

Cleburne Independent School District

District Improvement Plan

2022-2023



Mission Statement

Our Mission

The mission of Cleburne ISD in partnership with parents and community is to provide all students with rigorous and relevant learning.

Vision

Excellence Happens Here!

Our Beliefs

We believe that every student can succeed.

We believe that high expectations foster a high level of performance.

We will make all decisions in the best interest of our students.

We will prepare our students to be successful, productive citizens

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (Fall 2022)	Count	Percent
<u>Gender</u>		
Female	3,567	49.25%
Male	3,676	50.75%
<u>Ethnicity/Race</u>		
Hispanic-Latino	3,139	43.34%
American Indian - Alaskan Native	42	0.58%
Asian	29	0.40%
Black - African American	291	4.02%
Native Hawaiian - Pacific Islander	149	2.06%
White	3,285	45.35%
Two-or-More	308	4.25%
<u>Special Programs</u>		
Emergent Bilingual (EB)	1,666	23.00%
Bilingual	602	8.31%
English as a Second Language (ESL)	812	11.21%
Alternative Bilingual Language Program	69	0.95%
Alternative ESL Language Program	293	4.05%
Gifted and Talented	523	7.22%
Special Education (SPED)	925	12.77%
Title I Participation	5,203	71.83%
Dyslexia	486	6.71%
<u>Economic Disadvantage</u>		
Economic Disadvantage Total	5,162	71.27%

Student Demographics (Fall 2022)	Count	Percent
Free Meals	4,338	59.89%
Reduced-Price Meals	543	7.50%
Other Economic Disadvantage	281	3.88%

Student Achievement

Student Achievement Summary

MATH										
Grade/Campus	2021			2022					INCREASE/DECREASE	
	Approaches	Meets	Masters	Approaches	Meets	Masters	Average Percentile Rank	% Meeting Growth Target	Approaches	Meets
3rd Grade	65.9%	29.5%	10.2%	67.1%	31.7%	11.7%	54.2%		1.2%	2.2%
Adams	61.5%	34.6%	9.6%	76.6%	40.6%	14.1%	60.3%		15.0%	6.0%
Coleman	57.6%	19.7%	9.1%	60.2%	22.6%	5.4%	48.9%		2.6%	2.9%
Cooke	65.8%	21.9%	12.3%	63.7%	23.1%	4.4%	50.8%		-2.0%	1.2%
Gerard	82.4%	45.9%	12.9%	85.5%	47.3%	20.0%	65.0%		3.1%	1.4%
Irving	57.8%	23.9%	11.3%	59.2%	21.1%	9.2%	48.9%		1.5%	-2.9%
Marti	58.6%	19.0%	5.2%	66.7%	50.0%	22.2%	59.4%		8.0%	31.0%
Santa Fe	73.9%	41.3%	8.7%	66.1%	32.1%	16.1%	53.3%		-7.8%	-9.2%
4th Grade	61.2%	33.1%	17.6%	71.0%	40.8%	19.0%	57.8%	68.8%	9.8%	7.8%
Adams	60.3%	29.4%	11.8%	81.4%	44.1%	20.3%	61.3%	76.8%	21.1%	14.7%
Coleman	64.9%	29.9%	18.2%	58.1%	29.7%	16.2%	50.9%	69.6%	-6.8%	-0.1%
Cooke	61.0%	32.9%	18.3%	78.8%	42.5%	18.8%	59.2%	71.4%	17.8%	9.6%
Gerard	77.9%	48.8%	27.9%	82.8%	60.9%	32.2%	68.6%	69.0%	4.8%	12.1%
Irving	44.4%	17.5%	4.8%	56.3%	32.8%	14.1%	49.9%	67.2%	11.8%	15.4%
Marti	55.7%	38.6%	24.3%	66.7%	31.9%	15.9%	53.8%	72.6%	11.0%	-6.7%
Santa Fe	56.8%	27.3%	11.4%	70.2%	38.3%	8.5%	59.0%	51.1%	13.4%	11.0%
5th Grade	74.3%	47.5%	23.1%	76.2%	38.8%	11.9%	51.1%	64.3%	1.9%	-8.7%
Adams	81.0%	54.0%	23.8%	72.9%	37.1%	8.6%	46.6%	49.2%	-8.1%	-16.8%
Coleman	62.2%	32.9%	11.0%	71.8%	41.2%	14.1%	50.4%	66.3%	9.6%	8.2%
Cooke	90.9%	58.4%	32.5%	80.6%	45.2%	18.3%	56.2%	71.1%	-10.3%	-13.3%
Gerard	90.8%	67.1%	35.5%	87.5%	45.8%	9.4%	54.9%	54.4%	-3.3%	-21.3%
Irving	64.1%	35.9%	21.9%	67.6%	29.6%	9.9%	46.9%	89.1%	3.5%	-6.4%
Marti	61.0%	37.3%	15.3%	79.2%	37.7%	10.4%	52.1%	62.5%	18.2%	0.4%
Santa Fe	63.0%	43.5%	19.6%	65.2%	26.1%	10.9%	46.1%	55.8%	2.2%	-17.4%

MATH										
6th Grade	62.4%	31.4%	13.0%	73.0%	32.0%	8.4%	53.0%	45.5%	10.6%	0.6%
Smith	55.9%	27.4%	11.9%	77.8%	31.7%	7.2%	54.1%	38.9%	21.9%	4.3%
Wheat	71.1%	36.8%	14.4%	66.7%	32.4%	10.0%	51.5%	54.5%	-4.5%	-4.4%
7th Grade	43.8%	9.0%	0.9%	46.4%	15.0%	2.0%	44.6%	41.8%	2.6%	6.0%
Smith	42.5%	7.7%	0.6%	43.6%	14.1%	1.2%	44.6%	49.1%	1.0%	6.4%
Wheat	45.1%	10.4%	1.2%	49.7%	16.1%	3.0%	42.7%	32.6%	4.7%	5.7%
8th Grade	65.6%	36.1%	7.5%	58.1%	24.1%	8.1%	47.8%	58.7%	-7.4%	-12.1%
Smith	63.9%	35.7%	5.2%	54.3%	25.2%	6.7%	46.7%	52.0%	-9.6%	-10.5%
Wheat	67.4%	36.6%	10.1%	62.6%	22.8%	9.8%	49.0%	66.2%	-4.8%	-13.8%
Algebra I EOC	77.2%	47.6%	21.6%	74.5%	48.7%	27.6%	54.8%	58.8%	-2.7%	1.1%
CHS	74.6%	44.2%	19.5%	71.0%	44.8%	26.1%	52.3%	57.9%	-3.7%	0.6%
Smith	97.2%	69.4%	38.9%	97.9%	68.8%	31.3%	68.6%	68.1%	0.7%	-0.7%
Wheat	96.0%	80.0%	36.0%	100.0%	82.9%	48.6%	76.0%	55.9%	4.0%	2.9%

READING										
Grade/Campus	2021			2022					INCREASE/DECREASE	
	Approaches	Meets	Masters	Approaches	Meets	Masters	Average Percentile Rank	% Meeting Growth Target	Approaches	Meets
3rd Grade	68.1%	30.2%	14.4%	73.0%	39.8%	20.3%	55.0%		4.9%	9.6%
Adams	75.0%	40.4%	17.3%	84.4%	43.8%	25.0%	60.1%		9.4%	3.4%
Coleman	56.1%	27.3%	12.1%	72.8%	39.1%	18.5%	52.7%		16.8%	11.9%
Cooke	67.1%	24.7%	11.0%	68.1%	26.4%	15.4%	52.2%		1.0%	1.7%
Gerard	83.5%	37.7%	23.5%	89.1%	63.6%	30.9%	67.8%		5.6%	26.0%
Irving	64.8%	29.6%	14.1%	65.8%	34.2%	19.7%	51.8%		1.0%	4.6%
Marti	58.6%	24.1%	10.3%	79.6%	51.9%	27.8%	60.8%		21.0%	27.7%
Santa Fe	67.4%	26.1%	8.7%	55.4%	30.4%	8.9%	44.2%		-12.0%	4.3%
4th Grade	57.8%	30.8%	12.0%	73.8%	47.9%	20.6%	60.8%	72.4%	16.0%	17.1%
Adams	58.8%	20.6%	7.4%	79.7%	54.2%	22.0%	63.6%	76.4%	20.8%	33.6%
Coleman	54.6%	27.3%	7.8%	67.6%	43.2%	20.3%	56.4%	81.2%	13.0%	16.0%

MATH										
Cooke	46.3%	19.5%	6.1%	70.0%	41.3%	17.5%	59.3%	69.7%	23.7%	21.7%
Gerard	81.4%	53.5%	26.7%	88.5%	64.4%	25.3%	69.6%	75.0%	7.1%	10.9%
Irving	44.4%	22.2%	4.8%	64.1%	39.1%	23.4%	55.7%	67.2%	19.6%	16.8%
Marti	58.6%	35.7%	12.9%	73.9%	49.3%	20.3%	60.7%	74.2%	15.3%	13.6%
Santa Fe	54.6%	34.1%	18.2%	68.1%	38.3%	12.8%	57.2%	56.1%	13.5%	4.2%
5th Grade	69.0%	40.2%	24.8%	79.6%	54.7%	28.2%	56.9%	85.6%	10.6%	14.6%
Adams	77.8%	46.0%	31.8%	75.7%	41.4%	14.3%	49.5%	76.9%	-2.1%	-4.6%
Coleman	72.3%	44.6%	31.3%	77.6%	50.6%	29.4%	55.6%	86.1%	5.4%	6.0%
Cooke	70.1%	44.2%	19.5%	72.0%	49.5%	15.1%	51.2%	86.4%	1.9%	5.3%
Gerard	80.3%	55.3%	39.5%	91.8%	73.2%	44.3%	68.0%	81.5%	11.5%	17.9%
Irving	54.7%	25.0%	18.8%	74.6%	43.7%	21.1%	50.1%	93.8%	20.0%	18.7%
Marti	62.7%	23.7%	11.9%	83.1%	62.3%	37.7%	61.9%	87.5%	20.4%	38.6%
Santa Fe	58.7%	34.8%	13.0%	80.4%	58.7%	34.8%	60.5%	90.0%	21.7%	23.9%
6th Grade	50.1%	21.4%	8.7%	65.0%	36.0%	16.1%	54.1%	51.6%	14.9%	14.6%
Smith	51.9%	22.6%	9.3%	71.9%	41.4%	18.0%	58.5%	54.2%	20.0%	18.8%
Wheat	47.8%	19.9%	8.0%	55.7%	28.8%	13.7%	48.1%	48.2%	7.9%	8.9%
7th Grade	63.4%	34.2%	16.4%	73.4%	44.9%	25.9%	54.7%	84.3%	10.0%	10.7%
Smith	62.2%	36.7%	17.8%	73.2%	46.0%	26.2%	54.8%	84.5%	11.0%	9.3%
Wheat	64.7%	31.3%	14.7%	73.7%	43.3%	25.4%	54.5%	84.0%	8.9%	12.1%
8th Grade	68.0%	36.4%	13.1%	71.3%	40.6%	22.3%	49.8%	66.9%	3.3%	4.1%
Smith	67.0%	38.1%	14.8%	68.4%	42.5%	24.7%	49.8%	63.3%	1.4%	4.4%
Wheat	69.2%	34.6%	11.2%	74.5%	38.4%	19.6%	49.8%	70.6%	5.3%	3.9%
English I EOC	59.0%	38.9%	5.4%	55.0%	38.8%	4.6%	41.9%		-4.0%	-0.1%
CHS	59.2%	39.1%	5.4%	55.4%	39.2%	4.6%	42.2%		-3.8%	0.1%
English II EOC	54.8%	41.4%	5.8%	66.1%	51.1%	3.8%	45.1%	67.7%	11.3%	9.7%
CHS	54.6%	41.0%	5.8%	67.1%	51.7%	3.9%	45.6%	67.8%	12.6%	10.7%

SCIENCE

MATH										
Grade/Campus	2021			2022					INCREASE/DECREASE	
	Approaches	Meets	Masters	Approaches	Meets	Masters	Average Percentile Rank		Approaches	Meets
5th Grade	63.5%	28.0%	9.0%	64.8%	35.0%	14.2%	56.2%		1.3%	7.0%
Adams	76.2%	44.4%	15.9%	58.6%	27.1%	5.7%	51.8%		-17.6%	-17.3%
Coleman	59.0%	27.7%	7.2%	71.8%	45.9%	15.3%	59.8%		12.7%	18.2%
Cooke	66.2%	24.7%	10.4%	57.0%	25.8%	7.5%	49.7%		-9.2%	1.1%
Gerard	79.0%	38.2%	6.6%	77.1%	38.5%	24.0%	63.9%		-1.9%	0.4%
Irving	37.5%	15.6%	6.3%	45.1%	19.7%	11.3%	45.1%		7.6%	4.1%
Marti	67.8%	25.4%	8.5%	77.9%	51.9%	22.1%	66.0%		10.1%	26.5%
Santa Fe	54.4%	15.2%	8.7%	60.0%	33.3%	8.9%	54.0%		5.7%	18.1%
8th Grade	59.7%	28.7%	10.7%	59.6%	30.6%	13.2%	45.7%		-0.1%	1.8%
Smith	57.9%	32.3%	14.0%	63.3%	36.4%	17.1%	48.7%		5.4%	4.0%
Wheat	61.7%	24.8%	7.0%	55.7%	24.3%	9.0%	42.5%		-6.0%	-0.5%
Biology EOC	75.1%	54.5%	25.2%	81.9%	56.7%	21.9%	52.0%		6.8%	2.2%
CHS	75.0%	54.5%	25.4%	82.4%	57.2%	22.2%	52.4%		7.4%	2.8%

SOCIAL STUDIES										
Grade/Campus	2021			2022					INCREASE/DECREASE	
	Approaches	Meets	Masters	Approaches	Meets	Masters	Average Percentile Rank		Approaches	Meets
8th Grade	53.4%	19.5%	8.3%	40.1%	11.7%	3.2%	41.9%		-13.3%	-7.8%
Smith	48.0%	17.1%	8.5%	39.3%	9.8%	2.9%	41.5%		-8.7%	-7.3%
Wheat	60.0%	22.5%	8.0%	40.9%	13.8%	3.5%	42.3%		-19.1%	-8.7%
US History EOC	85.0%	64.2%	36.6%	82.1%	58.8%	30.4%	42.5%		-3.0%	-5.4%
CHS	84.9%	64.3%	37.0%	83.2%	60.0%	31.5%	43.3%		-1.7%	-4.4%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 28% of students in grades K-5 are reading slightly below expected grade level and 48% of students in grades K-5 are reading significantly below their expected grade level achievement for the 2020-21 BOY assessment window. **Root Cause:** Due to the COVID-19 lost instruction, students have regressed significantly more than a normal summer break. Our reading data suggests that many of our students have regressed as much as 4-5 months in reading achievement from where we expect them to be during the BOY assessment window.

District Culture and Climate

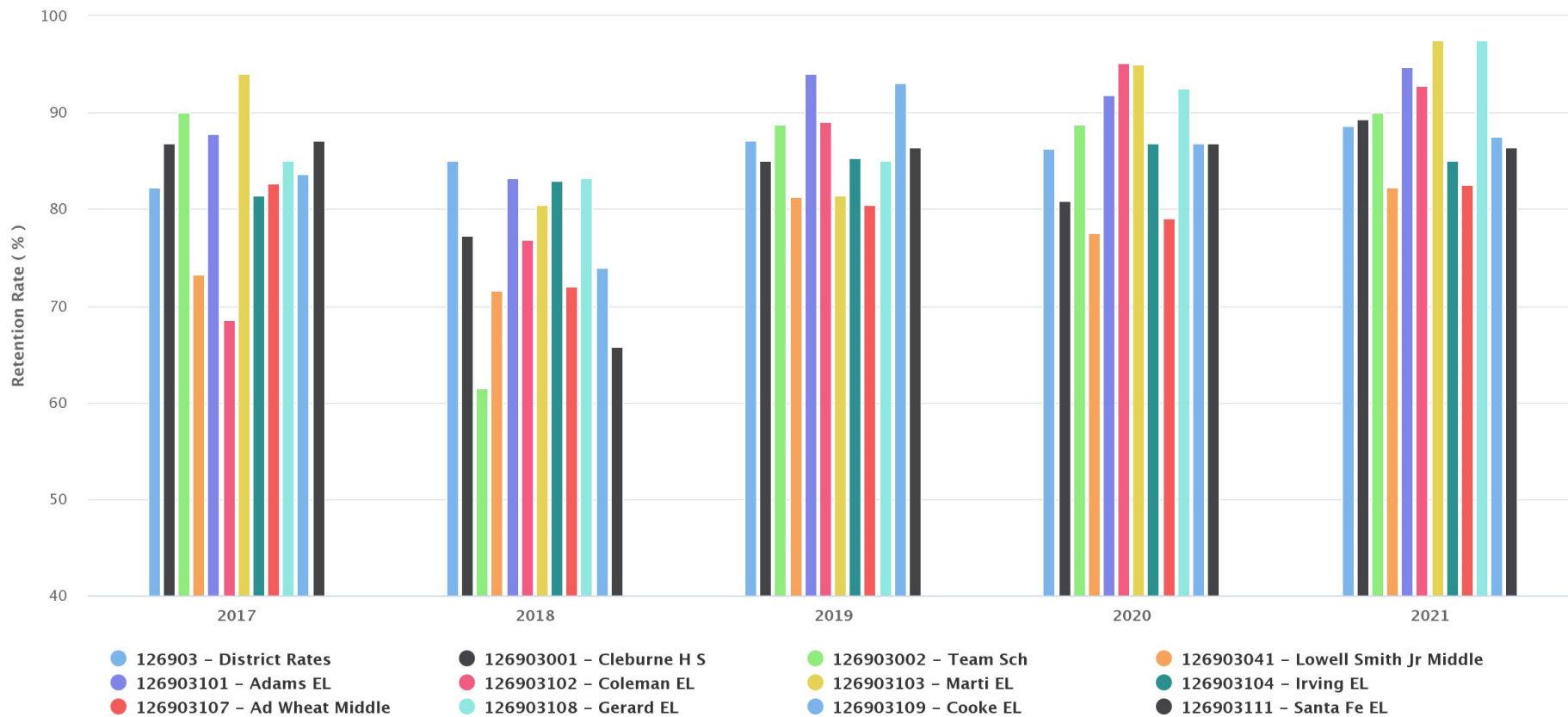
District Culture and Climate Summary

PARENT SURVEY COMPARISON						
Survey Question	2017	2018	2019	2021	Change from 2017	
1. Teachers and staff at my child's school treat students with respect.	1.01	1.21	1.18	1.30	↔	0.30
2. I am aware of my child's progress or problems before progress reports are sent home.	0.73	0.84	0.83	1.02	↔	0.29
3. I am satisfied with the response I get when I contact the school with questions or concerns.	0.86	1.06	1.04	1.21	↑	0.35
4. I feel welcome and respected in my child's school.	1.05	1.26	1.30	1.26	↔	0.21
5. I would recommend this school to other families.	0.80	1.14	1.15	1.21	↑	0.41
6. My child likes to go to school.	0.88	1.02	0.99	1.11	↔	0.24
7. I feel well-informed about what is going on at the school.	0.56	0.93	0.96	0.91	↑	0.35
8. I talk with my child's teacher(s) about my child's schoolwork, challenges, and progress.	0.81	0.86	0.88	0.97	↔	0.17
9. My child's teacher(s) communicate grades and class performance to me in a timely fashion.	0.61	0.79	0.84	0.95	↑	0.34
10. I feel comfortable talking to teachers at this school.	1.02	1.17	1.16	1.25	↔	0.23
11. The school environment is caring and supportive.	0.80	1.08	1.09	1.13	↑	0.34
12. The school facilities are clean and well-maintained.	0.99	1.23	1.48	1.34	↑	0.35
13. Homework is productive and supports learning in the classroom.	0.59	0.90	0.83	0.92	↑	0.32
14. I am aware of the educational goals for my child.	0.95	1.03	1.01	1.15	↔	0.21
15. I am satisfied with my child's academic progress.	0.95	1.16	1.11	1.18	↔	0.23
16. I am satisfied with the technology and other instructional resources available to my child.	1.11	1.24	1.28	1.32	↔	0.21
17. My child feels comfortable asking his or her teachers for help.	0.64	0.94	0.89	0.92	↔	0.27
18. Order and discipline are consistently maintained at this school.	0.66	0.87	0.84	0.84	↔	0.18
19. This school offers a wide variety of opportunities for parental involvement.	0.65	0.88	0.82	0.56	↓	-0.09
20. Overall, I am satisfied with my child's education at this school.	0.90	1.15	1.16	1.19	↔	0.28
TOTAL AVERAGE	0.83	1.04	1.04	1.09	↔	0.26
STAFF SURVEY COMPARISON (CAMPUS-LEVEL)						
Survey Question	2017	2018	2019	2021	Change from 2017	
1. The campus administrators' behavior toward the staff is supportive and encouraging.	1.27	1.40	1.33	1.40	↔	0.13
2. I feel I am kept informed about what is going on in this school.	0.85	1.00	0.82	0.95	↔	0.10
3. I feel respected as a colleague by others on this campus.	1.28	1.37	1.29	1.32	↔	0.04
4. Teacher teams meet regularly to plan instruction and create data-driven action plans to improve student performance.	1.12	1.35	1.32	1.32	↔	0.20
5. The school facility is clean, attractive, and inviting.	0.90	1.16	1.41	1.51	↑	0.61
6. I believe quality work is expected of me and all adults working at this school.	1.59	1.66	1.56	1.59	↔	0.00
7. Teachers in this building share a sense of common purpose.	1.09	1.23	1.25	1.26	↔	0.17
8. My administrators clearly communicate goals and expectations to staff.	1.19	1.38	1.17	1.25	↔	0.06
9. Teachers and campus administrators work together to maintain campus and classroom discipline.	0.77	1.13	1.05	0.91	↔	0.14
10. Teachers and staff work hard to build a positive school culture and strong, caring relationships with students.				1.46		
11. All staff assumes shared responsibility and mutual accountability for student learning.	1.14	1.32	1.31	1.17	↔	0.03
12. Campus administrators develop teacher leadership from among the staff.	0.88	1.05	1.01	1.09	↔	0.21
13. Teachers on this campus regularly analyze student performance data to track progress and set goals.	0.96	1.10	1.14	1.42	↑	0.46
14. My administrators are effective instructional leaders.	1.10	1.31	1.25	1.23	↔	0.13

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus Teacher Retention Rates



Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary



LEVERAGE LEADERSHIP “SEE IT – NAME IT – DO IT” FRAMEWORK

	CLASSROOM DOMAIN		PLC DOMAIN		
	Get Better Faster Management & Rigor	Observation Feedback Cycles	Weekly Planning Meetings	Weekly Data Meetings	Long Cycle Data Meetings
PREPARE	<ul style="list-style-type: none"> Review and reflect on the GBF scope and sequence Communicate necessary prework to teachers 	<ul style="list-style-type: none"> Principal observation tracker Teacher’s highest leverage action step 	<ul style="list-style-type: none"> Identify the safety-net standard Bring STAAR-like question or final task to create mastery exemplar 	<ul style="list-style-type: none"> Student work ready and sorted Review the target standard 	<ul style="list-style-type: none"> CBA/STAAR/Interim data is disaggregated by both standards/skills and student performance
SEE IT	<ul style="list-style-type: none"> Celebrate previous success with GBF rollout Model the exemplar of targeted GBF focus 	<ul style="list-style-type: none"> Celebrate the success See the model teaching exemplar Identify the teaching gap in current practice 	<ul style="list-style-type: none"> Unpack the standard with focus on verb and content Generate a mastery response for teacher exemplar Create a Know/Show chart Anticipate the student gap 	<ul style="list-style-type: none"> Celebrate the success Review Know/Show chart Compare student and teacher exemplars See the student gap 	<ul style="list-style-type: none"> Celebrate the success Identify the gap between expected performance and actual performance by student and standards/skills
NAME IT	<ul style="list-style-type: none"> Stamp the targeted GBF rigor or management strategy, focusing on the “What” and “How” 	<ul style="list-style-type: none"> Stamp the teacher’s highest leverage action step in GBF scope and sequence, focusing on the “What” and “How” 	<ul style="list-style-type: none"> Stamp the lesson sequence Identify the overarching learning targets, language objectives, and daily “look fors” Choose/calibrate checks for understanding and common formative assessment (CFA) 	<ul style="list-style-type: none"> Stamp the conceptual and procedural student gap for reteach 	<ul style="list-style-type: none"> Stamp the highest leverage standards/skills for spiraled reteach Name the students who need prescriptive, small group interventions to fill learning gaps
DO IT	<ul style="list-style-type: none"> Individually script the GBF strategy into an upcoming lesson Spar with teaching partners Practice and feedback 	<ul style="list-style-type: none"> Plan the implementation into an upcoming lesson Practice and feedback Schedule follow up observation 	<ul style="list-style-type: none"> Individually plan the lesson components and academic monitoring laps for daily “look fors” Spar the lesson as a team Practice and feedback Follow up and reflect 	<ul style="list-style-type: none"> Plan the reteach (modeling or guided discourse) for the student gap Practice and feedback Follow up and reflect 	<ul style="list-style-type: none"> Plan for reteach (modeling or guided discourse) for highest leverage standards/skills Plan for prescriptive interventions and reassessment for underperforming students

Priority Problem Statements

Problem Statement 1: 28% of students in grades K-5 are reading slightly below expected grade level and 48% of students in grades K-5 are reading significantly below their expected grade level achievement for the 2020-21 BOY assessment window.

Root Cause 1: Due to the COVID-19 lost instruction, students have regressed significantly more than a normal summer break. Our reading data suggests that many of our students have regressed as much as 4-5 months in reading achievement from where we expect them to be during the BOY assessment window.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1: Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

High Priority

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor progress of all student groups to ensure demonstration of mastery of required state academic standards through the use of curriculum-based formative assessments developed by content-specific district teams of teachers and coordinators.</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District and campus leaders will closely monitor the learning progress of student groups not meeting Closing the Gaps Domain requirements to ensure mastery of required state academic standards.</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement and expand secondary AVID program to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 2: Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Summative Evaluation: Met Objective






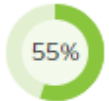






Strategy 1 Details	Reviews			
<p>Strategy 1: Implement data tracking and progress monitoring tools in reading and math such as, but not limited to, IRLA, ENIL, and NWEA MAP.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and track quantifiable learning targets for each student in reading and math, and measure progress at the student, classroom, and campus level to ensure that all students make, at minimum, one year of academic growth each year.</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use a CCMR tracker student to ensure each graduate either 1) complete three hours of dual-credit coursework, 2) earn a score of 3 or higher on an Advanced Placement (AP) exam, 3) earn an ACT minimum score of 19 or a SAT minimum score of 1010, 4) earn an industry-based certification through CTE, 5) completes a course plan aligned with the student's post-secondary goals, or 6) achieves a proficient score on the ASVAB for military service.</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				













Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 3: Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Evaluation Data Sources: STAAR and course passing rates, EOY TAPR data review

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain credit recovery and intervention plan for who are at-risk of failing or who have failed. Strategy's Expected Result/Impact: Increase credit attainment for students, resulting in a lower dropout rate. Staff Responsible for Monitoring: Review course completion rates for students assigned to credit recovery on a semester basis.</p> <p>Title I: 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentionally plan and schedule intervention time using Title I and Title II-funded teachers to provide systematic and prescriptive interventions for every student and smaller class sizes in STAAR assessment grades. Strategy's Expected Result/Impact: Increased performance on state assessments in reading and math. Staff Responsible for Monitoring: Review campus schedules to ensure Title I and Title II teachers are appropriately placed and utilized.</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Title I teacher allocations. - 211- Title I, Part A, Title II teacher allocations. - 255- Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that gifted and talented students are identified and properly served through programs that enrich their learning at high levels Strategy's Expected Result/Impact: Increase the percent of GT students earning Meets and Masters on the STAAR. Staff Responsible for Monitoring: Review performance of GT students in regards to course grades and STAAR passing levels.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide competitive athletic and fine art programs that promote satisfaction through positive experiences that build self-esteem, self-discipline and character.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students participating in fine art and athletic programs.</p> <p>Staff Responsible for Monitoring: Monitor the student participating rate in athletic and fine art programs.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure that underperforming students are given appropriate accommodations for learning and assessment.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1: Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Sources: EOY teacher turnover rate data review

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Annually track progress toward having staff diversity that is reflective of our students and community. Strategy's Expected Result/Impact: Increase in the skill and capacity of district teachers. Staff Responsible for Monitoring: Review the number of qualified applicants the districts receives, particularly in critical shortages areas.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct annual market comparison of teacher salaries in the southwest DFW area. Strategy's Expected Result/Impact: Ensure the district is competitive in recruiting highly-qualified teachers. Staff Responsible for Monitoring: Review annual salary data from TAPR and UEA comparison.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop, conduct, and monitor district surveys that measure teacher and staff satisfaction. Strategy's Expected Result/Impact: Decreased teacher turnover rate. Staff Responsible for Monitoring: Conduct an annual review and board report on survey results.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement programs to recognize and reward superior employee attendance, effort, and achievement., including using Title II funds to recruit and support ESL certified teachers.</p> <p>Strategy's Expected Result/Impact: Increased state assessment performance in reading and math, particularly for EL students.</p> <p>Staff Responsible for Monitoring: Ensure that district reimburses for ESL certification exam fee and pays \$500 incentive award for achieving certification.</p> <p>Equity Plan</p> <p>Funding Sources: ESL Teacher recruitment and support - 255- Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor potential disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</p> <p>Strategy's Expected Result/Impact: Increased student growth at our lowest performing campuses in relation to higher-achieving campuses.</p> <p>Staff Responsible for Monitoring: Review the campus staff data and T-TESS evaluation results, particularly at low-performing campuses.</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement programs, such as retention and longevity incentives, to recognize and reward superior employee effort and achievement.</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 2: Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

















Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Align professional development to district goals and current assessment results.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate cultural diversity training as a component of all federal and state required trainings.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Design and implement a program to develop leadership skills for current and potential administrators at district and campus levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Promote and facilitate opportunities for continuing professional education.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 3: Allocate resources with a specific focus on instructional improvement and increasing student achievement.










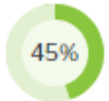




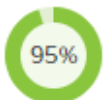

Summative Evaluation: Met Objective





















Strategy 1 Details	Reviews			
Strategy 1: Provide adequate instructional resources for teachers and staff aligned to district goals.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 55%	 85%	 100%
Strategy 2 Details	Reviews			
Strategy 2: Develop effective school library programs to provide students an opportunity to grow literacy skills and improve academic achievement.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 65%	 95%	 100%
Strategy 3 Details	Reviews			
Strategy 3: Annually review technology equipment age, recommend necessary device replacements, and maintain district equipment standards for technology to maximize use.	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%	 90%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1: Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
Strategy 1: Implement transition programs to prepare students for transition from middle grades to high school and from high school to postsecondary education, workforce, or military.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continually review and update the district Crisis Management and Safety Plan, including the implementation of safety programs and effective communication during an unsafe situation.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement and assess the effectiveness of anti-bullying, sexual harassment, suicide prevention, and teen violence programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement and assess the effectiveness of anti-bullying, sexual harassment, suicide prevention, and teen violence programs.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Working with the School Health Advisory Council (SHAC), provide health and safety information for staff, students, and families via brochures, newsletters, and district websites to all campuses.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure that all barriers for school enrollment are addressed for homeless, migrant, and foster care students.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Communicate and emphasize available public and mental health resources for both students and staff. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Identify and provide services to migratory students who are failing or at risk of failing including, but not limited to, priority academic placement, targeted parent communication, and frequent progress monitoring. Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 2: Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain and update CISD Fast Facts district report card to reflect areas of growth and improvement in all departments.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 55%	 95%	 100%
Strategy 2 Details	Reviews			
Strategy 2: Annually review the district's mentor teacher program so that it continues to support, train, and retain teachers new to the profession.	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%	 100%	 100%
Strategy 3 Details	Reviews			
Strategy 3: Sustain and refine an induction plan for teachers new to the district.	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 65%	 90%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1: Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.





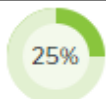

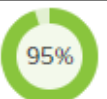

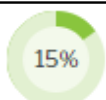

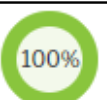

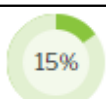
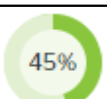
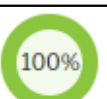





Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to build relationships and systems that foster unity and points of pride so that CISD has a good public/internal image, student focused decisions, and builds unity within the district.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct family and parent engagement programs designed to increase parental engagement and create supportive environments at home and school. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Intentionally schedule parent conference days during the school year in order to discuss students' academic progress with parents. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure that district communication, such academic progress or other essential information, is provided in the family's home language whenever possible.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 2: Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Strengthen platform for strong partnerships with infant/ toddler/ preschool care providers to support transitions to elementary school.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 55%	 100%	 100%
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize various forms of communication including, but not limited to, the Weekly Update, CISD Matters, social media posts, newsletters, and video announcements to inform parents, employees, students, and community of school news, recognitions, and events.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 55%	 95%	 100%
Strategy 3 Details	Reviews			
Strategy 3: Work in partnership with the Cleburne Education Foundation to provide financial grant support for specific classroom-centered projects.	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 60%	 100%	 100%
Strategy 4 Details	Reviews			
Strategy 4: Solicit support from community businesses and organizations by participating in the Adopt-a-School Program.	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 45%	 100%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Heather K Williams	Computer Aide	1
Jennifer Gaston	EL Specialist	0.5
Sonia Rodriguez-Cardoso	Response to Intervention Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cristin Head	Academic Interventionist	ESSER III	1.0
Debbie D Meek	Math Specialist	Title I, Part A	1.0
Jennifer Gaston	EL Specialist	Title I, Part A	.50
Sundi Forsythe	Parent Family Engagement Liaison	ESSER III	1.0

Student Health Advisory Council (SHAC)

Committee Role	Name	Position
Administrator	Tammy Bright	
Director of Public Relations	Lisa Magers	
Director of Child Nutrition	Kim Chance	
PE, Health & Social Studies Specialist	Bill Allen	
Science Specialist	Katie Cunningham	
District Lead Nurse	Christi Gregory	
Nurse	Lori Johnson	
Family Outreach Coordinator	Debbie Reynolds	
Director of Guidance & Counseling	Glenna Pollock	
Cleburne Police Department	Sgt. Neal Sandlin	
Secondary, Boy's Coordinator	Derek Brewer	
Elementary PE	Tama Click	
Parent	Mandy Ballenger	
Parent	Erin Wesson	
Parent	Janeth Meador	
Parent	Hilaria Hernandez	
Parent	Caroline Kelm	
Parent	Kristianna Marriott	
Parent	Brook Watson	
Parent	Natalia Terronez	
Parent	Janice Sullivan	
Community Representative	Maryann Brown	
Community Representative	Wendy Elliott	
Business Representative	Blair Herzig	
Business Representative	Aria Sawyer	
Student	Nadia Owen	
Student	Travis "Parker" Pritchard	
Parent	Anastasia Yett	

Safety & Security

Committee Role	Name	Position
Assistant Superintendent of Student Services	Tammy Bright	
Superintendent	Dr. Kyle	
Executive Director of Operations	Barry Hipp	
Behavior Intervention Coordinator	Dr. Michelle Parsons	
Director of Special Education	Cory Borden	
Director of Transportation	Chad Van Winkle	
Director of Guidance & Counseling	Glenna Pollock	
Assistant Principal, CHS	Rickie Leck	
Assistant Principal, DAEP	Darrell Boedecker	
Assistant Principal, Smith Middle School	Alanna Lewallen	
Assistant Principal, Wheat Middle School	Ryan Stepp	
Assistant Principal, Adams Elementary	Autumn Van Winkle	
Assistant Principal, Coleman Elementary	Dea Griffith	
Principal, Marti Elementary	Mary Boedecker	
Assistant Principal, Irving Elementary	Molly Fitzgerald	
Principal, Gerard Elementary	Tracy White	
Principal, Cooke Elementary	Jake Walker	
Assistant Principal, Santa Fe Elementary	Matt Ford	
Cleburne Police Department	Sgt. Neal Sandlin	
Parent, Smith Middle School	Tammy Estes	
Parent, Adams Elementary/CHS	Melissa Reaves	
Teacher, Adams Elementary	Jennifer Gaston	
Teacher, CHS	Adair Smith	
SRO, CHS	Officer James Hailey	
SRO, Phoenix (DAEP)	Officer Sean Bagwell	
SRO, Phoenix (DAEP)	Officer Michael Smith	
SRO, Wheat Middle School	Officer Jason Vanderlaan	
SRO	Officer Donnie Riddell	

Committee Role	Name	Position
School Board Member	Elizabeth Childress	
Director of Public Relations	Lisa Magers	
SRO, Smith Middle School	Officer Wesley Mackey	SRO
SRO, CHS	Officer Brett Johnson	SRO
Emergency Management	Zac Johnson	

District Site Based Committee

Committee Role	Name	Position
Classroom Teacher	Lisa Moloney	
Classroom Teacher	Rebecca Hurt	5th Math, Adams Elementary
Classroom Teacher	Lisa Jones	3rd, Coleman Elementary
Classroom Teacher	Amy Thomas	Kinder, Coleman Elementary
Classroom Teacher	Eric Godfrey	Resource Teacher, Marti Elementary (Sick Leave Bank Rep/District of Innovation))
Non-classroom Professional	Valeria Gonzalez	Parent /Family Engagement Liaison
Paraprofessional	Vickie Bingham	
Classroom Teacher	Amanda Kahla	3rd, Gerard Elementary
Classroom Teacher	Miguel Ortiz	3rd Bilingual, Cooke Elementary
Classroom Teacher	Emily Pierce	
Classroom Teacher	Katie Weishuhn	
Classroom Teacher	Tommy Kennedy	
Classroom Teacher	Lee Howington	8th Math, Smith Middle School (Sick Leave Bank Rep)
Non-classroom Professional	Stacie Maples	Librarian, Smith Middle School
Classroom Teacher	Heather Traister	6th RLA/Science, Smith Middle School
Classroom Teacher	Samantha Corder	8th Science, Wheat Middle School
Classroom Teacher	Kristina Cron	
Classroom Teacher	Angela Felkins	College Career Readiness/Coach, Wheat Middle School
Classroom Teacher	Pamela York	
Classroom Teacher	Kaleigh Black	CTE, CHS (District of Innovation)
Classroom Teacher	Taylor Bowers	Social Studies, CHS
Classroom Teacher	Kayla Bruner	
Non-classroom Professional	Kimberly Gonzalez	Assistant Principal, CHS
Classroom Teacher	Jon Paul	TEAM School
Administrator	Cory Borden	Director of Special Education
Paraprofessional	Renee Stewart	PEIMS, Administration Office
Parent	Nathan Rains	Adams Elementary/Smith Middle School
Community Representative	Justin Marchel	

Committee Role	Name	Position
Community Representative	Stephanie Rhea	
Business Representative	Carl Rhone	
Business Representative	Cheri White	
Administrator	Dr. Kyle	Superintendent
Administrator	Tammy Bright	Assistant Superintendent of Student Services
Administrator	Dr. Chris	Assistant Superintendent of School Improvement
Administrator	Dr. Andrea	Assistant Superintendent of Human Resources
Administrator	Dr. Kristi	Assistant Superintendent of Curriculum & Instruction
Administrator	Sarah Taylor	Chief Financial Officer
Administrator	Lisa Magers	Director of Community Relations
Administrator	Barry Hipp	Executive Director of District Operations
Administrator	Mike Wallace	Executive Director of Technology
Administrator	Jeri Hall	Athletic Director
Administrator	Mark McClure	CTE Director
Classroom Teacher	Elma Hernandez	Reading Specialist, Irving Elementary
Classroom Teacher	Tracy Arriola	Title I, Marti Elementary
Classroom Teacher	Chrystal Rector	Teacher, Cooke Elementary

District Funding Summary

211- Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Title I teacher allocations.		\$0.00
Sub-Total					\$0.00
255- Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Title II teacher allocations.		\$0.00
2	1	4	ESL Teacher recruitment and support		\$0.00
Sub-Total					\$0.00