or above and 2% achieved Masters Grade Level
Root Cause: These results indicate that students receiving special education services are not consistently accessing and mastering grade-level content with ARDed supports.

Problem Statement 3: 67% of 3/4th graders scored a 0 on the ECR writing for STAAR
Root Cause: Significant challenges in written communication, organization and evidence use. Our students have limited writing skills, lack understanding of writing prompts, and cannot substantially support writing with text evidence due to lack of practice and exposure during direct instruction.

Student Learning

Student Learning Summary

Student Assessment Data shows:

CBA DATA:

3rd Grade:

RDG CBA 1 App	47.66%	CBA 2 App	49.12%	Benchmark App	45.61%
Meets	19.63%	Meets	23.68%	Meets	13.16%
Masters	4.67%	Masters	4.39%	Masters	2.63%
MATH CBA 1 App	38.82%	CBA 2 App	42.60%	Benchmark App	34.97%
Meets	21.18%	Meets	18.93%	Meets	11.66%
Masters	5.88%	Masters	3.55%	Masters	0.61%

4th Grade:

RDG CBA 1 App	40.19%	CBA 2 App	44.26%	Benchmark App	60.16%
Meets	11.22%	Meets	16.39%	Meets	17.19%
Masters	.93%	Masters	3.28%	Masters	3.12%
MATH CBA 1 App	63.27%	CBA 2 App	60.51%	Benchmark App	33.10%
Meets	38.10%	Meets	38.85%	Meets	12.41%
Masters	14.29%	Masters	16.56%	Masters	2.76%

5th Grade:

RDG CBA 1 App	59.35%	CBA 2 App	55.38%	Benchmark App	59.54%
Meets	37.40%	Meets	35.38%	Meets	30.53%
Masters	16.26%	Masters	10%	Masters	12.98%
MATH CBA 1 App	83.44%	CBA 2 App	68.99%	Benchmark App	43.64%
Meets	46.63%	Meets	34.81%	Meets	15.76%

Masters 16.56% Masters 6.96% Masters 1.82%

iReady Data BOY & EOY

Kindergarten Reading BOY- 22% on level EOY- 80% on level

1st Grade Reading BOY- 1% on level EOY- 44% on level

2nd Grade Reading BOY- 10% on level EOY- 33% on level

3rd Grade Reading BOY- 13% on level EOY- 39% on level

4th Grade Reading BOY- 7% on level EOY- 22% on level

5th Grade Reading BOY- 11% on level EOY- 19% on level

2025/2026 STAAR Data

3rd grade Reading (ENG) DNM - 39% A - 61% Meets - 36% Masters - 13%

3rd grade Math (ENG) DNM - 41% A - 59% Meets - 31% Masters - 11%

3rd grade Reading (SPAN) DNM - 30% A - 70% Meets - 40% Masters - 20%

3rd grade Math (SPAN) DNM - 100% A - 0% Meets - 0% Masters - 0%

3rd grade Writing 47% - 0 10% - 1 10% - 2 12% - 4 7% - 5 2% - 6 1% - 8

4th grade Reading (ENG) DNM - 49% A - 51% Meets - 25% Masters - 6%

4th grade Math (ENG) DNM - 56% A - 44% Meets - 29% Masters - 9%

4th grade Reading (SPAN) DNM - 45% A - 55% Meets - 28% Masters - 8%

4th grade Math (SPAN) DNM - 78% A - 22% Meets - 0% Masters - 0%

4th grade Writing 76% - 0 3% - 1 6.8% - 2 2.5% - 3 4.2% - 4 5.1% - 5 1.7% - 6 1.7% - 7

5th grade Reading (ENG) DNM - 39% A - 61% Meets - 38% Masters - 21%

5th grade Math (ENG) DNM - 50% A - 50% Meets - 21% Masters - 3%

5th grade Science (ENG) DNM - 68% A - 32% Meets - 10% Masters - 2%

5th grade Reading (SPAN) DNM - 67% A - 33% Meets - 7% Masters - 0%

5th grade Math (SPAN) DNM - 88% A - 13% Meets - 0% Masters - 0%

5th grade Science (SPAN) DNM - 83% A - 17% Meets - 0% Masters - 0%

Student Learning Strengths

61% of students reached Approaches or above in RELA; 70% reached Approaches or above in SLAR. This shows that the majority of students are grasping grade level content.

36% of students achieved Meets or Masters in RELA and 40% in SLAR. These results show that students are exhibiting a strong command in comprehension and analytical skills.

63% of EB students reached Approaches or above in RELA and 70% in SLAR. This indicates a strong bilingual instructional setting and practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 65% of 3rd/4th graders are not meeting grade level expectations in ECRs. Most responses were nonscorable or demonstrated minimal development of ideas, use of evidence and weak organization.
Root Cause: Insufficient practice with constructed responses. Students are not able to support answers with relevant and/or sufficient text evidence. Lack of understanding of the writing requirements

Problem Statement 2: 81% of SpEd students did not meet grade level in Math or Reading combined.
Root Cause: Support gaps to include insufficient training for Inclusion teachers to support the instructional needs of the students, which limits lack of using appropriate accommodations for the students as they are exposed to grade level HQIM.

Problem Statement 3: Combined 3-5, for TELPAS, over half of the student population scored in the intermediate range as a composite score and only 34% in the advanced range.
Root Cause: Insufficient exposure to engagement strategies during instruction with on grade level instruction with HQIM. SIOP strategies are absent and students struggle to translate into written expression or independent reading comprehension.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership includes:

1 Principal

3 Assistant Principals

3 Counselors

3 Instructional Coaches

Leadership meetings are informational, used for problem solving & planning, and for leadership growth.

PLC meetings are used for lesson internalization, planning, and data analysis.

Cleveland ISD district curriculum structures are in place and utilized, along with iReady, Amira, HMH, Stemscopes, Edusmart, and Studies Weekly

The specials rotation includes: Physical Education, Library, Art, Music, Computers, Science Lab

Professional Development opportunities include: District PD Days, optional PD provided by CISD throughout the school year, during PLC meetings, and during staff meetings.

School Processes & Programs Strengths

1 Principal

3 Assistant Principals

3 Counselors

3 Instructional Coaches

Leadership meetings are informational, used for problem solving & planning, and for leadership growth.

PLC meetings are used for lesson internalization, planning, and data analysis.

Cleveland ISD district curriculum structures are in place and utilized, along with IXL, iReady, and Amira.

The specials rotation includes: Physical Education, Library, Art, Music, Computers, Science Lab

Professional Development opportunities include: District PD Days, optional PD provided by CISD throughout the school year, during PLC meetings, and during staff meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Among 3-5 grade EB students, 56% have plateaued at the Intermediate TELPAS composite level, meaning @52% are failing to reach Advanced and Advanced High in English written expression.
Root Cause: Teachers are relying on basic sentence frames, stems for student responses and/or the SCR/ECR structure for writing is being mandated for written responses.

Problem Statement 2: Students who are receiving SpEd services are progressing at half the rate of their peers on campus, district and state assessments.
Root Cause: Inclusion and gen ed teachers have not been given adequate time to plan together to ensure students are getting appropriate accommodations and using them when exposed to grade level HQIM

Lever 1: Exceptional Student Performance (Student)

Lever 1: Exceptional Student Performance (Student) Summary

By strengthening administrative leadership and teacher capacity, Northside Elementary has established clear, measurable goals for student achievement across all grade levels. Through bi-weekly data huddles with teachers, daily data observations by admin and coaches, targeted instruction, and structured intervention blocks the campus achieved a 12% increase in Reading STAAR approaches/meets.

Lever 1: Exceptional Student Performance (Student) Strengths

The campus successfully closed performance gaps for economically disadvantaged students by 23% in overall test.

Problem Statements Identifying Lever 1: Exceptional Student Performance (Student) Needs

Problem Statement 1 (Prioritized): On the 2025-26 STAAR ECR writing 67% of students overall scored 0.
Root Cause: Instructional exposure to writing was very limited.

Lever 2: Exceptional Community Engagement (School Community)

Lever 2: Exceptional Community Engagement (School Community) Summary

The campus has prioritized increasing parent/community participation via open house, Title 1 presentations, Kinder curriculum Night, Math Night, from 10% to 50%.

Lever 2: Exceptional Community Engagement (School Community) Strengths

*Parent attendance for Meet the Teacher was 75%

*Parent and community attendance for Fall open house was at 80%

Problem Statements Identifying Lever 2: Exceptional Community Engagement (School Community) Needs

Problem Statement 1 (Prioritized): Not enough parents are accessing ROOMS for communication purposes.
Root Cause: Parents have trouble logging into the APP or they do not have the technology for it.

Lever 3: Cultivate and Retain Talent (Staff)

Lever 3: Cultivate and Retain Talent (Staff) Summary

Leadership and coaches will conduct weekly 5,7, or 10 day coaching cycles for all instructional staff, utilizing real time feedback and bite sized action steps focused on high leverage teaching strategies to ensure the delivery of high quality instruction.

Lever 3: Cultivate and Retain Talent (Staff) Strengths

*100% teacher participation in lesson internalization and PLCs.

*Instructional coaches and APs speaking the same language to consistently support all teachers instructionally

*Supports with accountability

*Mentor teachers

*Lead teachers

*Committee roles to institute campus teacher leadership

Problem Statements Identifying Lever 3: Cultivate and Retain Talent (Staff) Needs

Problem Statement 1 (Prioritized): There are many teacher who may not have a continued contract next year
Root Cause: Failure to complete certification program in time indicated by district

Lever 5: Student and Staff Safety and Well-Being (Safety)

Lever 5: Student and Staff Safety and Well-Being (Safety) Summary

During the 2024-2025 school year teachers and staff were provided various professional development opportunities to support, develop, and enhance effective instructional strategies. Clear and consistent expectations for observations, coaching,and feedback to teachers increased during the 2024-2025 school year. Thus, an increase in effective scheduling, instruction, and supports were noted, which improved student outcomes.

Lever 5: Student and Staff Safety and Well-Being (Safety) Strengths

- Three Instructional Coaches are housed at Northside Elementary to support teachers and instruction, including a Multilingual Instructional Coach
- Students and staff are provided a variety of technology tools to support high levels of engagement and instruction
- The Cleveland ISD Curriculum Department provides a curriculum and instruction guide and resources for all teachers and administrators
- The Cleveland ISD Curriculum and Digital Learning Departments provide professional development opportunities to support instruction and learning
- Apprentice Teachers were provided coaching and training by a district level specialist

Problem Statements Identifying Lever 5: Student and Staff Safety and Well-Being (Safety) Needs

Problem Statement 1 (Prioritized): While instructional strategies, coaching, and observation data has improved during the 2024-2025 school year- as demonstrated in student data and teacher TTESS data, student reading and math levels continue to be below state levels.
Root Cause: A continued need for effective coaching, professional development, observations & feedback, and practice.

Priority Problem Statements

Problem Statement 1: Not enough parents are accessing ROOMS for communication purposes.

Root Cause 1: Parents have trouble logging into the APP or they do not have the technology for it.

Problem Statement 1 Areas: Lever 2: Exceptional Community Engagement (School Community)

Problem Statement 2: On the 2025-26 STAAR ECR writing 67% of students overall scored 0.

Root Cause 2: Instructional exposure to writing was very limited.

Problem Statement 2 Areas: Lever 1: Exceptional Student Performance (Student)

Problem Statement 3: There are many teacher who may not have a continued contract next year

Root Cause 3: Failure to complete certification program in time indicated by district

Problem Statement 3 Areas: Lever 3: Cultivate and Retain Talent (Staff)

Problem Statement 4: While instructional strategies, coaching, and observation data has improved during the 2024-2025 school year- as demonstrated in student data and teacher TTESS data, student reading and math levels continue to be below state levels.

Root Cause 4: A continued need for effective coaching, professional development, observations & feedback, and practice.

Problem Statement 4 Areas: Lever 5: Student and Staff Safety and Well-Being (Safety)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Other

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
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- T-TESS data

Support Systems and Other Data

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

Goals

Goal 1: The Leadership Team at Northside Elementary will grow their leadership capacity and culture as demonstrated by a 25% reduction in discipline referrals, 85% of students earning a growth measure of one grade level as measured by iReady, and 90% of teachers reaching proficient or higher in Dimensions II & III on their TTESS Summative by April, 2026.

Performance Objective 1: At Northside Elementary we will develop campus leaders with clear roles and responsibilities that enhance systems, structures, and expectations leading to increased administrative and teacher capacity, resulting in student growth.

High Priority

Evaluation Data Sources: Campus Administrative Roles and Responsibilities
Campus Administrative Team Professional Development
Campus Administrative Team performance documentation such as Get Better Faster coaching, walk throughs, TTESS observations, etc.
T-PESS Data
T-SCESS Data
Agendas and sign in sheets for professional development, PLC, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: An organization chart will be developed that clearly defines the roles and responsibilities of each Northside Elementary School Leadership Team member. **Strategy's Expected Result/Impact:** Clear responsibilities for each member of the Leadership Team. **Staff Responsible for Monitoring:** Principal and Campus Leadership Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	Accomplished	Accomplished	Accomplished	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Northside Elementary School Leadership Team will participate in a book study that inspires and increases leadership skills such as coaching, feedback, organization, and monitoring instruction and expectations. Book title "Creating Magic- 10 Common Sense Leadership Strategies From a Life at Disney" by Lee Cockerell. **Strategy's Expected Result/Impact:** All Campus Administrators will increase in leadership skills and strategies to support campus vision, mission, and goals. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	Discontinue	Discontinue	Discontinue	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: At Northside Elementary, the campus leadership team will meet twice monthly to share information, problem solve, celebrate, and address needs. Additionally, the assistant principals will meet each morning (before students arrive) with the principal for a "5 minute huddle" as they debrief on the day ahead. Agendas and sign in sheets will be used for campus leadership meetings. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: At Northside Elementary clear expectations and deadlines will be set by the principal for teacher appraisal, including a walk through schedule to be followed with fidelity. **Strategy's Expected Result/Impact:** Increase in effective instructional strategies as demonstrated in TTESS walk throughs and observation data. Consistency in coaching and feedback. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Campus grade chairs and department chairs will meet with the principal at least one time monthly for the following: -Book Study titled "Lessons From the Mouse" by Dennis Snow -Share informational items -Provide opportunities for chairs to act as liaison between their team and campus leadership **Strategy's Expected Result/Impact:** Increased communication with grade levels and departments. Increased problem solving/creation of strategies and ideas between grade levels and departments. **Staff Responsible for Monitoring:** Principal **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Lever 2 At Northside Elementary, all teachers will be highly qualified as demonstrated in their Texas Teacher Certification by May, 2026.

Performance Objective 1: At Northside Elementary we will implement an effective recruit, hire, retain plan that includes developing and supporting apprentice teachers for certification.

High Priority

Evaluation Data Sources: Teacher Certification documents
Professional Development agendas and sign in sheets
Recruit, Hire, Retain plan
Professional Learning Communities agendas and sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will provide professional development to assist First-Year Teachers and First-Year Apprentice Teachers with classroom management, instruction, and professionalism at least four times during the 2026-2027 school year. **Strategy's Expected Result/Impact:** Increase in professional practices and pedagogy of all First Year and Apprentice teachers. Move apprentice teachers to certification. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A Recruit, Hire, Retain plan will be implemented to recruit and hire high quality teachers. **Strategy's Expected Result/Impact:** 100% of Northside Elementary teachers will hold a valid Texas Teacher Certificate. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional development will be provided on research based instructional strategies for literacy, and math concepts, skills, and strategies. **Strategy's Expected Result/Impact:** 100% of Pre K- 5th Grade teachers will implement research based instructional strategies resulting in increased student performance demonstrating a minimum of 70% of students at grade level. **Staff Responsible for Monitoring:** Principal, Instructional Coaches, and Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Lever 3 At Northside Elementary, a positive school culture that includes building relationships, celebrating effort, a sense of urgency in improving student performance, and accountability will be developed and maintained as demonstrated by a reduction in disciplinary referrals, an increase in student and teacher performance, and the teacher retention rate.

Performance Objective 1: At Northside Elementary, we will develop a campus wide positive school culture conducive to learning.

High Priority

Evaluation Data Sources: PBIS committee agendas and sign in sheets
Capturing Kids Hearts committee agendas and sign in sheets
Walk through data- Domain III Classroom Environment
Monthly Core Values and SEL Lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PBIS strategies will be implemented across campus to encourage and celebrate positive behavior. **Strategy's Expected Result/Impact:** Twenty Five Percent decrease in student discipline referrals. **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers PBIS Committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Capturing Kids Hearts Strategies will be implemented across campus to support relationship building for all students and staff. **Strategy's Expected Result/Impact:** Positive relationships will create a positive culture conducive to learning. **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers CKH Committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: A Discipline Committee will meet monthly (minimum) to discuss behavior trends, and share/develop strategies to decrease student behavior incidents. Such strategies will include classroom management, discipline strategies, and behavior support- supported by professional development. **Strategy's Expected Result/Impact:** Decrease student discipline incidents by 25% as documented by the number of office referrals. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Lever 3 At Northside Elementary, a positive school culture that includes building relationships, celebrating effort, a sense of urgency in improving student performance, and accountability will be developed and maintained as demonstrated by a reduction in disciplinary referrals, an increase in student and teacher performance, and the teacher retention rate.

Performance Objective 2: Counselors will provide a comprehensive school counseling program that supports student growth and behavior.

Evaluation Data Sources: Documented in counselor program plan and T-SCESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Emotional Learning and Core Values will be taught campus wide. **Strategy's Expected Result/Impact:** Increase student self efficacy and value for each student, resulting in positive classroom cultures and improved student performance. **Staff Responsible for Monitoring:** Principal Counselors Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will organize and implement an annual career fair to allow students to explore different career pathways. **Strategy's Expected Result/Impact:** Increase student awareness of career pathways, as well as CTE options as they transition to middle school. **Staff Responsible for Monitoring:** Counselors **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Counselors will provide guidance lessons and small group counseling to support interpersonal/intrapersonal skills, as well as personal health and safety. **Strategy's Expected Result/Impact:** Increase student interpersonal/intrapersonal skills, health, and safety. **Staff Responsible for Monitoring:** Counselors **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Lever 4 High-Quality Instructional Materials and Assessments

Goal 5: Lever 5 During the 2025-2026 school year all students will be provided with a rich instructional environment that is child centered and TEKS based, as demonstrated through TTESS data and student performance data.

Performance Objective 1: 85% of 4th- and 5th-grade students will show growth on their 2026-2027 Reading and Math STAAR tests.

High Priority

Evaluation Data Sources: Unit assessments
Benchmark assessments
STAAR Data
Student goal setting and self monitoring sheets
Data meeting documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instruction Coaches will ensure that assessments are TEKS, plans, and instructionally aligned to state standards. **Strategy's Expected Result/Impact:** Aligned assessments that demonstrate student performance and progress toward learning expectations. **Staff Responsible for Monitoring:** Principal Instruction Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Funding Sources:** Salary for Reading instructional Coach - Title I, Part A - Improving Basic Programs - $83,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monthly Data meetings will be held with teacher teams to analyze, review, and respond appropriately to student data. **Strategy's Expected Result/Impact:** Instruction will be adjusted to effectively meet student needs. Increase in communication between administration, teachers, and parents about student performance. **Staff Responsible for Monitoring:** Principal Instruction Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: With the assistance of their teachers, students in 2nd-5th grades will utilize a goal setting and monitoring sheet to record data measure, set goals, and monitor progress. **Strategy's Expected Result/Impact:** Students will self monitor their progress and set realistic goals that lead to progress in performance. **Staff Responsible for Monitoring:** Principal Assistant Principals Instruction Coaches Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Provide instructional resources, materials and technology to support all teachers to deliver effective instruction that supports the curriculum and incorporates engaging activities, higher level thinking, and small group TEKS based instruction to ensure well-rounded education for all students. **Strategy's Expected Result/Impact:** Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principals Instruction Coaches Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** STEM Supplies and Materials - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich - $1,700				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: For 4th- and 5th-grade students who did not meet standards on their 2026 STAAR test, teachers will complete monthly progress-monitoring reviews and updates and share them with parents. **Strategy's Expected Result/Impact:** Increase in parent engagement in student progress Increase in student ownership of progress **Staff Responsible for Monitoring:** Principal Instructional Coaches Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: All PK-5th Grade Students will participate in accelerated instructional activities each day during TRIBE time including: targeted small group instruction based on student needs, iReady, and reteaching based on exit ticket data. **Strategy's Expected Result/Impact:** Data will show 70% of 2nd-5th grade students showing one year's growth in reading and math. Data to be analyzed: iReady, Unit Assessments, exit tickets, and STAAR. **Staff Responsible for Monitoring:** Principal Instructional Coaches Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Lever 5 During the 2025-2026 school year all students will be provided with a rich instructional environment that is child centered and TEKS based, as demonstrated through TTESS data and student performance data.

Performance Objective 2: By May 2026, all core content areas will have curriculum that meets the HQIM standards.

Evaluation Data Sources: Increase the number of students identified as Meets and Masters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide supplemental and evidence based resources and material for all content and grade-levels including primary literacy and foundational math instructions these resources and materials will be provides to support all students groups. **Strategy's Expected Result/Impact:** Increase the number of identified as Meets and Masters **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Hand2Mind Math Fluency, Empowering Writers, Eduphoria, Lead4Ward Field Guides, i-Ready Resources - Title I, Part A - Improving Basic Programs - $61,220				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Lever 6 Community and Parent Involvement: Enhance the participation of parents, families, and community partners.

Performance Objective 1: During the 2026-2027 school year, parent involvement activities will occur a minimum of once a month.

HB3 Goal

Evaluation Data Sources: Agendas
Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize various committees, such as the multicultural committee and family engagement committee, to plan monthly parent and family engagement activities. **Strategy's Expected Result/Impact:** Increased family and parent engagement participation to at least 100 visitors per event. **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
Principal	Janie Snyder	Campus Principal
Parent	Francis Melendez Navedo	Parent
Community Member	Jennifer Bergman	Community Member
Business Partner	Vaneza Salinas	Business Partner
District Administrator	Christopher Walker	Executive Principal of Schools
District Administrator	Allison Alpha	Coordinator of State & Federal Programs
Teacher	Eyleen Ochoa	Bilingual Teacher
Teacher	Kristen Reep	General Education Teacher
Teacher	Kathryn Paredez	General Education Teacher
Teacher	Jill Keogh	General Education Teacher
Teacher	Jacob Miller	Dual Language Teacher
Clerical	Crystal Martinez	Campus Secretary
Other School Leaders	Kerri McKissick	Counselor
Other School Leader	Michael Gollihugh	Assistant Principal
Other School Leader	Heather Williams	Assistant Principal
Other School Leader	Deborah Burkett	Instructional Coach

Campus Funding Summary

Title I, Part A - Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	Salary for Reading instructional Coach		$83,000.00
5	2	1	Hand2Mind Math Fluency, Empowering Writers, Eduphoria, Lead4Ward Field Guides, i-Ready Resources		$61,220.00
				Sub-Total	$144,220.00
				Budgeted Fund Source Amount	$216,380.00
				+/- Difference	$72,160.00

Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	4	STEM Supplies and Materials		$1,700.00
				Sub-Total	$1,700.00
				Budgeted Fund Source Amount	$1,700.00
				+/- Difference	$0.00
				Grand Total Budgeted	$218,080.00
				Grand Total Spent	$145,920.00
				+/- Difference	$72,160.00

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 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 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) 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 Immunization Clinics, other Health Clinics 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