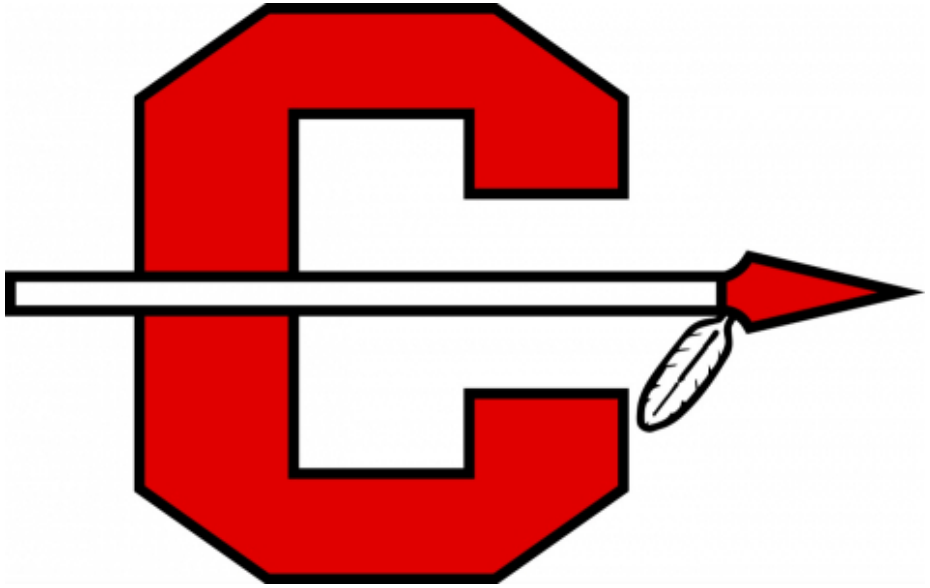
Cleveland Independent School District

Northside Elementary

2025-2026 Campus Improvement Plan



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.

Motto

"Turning Ordinary into Extraordinary"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The School Community:

Total Enrollment as of May 22, 2025: 1,073

Demographic Information (2023-2024 TAPR Report):

African American- 7.4%

Hispanic- 64.6%

White- 23.9%

American Indian- 0.1%

Asian- 0.2%

Pacific Islander- 0.1%

Two or More Races- 3.7%

Special Education- 17%

Eco. Dis.- 89.2%

Title I- 100%

Emergent Biling.- 43.3%

At Risk- 74.3%

Attendance Rate as of May 22, 2025: 93.15%

Number of Teachers: 81.50 (16 Apprentice Teachers, 3 SOE)

Number of Administrators: 4

Number of Professionals: 4

Number of Instructional Aides: 31

Number of Clerical: 11

Demographics Strengths

All Apprentice Teachers are actively working on their teacher certifications.

Special Education students are serviced through:

-Inclusion minutes (pushed into classrooms)

-Inclusion minutes with pull out

-Basic Skills

-Behavior Unit (TRIBE)

-Dyslexia pull out

Northside Elementary services Emergent Bilingual students through:

-Dual Language Classroom Settings

-Regular/English Classroom Settings with ESL support

All students have access to HQIM

Grade levels have common planning/PLC time.

Counselors provide guidance lessons and SEL for all students.

Tribe and SLC Units to support student needs.

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

Student Learning Strengths

Reading levels and skills have increased across all grade levels.

Significant growth seen in iReady reading.

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.

Lever 1: Strong School Leadership & Planning

Lever 1: Strong School Leadership & Planning Summary

During the 2024-2025 school year an implementation of expected roles and responsibilities of the leadership team that supports systems, structures, and strategies conducive to school success was initiated. Thus, a positive impact on instruction, campus culture & morale, staffing needs, and discipline has been noted and shown improvement.

Lever 1: Strong School Leadership & Planning Strengths

- All Assistant Principals have prior experience in leadership roles and a strong knowledge base
- Assistant Principals, Counselors, and Instructional Coaches were assigned grade levels for discipline, planning, PLC meetings, and counseling structures
- Assistant Principals, Counselors, and Instructional Coaches are eager to work as a team and implement strong leadership best practices

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

Problem Statement 1 (Prioritized): The Northside Elementary campus leadership team was cohesive and collaborative during the 2024-2025 school year. However, two Assistant Principals resigned, thus creating a form of regrouping and coaching within the team for the 2025-2026 school year.
Root Cause: Two Assistant Principals resigned- two new APs hired.

Lever 2: Strategic Staffing

Lever 2: Strategic Staffing Summary

During the 2024-2025 school year, Northside Elementary Teachers worked with colleagues to analyze data and plan for instruction during departmental planning and PLC meetings. Teachers were supported throughout the school year with various professional development opportunities to strengthen instructional and classroom management strategies. All Apprentice teachers were provided additional supports and coaching by a district level specialist, as they strengthened their teaching skills and worked toward certification. At the end of the school year there were 28 Apprentice Teachers on staff.

Lever 2: Strategic Staffing Strengths

- Apprentice teachers were consistently involved in training and coaching by a district level specialist
- A New Teacher Academy is provided in Cleveland ISD
- Teachers were provided structured departmentalized planning and PLC meeting times each week
- Teachers use and follow district developed curriculum
- Instructional settings included self-contained, partner teachers, and teacher pods of three- based on grade level and student needs
- Teachers work in a collaborative manner

Problem Statements Identifying Lever 2: Strategic Staffing Needs

Problem Statement 1 (Prioritized): Several classrooms were taught by teachers who are not certified in their area of instruction.
Root Cause: The rapid growth in enrollment and shortage of teachers has created barriers to recruiting, hiring, and retaining high quality teachers.

Lever 3: Positive School Culture

Lever 3: Positive School Culture Summary

During the 2024-2025 school year, staff morale at Northside Elementary has improved, which positively impacted staff retention and student achievement. Assistant Principals provided behavioral supports and worked with all stakeholders to improve discipline and attendance.

Lever 3: Positive School Culture Strengths

- CHAMPS is implemented at the district level and campus level, which includes initial training and materials
- PBIS strategies and Social Emotional Learning were implemented
- Capturing Kids' Hearts strategies were implemented
- The Master Schedule supports and protects instruction time, and includes a designated time for intervention
- Assistant Principals worked diligently to monitor and support student behavior and attendance
- Teachers work in a collaborative manner

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement 1 (Prioritized): At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed.
Root Cause: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

Lever 5: Effective Instruction

Lever 5: Effective Instruction 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: Effective Instruction 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: Effective Instruction 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: Several classrooms were taught by teachers who are not certified in their area of instruction.

Root Cause 1: The rapid growth in enrollment and shortage of teachers has created barriers to recruiting, hiring, and retaining high quality teachers.

Problem Statement 1 Areas: Lever 2: Strategic Staffing

Problem Statement 2: The Northside Elementary campus leadership team was cohesive and collaborative during the 2024-2025 school year. However, two Assistant Principals resigned, thus creating a form of regrouping and coaching within the team for the 2025-2026 school year.

Root Cause 2: Two Assistant Principals resigned- two new APs hired.

Problem Statement 2 Areas: Lever 1: Strong School Leadership & Planning

Problem Statement 3: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed.

Root Cause 3: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

Problem Statement 3 Areas: Lever 3: Positive School Culture

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: 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
- 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
    - District Unit Assessments

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
	Nov	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: Strong School Leadership and Planning **Problem Statements:** Lever 1: Strong School Leadership & Planning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	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: Strong School Leadership and Planning **Problem Statements:** Lever 1: Strong School Leadership & Planning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	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: Strong School Leadership and Planning **Problem Statements:** Lever 1: Strong School Leadership & Planning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	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: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Lever 1: Strong School Leadership & Planning 1 - Lever 5: Effective Instruction 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	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: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Lever 1: Strong School Leadership & Planning 1 - Lever 3: Positive School Culture 1 - Lever 5: Effective Instruction 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Lever 1: Strong School Leadership & Planning

Problem Statement 1: The Northside Elementary campus leadership team was cohesive and collaborative during the 2024-2025 school year. However, two Assistant Principals resigned, thus creating a form of regrouping and coaching within the team for the 2025-2026 school year. **Root Cause**: Two Assistant Principals resigned- two new APs hired.

Lever 3: Positive School Culture

Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

Lever 5: Effective Instruction

Problem Statement 1: 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.

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
	Nov	Jan	Mar	May
Strategy 1: Professional Development to assist First Year Teachers and First Year Apprentice Teachers with various classroom management, instruction, and professionalism will be provided by campus administrators a minimum of four times during the 2025-2026 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: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Lever 2: Strategic Staffing 1 - Lever 3: Positive School Culture 1 - Lever 5: Effective Instruction 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	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: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Lever 2: Strategic Staffing 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	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: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Lever 5: Effective Instruction 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Lever 2: Strategic Staffing
Problem Statement 1: Several classrooms were taught by teachers who are not certified in their area of instruction. **Root Cause**: The rapid growth in enrollment and shortage of teachers has created barriers to recruiting, hiring, and retaining high quality teachers.

Lever 3: Positive School Culture
Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

Lever 5: Effective Instruction

Problem Statement 1: 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.

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
	Nov	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: Positive School Culture **Problem Statements:** Lever 3: Positive School Culture 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	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: Positive School Culture **Problem Statements:** Lever 3: Positive School Culture 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	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: Positive School Culture **Problem Statements:** Lever 3: Positive School Culture 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Lever 3: Positive School Culture
Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

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
	Nov	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: Positive School Culture **Problem Statements:** Lever 3: Positive School Culture 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	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: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	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 interpersona/intrapersonal skills, health, and safety. **Staff Responsible for Monitoring:** Counselors **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Lever 3: Positive School Culture
Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

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: Eighty-five percent of 4th and 5th grade students will demonstrate increase in growth on their 2025-2026 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
	Nov	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: High-Quality Instructional Materials and Assessments **Problem Statements:** Lever 5: Effective Instruction 1 **Funding Sources:** Salary for Reading instructional Coach - Title I, Part A - Improving Basic Programs - $83,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	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: Effective Instruction **Problem Statements:** Lever 5: Effective Instruction 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	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: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Lever 3: Positive School Culture 1 - Lever 5: Effective Instruction 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	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 **Problem Statements:** Lever 5: Effective Instruction 1 **Funding Sources:** STEM Supplies and Materials - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich - $1,700				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: For 4th & 5th grade students who did not meet standards on their 2025 STAAR test, monthly progress monitoring reviews and updates will be completed by teachers and shared 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: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Lever 3: Positive School Culture 1 - Lever 5: Effective Instruction 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	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: Effective Instruction **Problem Statements:** Lever 5: Effective Instruction 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Lever 3: Positive School Culture
Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.
Lever 5: Effective Instruction
Problem Statement 1: 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.

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
	Nov	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: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Lever 5: Effective Instruction 1 **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

Performance Objective 2 Problem Statements:

Lever 5: Effective Instruction
Problem Statement 1: 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.

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

Performance Objective 1: During the 2025-2026 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
	Nov	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: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Lever 3: Positive School Culture 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Lever 3: Positive School Culture
Problem Statement 1: At NSE partial implementation of PBIS strategies, Capturing Kids' Hearts strategies, and CHAMPS strategies took place during the 2024-2025 school year. Additional training, stronger implementation, and monitoring is needed. **Root Cause**: PBIS, CKH, CHAMPS strategies are new to some teachers & staff.

Site Based Decision Making Committee

Committee Role	Name	Position
Principal	Janie Snyder	Campus Principal
Parent	Francis Melendez Navedo	Parent
Community Member	Jennifer Harkness	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

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 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