

# 2023-2024 DISTRICT IMPROVEMENT PLAN

## GOALS, OBJECTIVES, AND STRATEGIES



### MISSION

The mission of Cleburne ISD in partnerships 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.

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

*Objective 1.1 – 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.*

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.
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.
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.

*Objective 1.2 – Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.*

1. Implement data tracking and progress monitoring tools in reading and math such as, but not limited to, IRLA, ENIL, and NWEA MAP.
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.
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.

*Objective 1.3 – Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.*

1. Maintain an effective credit recovery and intervention plan for who are at-risk of failing or who have failed.
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.
3. Ensure that gifted and talented students are identified and properly served through programs that enrich their learning at high levels.
4. Provide competitive athletic, fine art, and CTE programs that promote satisfaction through positive experiences that build self-esteem, self-discipline, and character.
5. Ensure that underperforming students are given appropriate accommodations for learning and assessment.

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

*Objective 2.1 – Recruit, select, assign, and retain highly-qualified educators and support staff.*

1. Annually track progress toward having staff diversity that is reflective of our students and community.
2. Conduct annual market comparison of teacher salaries in the southwest DFW area.
3. Develop, conduct, and monitor district surveys that measure teacher and staff satisfaction.
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.
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.

*Objective 2.2 – Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.*

1. Align professional development to district goals and current assessment results.
2. Integrate cultural diversity training as a component of all federal and state required trainings.
3. Design and implement a program to develop leadership skills for current and potential administrators at district and campus levels.
4. Promote and facilitate opportunities for continuing professional education.

*Objective 2.3 – Allocate resources with a specific focus on instructional improvement and increasing student achievement.*

1. Provide effective instructional resources for teachers and staff aligned to district goals.
2. Develop effective school libraries and media centers to provide students an opportunity to grow literacy skills and improve academic achievement.
3. Annually review technology equipment age, recommend necessary device replacements, and maintain district equipment standards for technology to maximize use.

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

*Objective 3.1 – 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.*

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.
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.
3. Implement and assess the effectiveness of anti-bullying, sexual harassment, suicide prevention, and teen violence programs.
4. 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.
5. Ensure that all barriers for school enrollment are addressed for homeless, migrant, and foster care students.
6. Communicate and emphasize available public and mental health resources for both students and staff.
7. 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.

*Objective 3.2 – Ensure that district policies and procedures are student-centered, relevant, equitable, consistently enforced, and data-driven.*

1. Maintain and update the district report card to reflect areas of growth and improvement in all departments.
2. Annually review the district's mentor teacher program so that it continues to support, train, and retain teachers new to the profession.
3. Sustain and refine an effective induction plan for teachers new to the district.

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

*Objective 4.1 – Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.*

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.
2. Conduct family and parent engagement programs designed to increase parental engagement and create supportive environments at home and school.
3. Intentionally schedule parent conference days during the school year in order to discuss students' academic progress with parents.
4. Ensure that district communication, such academic progress or other essential information, is provided in the family's home language whenever possible.

*Objective 4.2 – Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.*

1. Strengthen platform for strong partnerships with infant/toddler/preschool care providers to support transitions to elementary school.
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.
3. Work in partnership with the Cleburne Education Foundation to provide financial grant support for specific classroom-centered projects.
4. Solicit support from community businesses and organizations by participating in the Adopt-a-School Program.