

# Cleburne Independent School District

## Irving Elementary School

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

**The mission of Irving Elementary** is to empower scholars to achieve their personal best by cultivating character, celebrating diversity, creating community, and apply learning to real-life tasks to prepare them to positively contribute to our school, community, and world.

## Vision

**The vision of Irving:** ROAR, removing obstacles achieving results.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Irving Elementary School .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, and the district-wide aligned curriculum. ....	13
Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement. ....	16
Goal 3: All students will have a safe, supportive, and highly effective learning environment. ....	19
Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations. ....	21
RDA Strategies .....	23
Targeted Support Strategies .....	24
Additional Targeted Support Strategies .....	25
State Compensatory .....	26
Budget for Irving Elementary School .....	26
Personnel for Irving Elementary School .....	26
Title I Personnel .....	27
Policies, Procedures, and Requirements .....	28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Irving Elementary School

- **Total Enrollment:** 405
- **At-Risk Students:** 60.1%
- **Economically Disadvantaged:** 80.2%
- **Bilingual/ESL Enrollment:** 29.6%
- **Gifted & Talented:** 7.2%
- **Special Education:** 14.8%

#### Ethnicity Breakdown:

- Hispanic: 60.5%
- White: 28.4%
- African American: 4.9%
- Pacific Islander: 1.5%
- Two or More Races: 4%
- American Indian: 0.7%

#### Staffing & Ratio Info:

- Student–Teacher Ratio: 12.8:1
- Avg. Teacher Experience: 11.7 years

#### Demographics Strengths

Irving Elementary serves a richly diverse student population, with 60.5% Hispanic enrollment and nearly 29.6% of students participating in bilingual/ESL programs. This diversity

provides a strong foundation for dual language instruction and cultural inclusivity, fostering global awareness and strengthening family engagement across languages. The campus benefits from a low student–teacher ratio of 12.8:1 and an average teacher experience of 11.7 years, allowing for more individualized support and instructional consistency.

In addition, Irving actively identifies and supports a broad range of learners: 14.8% of students receive Special Education services and 7.2% participate in Gifted and Talented programs, reflecting the school’s commitment to equity and high expectations for all students. While 80.2% of students are economically disadvantaged, this demographic reality ensures Title I resources are strategically aligned to student needs, providing opportunities for robust intervention, instructional coaching, and family engagement initiatives.

These demographic strengths highlight Irving Elementary’s position as a culturally rich, inclusive, and well-supported learning community with the capacity to leverage Title I funding for meaningful academic growth and family partnerships.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Irving Elementary faces significant academic and equity challenges as a result of its student demographics. With 80.2% of students economically disadvantaged and 60.1% at-risk, many students face barriers to learning that contribute to reading and math proficiency.

**Root Cause:** Limited Access to Foundational Resources - Many students enter school with fewer early literacy, numeracy, and enrichment opportunities due to socioeconomic factors, impacting readiness for grade-level instruction.

# Student Learning

## Student Learning Summary

Accountability

Staar	Student Achievement	Academic Growth	Relative Performance	Closing the Gaps	Overall
2023	65 (D)	78 (C)	70 (C)	67 (D)	75 (C)
2024	67 (D)	83 (B)	69 (D)	70 (C)	79 (C)
2025	69 (D)	87 (B)	73 (C)	77 (C)	84 (B)

		2024 Math	2025 Math	2024 RLA	2025 RLA
	Approaches	63%	61%	82%	75%
	Meets	32%	35%	43%	42%
	Masters	8%	13%	9%	15%

Irving is identified for [targeted support and improvement](#).

TELPAS Progress Rate	2024	2025
	2 of 4 pts	3 of 4 pts

## Student Learning Strengths

Irving Elementary's student learning strengths are highlighted by significant academic growth, closing equity gaps, and increased performance at the Masters level in STAAR. Progress in TELPAS also demonstrates effective bilingual/ESL supports. These gains position Irving to continue building on instructional rigor and targeted supports to move more students from Approaches to Meets and Masters.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Although Irving Elementary demonstrates strong growth and progress in several areas, overall student achievement remains below expectations. STAAR results indicate that too few students are reaching the Meets standard in Math and Reading. Continued focus on tiered interventions.

**Root Cause:** Irving Elementary's student achievement challenges stem from inconsistent Tier 1 rigor, limited intervention capacity, and gaps in language development and academic vocabulary. While students are growing, they are not consistently moving from Approaches to Meets due to a lack of deep comprehension, stamina, and systematic small-group support.

# School Processes & Programs

## School Processes & Programs Summary

Irving Elementary has established strong programs and processes in curriculum alignment, structured literacy/math instruction, professional development, dual language programming, technology integration, and family engagement. Leadership decisions are guided by data-driven practices, and the campus schedule supports targeted intervention and enrichment.

## School Processes & Programs Strengths

- Irving Elementary has aligned its curriculum to the TEKS Resource System (TCMPC) and supplements instruction with, Heggerty, HMH Reading, Arriba la Lectura, Bluebonnet Math, IXL, and MAP Accelerator, ensuring a focus on foundational literacy, biliteracy, and numeracy.
- The campus schedule includes WIN (What I Need) intervention time, which provides structured opportunities for targeted support in Math and Reading.
- Professional development is consistent, with teachers participating in district and campus-led PD, Engage2Learn coaching cycles, and weekly PLC/data meetings.
- Leadership decisions are guided by the Campus Leadership Team, with accountability goals tracked using 4DX WIGs.
- Strong communication systems (ParentSquare, newsletters, bilingual parent letters, and PTO events) engage families in learning and Title I requirements.
- Support services (Special Education, 504, Dyslexia, GT, counseling, health services) are integrated into instructional and wraparound supports.
- Technology access is strong, with 1:1 Chromebooks in grades PK–4 and integrated programs (IXL, Amira, MAP Accelerator).

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Although Irving Elementary has established strong programs in curriculum alignment, professional development, intervention scheduling, and family communication, inconsistent Tier 1 instructional rigor and limited intervention capacity are preventing more students from reaching grade-level proficiency.

**Root Cause:** The root cause of Irving Elementary's current instructional gaps lies in inconsistent rigor in Tier 1 instruction,. While strong programs exist, they require greater fidelity, coordination, and depth of implementation to drive student proficiency forward.

# Perceptions

## Perceptions Summary

Irving Elementary conducts business with strong communication systems, community involvement, and a positive campus culture. However, greater emphasis on academic-focused parent engagement, systematic use of feedback data, and expansion of volunteer partnerships for instruction is needed to ensure organizational practices directly impact student achievement.

## Perceptions Strengths

- Parent Engagement: PTO is active, organizing family nights such as the Winter Festival, Valentine's dance, and much more.
- Communication: The campus uses ParentSquare to reach families consistently in English and Spanish.
- Community Partnerships: Irving benefits from local business partnerships (Walmart, Amazon, and Greenbrair) that provide donations, volunteers, and support for events.
- Staff Retention: Teacher turnover is relatively stable compared to similar campuses, supported by strong collegiality and mentoring.
- PBIS initiatives and schoolwide goal-setting, giving students ownership of learning and behavior.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent Engagement Depth: While events are well-attended, fewer parents participate in our academic night for literacy and math.

**Root Cause:** Parent engagement structures focus more on events and celebrations than academic involvement and capacity-building.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

## 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- 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
- T-TESS 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

# Goals

**Goal 1:** The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, and the district-wide aligned curriculum.

**Performance Objective 1:** By May 2025, the number of students performing at Meets grade level will increase by 3% in the targeted areas:





- Reading: 42% to 45%
- Math: 35% to 38%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023-2024 STAAR test results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use IRLA/ENIL, MAP, and TRS Performance Assessments as progress monitoring tools for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use IRLA/ENIL with fidelity and analyze MAP data (BOY, MOY, EOY) to drive instruction. Teachers will also use the TRS Performance Assessments to plan backwards to improve Tier 1 instruction and assess students comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, specialists, and teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be assessed at the beginning of the year to establish baseline data for progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a BOY data point for all students and build on that for instruction to meet MOY and EOY targets in MAP, IRLA/ENIL, and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, specialists, and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide additional reading support to students through after-school and Saturday school tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide additional intervention for students to increase reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, specialists, and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, integrated technology, and the district-wide aligned curriculum.

**Performance Objective 2:** Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

**High Priority**

**Evaluation Data Sources:** NWEA Map, District Assessments, Performance Assessments, Student data tracking.

**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.

**High Priority**

**Evaluation Data Sources:** Classroom performance data and GBF Coaching using the waterfall.

**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.

**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.

**High Priority**

**Evaluation Data Sources:** Teachers will use the TRS IFD, performance assessments, and district assessments to plan effective Tier 1 instruction using our HQIM.

**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.

**Evaluation Data Sources:** Use "The Cleburne Way" to evaluate implementation, Restorative Justice Practices, and Quaver Ed SEL lessons.

**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.

**High Priority**

**Evaluation Data Sources:** Use of TRS for planning instruction in weekly PLC meetings.

**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.

**Evaluation Data Sources:** Parent conferences, development of PTO, and monthly family nights.

**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.

# RDA Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	1	Teachers will use IRLA/ENIL, MAP, and TRS Performance Assessments as progress monitoring tools for reading.
1	1	2	Students will be assessed at the beginning of the year to establish baseline data for progress monitoring.
1	1	3	Provide additional reading support to students through after-school and Saturday school tutorials.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use IRLA/ENIL, MAP, and TRS Performance Assessments as progress monitoring tools for reading.
1	1	2	Students will be assessed at the beginning of the year to establish baseline data for progress monitoring.
1	1	3	Provide additional reading support to students through after-school and Saturday school tutorials.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use IRLA/ENIL, MAP, and TRS Performance Assessments as progress monitoring tools for reading.
1	1	2	Students will be assessed at the beginning of the year to establish baseline data for progress monitoring.
1	1	3	Provide additional reading support to students through after-school and Saturday school tutorials.

# State Compensatory

## Budget for Irving Elementary School

**Total SCE Funds:** \$70,677.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention. 3 FTE's cost approximately \$178,279.00.

## Personnel for Irving Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Medina	Aide	1
Reynaga	EB Speciaist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carrasquillo	Specialist	Title I	1.00
Hernandez	Specialist	Title I	1.00
Meland	Specialist	Title I	1.00

# 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:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Recruiting Teachers and Paraprofessionals	Allen Roberts	10/10/2024	Christopher Jackson	9/30/2024