

Cleburne Independent School District



2025-2026 District Improvement Plan

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!

Value Statement

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

Summary

	<u>Total Students</u>	<u>6,877</u>	<u>100%</u>
•	Hispanic/Latino	3,247	47.22%
•	White	2,846	41.38%
•	Two-or-More	331	44.81%
•	Emergent Bilingual	1,545	22.47%
•	Economically Disadvantaged	4,840	70.38%
•	Homeless	233	3.39%
•	Special Education	1032	15.01%
•	Gifted and Talented	537	7.81%
•	At-Risk	3,563	51.81%

Strengths

Cleburne ISD historically has had a very stable student population, but with the continued expansion of the DFW metroplex, we are expected to grow by 30% over the next 10 years. Our school district has a diverse student body that represents a wide range of cultural backgrounds. Our district strives to provide highly qualified teachers and staff so that all of our students are surrounded in a strong learning environment that upholds high expectations.

Student Achievement

Summary

		Spring 2024			Spring 2025			Gain/Loss		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Cieburne HS	Algebra I	73%	33%	13%	69%	31%	13%	 4%	 2%	 0%
	English I	56%	43%	12%	61%	47%	10%	 5%	 4%	 2%
	English II	71%	54%	4%	65%	50%	5%	 6%	 4%	 1%
	Biology	91%	54%	17%	88%	60%	14%	 3%	 6%	 3%
	US History	97%	69%	32%	96%	65%	30%	 1%	 4%	 2%
Wheat MS	Algebra I	96%	49%	25%	92%	53%	18%	 4%	 4%	 7%
	8th Math	47%	13%	2%	59%	29%	5%	 12%	 16%	 3%
	7th Math	60%	37%	11%	55%	33%	12%	 5%	 4%	 1%
	8th RLA	71%	44%	16%	79%	55%	22%	 8%	 11%	 6%
	7th RLA	71%	49%	25%	71%	46%	19%	 0%	 3%	 6%
	8th Social Studies	45%	18%	7%	44%	15%	6%	 1%	 3%	 1%
Smith IS	8th Science	59%	31%	8%	67%	36%	6%	 8%	 5%	 2%
	6th Math	71%	31%	7%	68%	29%	9%	 3%	 2%	 2%
	5th Math	74%	45%	13%	68%	38%	16%	 6%	 7%	 3%
	6th RLA	70%	42%	13%	68%	42%	16%	 2%	 0%	 3%
	5th RLA	72%	38%	16%	68%	47%	20%	 4%	 9%	 4%
Adams	5th Science	46%	16%	5%	57%	18%	5%	 11%	 2%	 0%
	4th Math	70%	42%	11%	56%	22%	10%	 14%	 20%	 1%
	3rd Math	57%	27%	6%	58%	34%	6%	 1%	 8%	 0%
	4th RLA	86%	32%	7%	67%	29%	11%	 19%	 3%	 4%
Coleman	3rd RLA	54%	22%	9%	63%	27%	6%	 9%	 5%	 3%
	4th Math	66%	43%	16%	75%	42%	17%	 9%	 1%	 1%
	3rd Math	59%	33%	10%	69%	32%	12%	 10%	 0%	 2%
	4th RLA	76%	41%	18%	76%	48%	12%	 0%	 7%	 6%
Cooke	3rd RLA	68%	33%	15%	83%	40%	17%	 15%	 7%	 2%
	4th Math	64%	43%	18%	65%	29%	15%	 1%	 14%	 3%
	3rd Math	51%	24%	1%	73%	39%	9%	 22%	 15%	 7%
	4th RLA	77%	49%	21%	76%	44%	21%	 1%	 5%	 0%
Gerard	3rd RLA	66%	40%	17%	86%	61%	25%	 19%	 22%	 8%
	4th Math	67%	39%	14%	85%	58%	29%	 17%	 19%	 14%
	3rd Math	73%	48%	13%	78%	54%	19%	 5%	 6%	 6%
	4th RLA	91%	60%	28%	92%	75%	40%	 1%	 15%	 12%
Irving	3rd RLA	81%	52%	20%	82%	48%	19%	 1%	 4%	 1%
	4th Math	59%	34%	10%	74%	45%	16%	 15%	 10%	 6%
	3rd Math	57%	26%	4%	46%	25%	9%	 12%	 1%	 4%
	4th RLA	79%	39%	7%	80%	48%	19%	 1%	 8%	 12%
Marti	3rd RLA	76%	41%	10%	69%	34%	10%	 7%	 7%	 0%
	4th Math	66%	32%	16%	45%	25%	6%	 21%	 7%	 10%
	3rd Math	63%	27%	6%	74%	45%	17%	 11%	 18%	 11%
	4th RLA	77%	36%	8%	67%	27%	6%	 10%	 9%	 2%
Santa Fe	3rd RLA	64%	30%	11%	78%	47%	9%	 13%	 17%	 2%
	4th Math	69%	45%	22%	62%	34%	12%	 7%	 10%	 10%
	3rd Math	48%	20%	4%	60%	25%	7%	 12%	 6%	 3%
	4th RLA	69%	43%	8%	72%	46%	21%	 3%	 3%	 13%
Santa Fe	3rd RLA	52%	32%	13%	58%	29%	12%	 6%	 3%	 1%

Strengths

- Consistent Performance in EOC Subjects:** US History, Biology, and Algebra I continue to demonstrate strong performance with very high passing rates (90%+ at Approaches in Biology and 96% in US History)

- **Growth in English I:** Improved scores across Approaches (+5%) and Meets (+4%), showing effective literacy instruction at the high school level.
- **English II Stability:** Meets and Masters rates held steady, reflecting maintained rigor in upper-level RLA instruction
- **8th Grade RLA Gains:** Approaches rose from 71% to 79%, with significant growth at Meets (+11%) and Masters (+5%), showing stronger comprehension and writing outcomes.
- **8th Grade Science:** Improved across Approaches (+8%) and Meets (+5%), indicating strengthened readiness for high school science.
- **8th Grade Math:** Notable gains at Approaches (+13%) and Meets (+16%), a strong sign of successful math interventions.
- **3rd Grade RLA:** Large increases across Approaches (+19%), Meets (+22%), and Masters (+8%), showing foundational literacy instruction is paying off.
- **4th Grade RLA:** Growth in Meets (+15%) and Masters (+12%) shows progress toward higher-level reading skills.
- **3rd Grade Math:** Significant increases at Approaches (+22%), Meets (+15%), and Masters (+7%), reflecting improved numeracy foundations.
- **4th Grade Math:** Gains at Approaches (+17%), Meets (+18%), and Masters (+14%) highlight strong instructional shifts.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1★	Cleburne ISD lags behind the state average at each STAAR performance level (all grades and subjects combined): Approaches (69% CISD, 75% State), Meets (39% CISD, 48% State) and Masters (12% CISD, 20% State)	A lack of quality lesson internalization with aligned resources and teacher coaching through observation and feedback cycles to improve Tier 1 classroom instruction is the root cause of the performance gap.

★ = Priority

District Culture and Climate

Summary

	Fall '22	Spr '23	Spr '24	Spr '25	Gain/Loss From Last School Year	Gain/Loss Since Fall 2022
Number of Teacher Respondents	264	279	370	525		
MANAGEMENT AND PROGRESS						
Overall Satisfaction with my DISTRICT.	3.66	3.71	3.75	3.75	0	0.09
Overall Satisfaction with my CAMPUS.	3.79	3.84	3.81	3.97	0.16	0.18
PERSONAL SAFETY AND BELONGING						
I feel safe at school.	4.19	4.02	4.35	4.47	0.12	0.28
The benefits provided by my district meet	3.71	3.58	3.74	3.68	-0.06	-0.03
Someone seems to care about me at	4.08	4.13	4.23	4.27	0.04	0.19
I am treated fairly by MY COLLEAGUES.	4.36	4.4	4.37	4.46	0.09	0.1
TIME AND RESOURCES						
I have the materials and resources needed	3.65	3.81	3.8	3.94	0.14	0.29
Most days, I have a manageable workload.	3.33	3.66	3.54	3.64	0.1	0.31
I have the training and skills I need to do	4.14	4.15	4.16	4.27	0.11	0.13
LEADERSHIP TRUST AND VALUES						
I understand how my daily work	4.22	4.17	4.31	4.35	0.04	0.13
My district's mission and values are	3.8	3.63	3.78	3.78	0	-0.02
My district's mission and values are	3.98	3.83	3.9	4.06	0.16	0.08
I am treated fairly by DISTRICT leaders.	4.03	4	4.04	4.05	0.01	0.02
I am treated fairly by CAMPUS leaders.	4.17	4.13	4.14	4.28	0.14	0.11
OWNERSHIP AND INPUT						
I have ownership and control over my	4.06	4.23	4.13	4.21	0.08	0.15
My opinions are heard and valued by	3.38	3.36	3.38	3.52	0.14	0.14
My opinions are heard and valued by CAMPUS leaders.	3.76	3.74	3.67	3.93	0.26	0.17
In my current role, I get to do what I do best every day.	4.04	4.08	4.11	4.21	0.1	0.17

RECOGNITION AND VALUE						
Teachers are recognized for excellent work by DISTRICT leaders.	3.33	3.29	3.67	3.72	0.05	0.39
Teachers are recognized for excellent work by CAMPUS leaders.	3.64	3.7	3.76	3.95	0.19	0.31
I feel valued for my work as a teacher.	3.47	3.62	3.57	3.76	0.19	0.29
In the past week, I've received recognition for doing my job well.	3.04	3.3	3.05	3.22	0.17	0.18
PROFESSIONAL GROWTH						
In the past year, my district has provided opportunities for me to learn and grow as a teacher.	3.92	3.98	4.07	4.05	-0.02	0.13
My school leader (or other direct supervisor) supports my career aspirations and goals.	3.98	3.97	4.03	4.18	0.15	0.2
I see a path for professional advancement in my district.	3.33	3.38	3.42	3.43	0.01	0.1

Strengths

Cleburne ISD enjoys a relatively low teacher turnover rate compared to other surrounding districts. On the 2022-23 teacher climate survey, teachers indicated they felt they were cared for and treated fairly by their colleagues, campus leaders, and district leaders. The survey data also suggests that Cleburne ISD staff are satisfied with the work they do each day.

Staff Quality, Recruitment, and Retention

Summary

087 Retention Rates	2022 - 2023
Campus	
126903 - District Rates	82.86%
126903001 - Cleburne H S	77.78%
126903002 - Team Sch	75.00%
126903041 - Lowell Smith Jr INT	80.00%
126903101 - Adams EL	78.95%
126903102 - Coleman EL	81.40%
126903103 - Marti EL	88.10%
126903104 - Irving EL	81.25%
126903107 - Ad Wheat	70.27%

Middle	
126903108 - Gerard EL	92.86%
126903109 - Cooke EL	78.85%
126903111 - Santa Fe EL	79.49%

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 ★ Teachers indicate a lack of professional advancement opportunities in Cleburne ISD to grow as a leader.	Cleburne ISD has no formal leadership pipeline development initiative to identify, recruit, select, and develop future leaders.

★ = Priority

Family and Community Engagement

Summary

Strengths

	Spr '21	Spr '22	Spr '23	Spr '24	Spr '25	From Last School	Gain/Loss Since 2021
Number of Family Respondents	550	596	523	401	410		
Teachers and staff at my child's school treat	4.3	4.31	4.16	4.12	4.29	0.17	-0.01
I am aware of my child's progress or concerns	4.02	3.97	3.89	3.94	3.97	0.03	-0.05
I am satisfied with the response I get when I	4.21	4.16	3.99	4.07	4.1	0.03	-0.11
I feel welcomed and respected in my child's	4.26	4.3	4.17	4.13	4.33	0.2	0.07
I would recommend this school to other	4.21	4.17	3.99	3.89	4.04	0.15	-0.17
My child likes to go to school.	4.11	4.05	3.88	3.75	3.86	0.11	-0.25
I feel well-informed about what is going on at	3.91	3.87	3.81	3.89	4.01	0.12	0.1
I talk with my child's teacher(s) about my	3.97	3.93	3.92	3.96	4.02	0.06	0.05
My child's teacher(s) communicate grades and	3.95	3.91	3.82	3.91	3.96	0.05	0.01
I feel comfortable talking to teachers at this	4.25	4.23	4.1	4.14	4.22	0.08	-0.03
The school environment is caring and supportive.	4.13	4.12	3.9	3.91	4.03	0.12	-0.1
The school facilities are clean and well-maintained.	4.34	4.42	4.42	4.41	4.47	0.06	0.13
Homework is productive and supports learning in the classroom.	3.92	3.94	3.71	3.87	3.9	0.03	-0.02
I am aware of the educational goals for my child.	4.15	4.08	4.02	4.15	4.14	-0.01	-0.01
I am satisfied with my child's academic progress.	4.18	4.12	4.06	4.16	4.11	-0.05	-0.07
I am satisfied with the technology and other instructional resources available to my child.	4.32	4.24	4.22	4.22	4.2	-0.02	-0.12
My child feels comfortable asking his or her teachers for help.	3.92	3.91	3.77	3.88	3.89	0.01	-0.03
Order and discipline are consistently maintained at this school.	3.84	3.82	3.5	3.67	3.78	0.11	-0.06
This school offers a wide variety of opportunities for parental involvement.	3.56	3.71	3.71	3.77	3.86	0.09	0.3
Overall, I am satisfied with my child's education at this school.	4.19	4.15	4	3.99	4.11	0.12	-0.08



Priority Problem Statements

Problem Statement

Root Cause

1
★

Cleburne ISD lags behind the state average at each STAAR performance level (all grades and subjects combined): Approaches (69% CISD, 75% State), Meets (39% CISD, 48% State) and Masters (12% CISD, 20% State)

A lack of quality lesson internalization with aligned resources and teacher coaching through observation and feedback cycles to improve Tier 1 classroom instruction is the root cause of the performance gap.

2
★

Teachers indicate a lack of professional advancement opportunities in Cleburne ISD to grow as a leader.

Cleburne ISD has no formal leadership pipeline development initiative to identify, recruit, select, and develop future leaders.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Alternative Education Accountability (AEA) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course 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
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ 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
- ☒ 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

☒ T-TESS data

☒ T-P ESS 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

☒ Action research results



Goals

Goal 1

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

Performance Objective 1 High Priority

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.

Strategy 1 Results Driven Accountability

The district will implement a system of data tracking tools and progress monitoring practices in reading and math to ensure timely, data-driven instructional decisions, targeted interventions, and continuous improvement of student outcomes.

Strategy's Expected Result/Impact: Increase in student mastery of learning standards.

Staff Responsible for Monitoring: C&I Staff, Principals

Formative Reviews

November

January

March

June

Strategy 2 Results Driven Accountability

Teachers, 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.

Formative Reviews

November

January

March

June

Strategy 3

Increase implementation of AVID proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

The district will ensure consistent, high-fidelity implementation of HQIM across all campuses by strengthening teacher internalization, PLC structures, and instructional coaching systems, resulting in improved Tier 1 instruction and increased student achievement.

Formative Reviews

No ProgressNo ProgressNo ProgressJuneNovemberJanuaryMarch

Strategy 5

The district will strategically leverage instructional support positions (instructional coaches, TDSIs, and campus leaders) to build teacher capacity and ensure high-fidelity implementation of HQIM.

Formative Reviews

No ProgressNo ProgressNo ProgressJuneNovemberJanuaryMarch

Performance Objective 2

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

Strategy 1 Results Driven Accountability

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

Strategy's Expected Result/Impact: Increase in student mastery of learning standards.

Formative Reviews

Strategy 2 **Results Driven Accountability**

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.

Formative Reviews

November

January

March

June

Strategy 3 **Results Driven Accountability**

Use a CCMR tracker student to ensure each graduate meet college and career readiness as defined by the state.

Strategy's Expected Result/Impact: Increase in percent of student meeting CCMR criteria.

Staff Responsible for Monitoring: High school counselors, Director of College and Career Readiness

Formative Reviews

November

January

March

June

Performance Objective 3

Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our students.

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

Strategy 1 **Results Driven Accountability**

Implement and sustain a responsive, data-driven MTSS framework to support students at risk of failure or who have not yet demonstrated proficiency.

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.

Formative Reviews

November

January

March

June

Strategy 2 Results Driven Accountability

Intentionally plan and schedule intervention time using Title I and Title II-funded staff 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.

Funding Sources: Title I teacher allocations. 211- Title I, Part A, , Title II teacher allocations. 255- Title II, Part A,

Formative Reviews

November

January

March

June

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.

Formative Reviews

November

January

March

June

Strategy 4

Provide competitive athletic and fine art programs that promote satisfaction through positive experiences that build self-esteem, self-discipline and character.

Strategy's Expected Result/Impact: Increase the percentage of students participating in fine art and athletic programs.

Staff Responsible for Monitoring: Monitor the student participating rate in athletic and fine art programs.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 5

Develop clarity and expectations for our MTSS framework to identify, support, and monitor students struggling academically and behaviorally, ensuring timely interventions and equitable outcomes.

Strategy's Expected Result/Impact: Increase in student mastery of learning standards.

Staff Responsible for Monitoring: Principals, campus specialists

Formative Reviews

NovemberJanuaryMarchJune

Strategy 6

Enhance academic success and language proficiency for Emergent Bilingual (EB) learners through targeted support, inclusive practices, and family engagement

Formative Reviews

NovemberJanuaryMarchJune

Strategy 7

Ensure equitable access to high-quality instruction, services, and supports that promote academic, social, and emotional success for students receiving special education services

Formative Reviews

NovemberJanuaryMarchJune

Goal 2

All students will have skilled teachers, effective leadership and 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 Source: EOY teacher turnover rate data review

Strategy 1

Continuously 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.

Formative Reviews

November

January

March

June

Strategy 2

Conduct annual market comparison of staff 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.

Formative Reviews

November

January

March

June

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.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4 **Equity Plan**

Implement programs to recognize and reward superior employee attendance, effort, and achievement including using Title II funds to recruit and support ESL certified teachers.

Strategy's Expected Result/Impact: Increased state assessment performance in reading and math, particularly for EL students.

Staff Responsible for Monitoring: Ensure that district reimburses for ESL certification exam fee and pays \$500 incentive award for achieving certification.

Funding Sources: ESL Teacher recruitment and support 255- Title II, Part A,

Formative Reviews

NovemberJanuaryMarchJune

Strategy 5 **Equity Plan**

Monitor potential disparities that result in low-income and minority students being taught at higher rates than other students by inexperienced or out-of-field teachers.

Strategy's Expected Result/Impact: Increased student growth at our lowest performing campuses in relation to higher-achieving campuses.

Staff Responsible for Monitoring: Review the campus staff data and T-TESS evaluation results, particularly at low-performing campuses.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

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

Strategy 1

Align professional development to district goals and current assessment results.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Provide opportunities for cultural diversity training as a component of all federal and state required trainings.

Formative Reviews

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Strategy 3

Design and implement a program to develop skills for current and potential leadership roles at district and campus levels.

Strategy's Expected Result/Impact: Increase in the number of staff ready to move into leadership roles.

Staff Responsible for Monitoring: Assistant Superintendents of Curriculum & Instruction and Human Resources

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

Promote and facilitate opportunities for continuing professional education.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1

Provide adequate instructional resources for teachers and staff aligned to district goals.

Formative Reviews

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June

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.

Strategy 1

Implement transition programs to prepare students and families for transition from elementary to intermediate, intermediate to middle school, middle school to high school and from high school to postsecondary education, workforce, or military.

Strategy's Expected Result/Impact: Increase in student performance at transition grade levels.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

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June

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 Reviews

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June

Strategy 3

Implement and assess the effectiveness of dating violence, anti-bullying, sexual harassment, suicide prevention, and teen violence programs: https://docs.google.com/document/d/1pdpb2U_YFjxXGdHTSrfF10wPGfLLzAfoQehG8FLHd5I/edit?usp=sharing

Formative Reviews

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January

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Strategy 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.

Formative Reviews

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Strategy 5

Ensure that all barriers for school enrollment and attendance are addressed for homeless, migrant, and foster care students.

Formative Reviews

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Strategy 6

Communicate and emphasize available public and mental health resources for both students and staff.

Formative Reviews

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Strategy 7

Identify and provide services to students identified as migratory who are failing or at risk of failing including, but not limited to, priority academic placement, targeted parent communication, and frequent progress monitoring.

Formative Reviews

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Strategy 8

Cleburne ISD will promote school safety by: monitoring & supporting all required emergency drills and safety systems, providing training and support for the Behavioral Threat Assessment Teams, supporting law enforcement's (including school resource officers & security personnel) duties as outlined in Board Policy CKE.

Formative Reviews

No Progress

November

No Progress

January

No Progress

March

June

Performance Objective 2

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

Strategy 1

Review and adjust the district's new teacher academy so that it continues to support, train, and retain teachers new to the profession.

Strategy's Expected Result/Impact: Increase in new teacher efficacy and student achievement

Staff Responsible for Monitoring: Coordinator of Professional Development

Formative Reviews

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Strategy 2

Assign campus mentors to new teachers to the profession to support professional growth and development.

Strategy's Expected Result/Impact: Increase in new teacher efficacy and student achievement

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

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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.

Performance Objective 1

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

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 Reviews

November	January	March	June
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Strategy 2

Conduct family and parent engagement programs designed to increase parental engagement and create supportive environments at home and school.

Formative Reviews

November	January	March	June
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Strategy 3

Intentionally schedule parent conference days during the school year in order to discuss students' academic progress with parents.

Formative Reviews

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Strategy 4

Ensure that district communication, such as academic progress or other essential information, is provided in the family's home language whenever possible.

Formative Reviews

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June

Performance Objective 2

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

Strategy 1

Strengthen platform for strong partnerships with infant, toddler, and preschool care providers to support transitions to elementary school, especially for students potentially needing Early Childhood Special Education services.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

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Strategy 2

Continue to utilize various forms of communication including, but not limited to, social media posts, newsletters, and video announcements to inform parents, employees, students, and community of school news, recognitions, and events.

Staff Responsible for Monitoring: Director of Communication

Formative Reviews

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Strategy 3

Work in partnership with the Cleburne Education Foundation to provide financial grant support for specific classroom-centered projects.

Formative Reviews

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Strategy 4

Solicit support from community businesses and organizations by participating in the Cleburne ISD Champions program.

Formative Reviews

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Goal 5 CISD will comply with all State and Federal Mandates.

Performance Objective 1

2024-2025 Every Student Succeeds Act (ESSA) Application for Federal Funding, Other CISD Grant Applications

Evaluation Data Source: 2024-2025 Every Student Succeeds Act (ESSA) Application for Federal Funding, other CISD grant applications

Strategy 1

The Assistant Superintendent of Student Services manages state and federal grants in CISD. CISD has 7 elementary schools, 1 intermediate, and 1 middle school that meet the criteria (over 40% poverty) to operate as Title 1, Schoolwide Campuses.

Strategy's Expected Result/Impact: Expenditures will support a need identified in the comprehensive needs assessment completed by the campus, supported by a goal in the campus or district improvement plan, be deemed both reasonable and necessary, and evaluated by the end of the grant period, in a continuous improvement model.

CISD allocates Title 1PA funds to campuses based on need (ranked highest to lowest socioeconomic percentage). The bulk of T1PA funds are used for personnel, working to offer supplemental activities to support teachers and students in the following areas: emergent bilingual, math, and reading. 9 FTEs are allotted to math specialists/interventionists (approx. \$721,500.00), 5 FTEs are allotted to reading specialist/ interventionists (approx. \$379,650.00) and 4.5 FTEs for Emergent Bilingual Specialists (\$

The Assistant Superintendent of Student Services will ensure federally required equitable services are provided to participating private/ non-profit schools; for the 2024-2025 year, one school accepted equitable services and \$7,327 Title 1 dollars were set aside for this purpose.

CISD sets aside 1% of the Title 1 allotment for campus parent involvement. It is divided by a per pupil allotment based on campus enrollment. This parent involvement must be directly connected to core academic engagement.

CISD sets aside \$1,000 for a homeless allocation for non-Title 1 Campuses and \$1000.00 for Foster Care Transportation.

CISD reserves \$15,000 for summer school.

CISD uses Title 1 Crate and 806 Technologies, which is paid from Title 1 funds, at a rate of \$5,500.00.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services
Human Resources
Campus Admin

Formative Reviews

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Performance Objective 2

Coordinated Health - School Health Advisory Council (SHAC) Strategies

Strategy 1

Hold at least 4 SHAC meetings per year as outlined in the Texas Education Code.

Strategy's Expected Result/Impact: Committee membership will reflect the diverse perspectives that exist in the community. Together with parents and community, the CISD SHAC committee will make recommendations to the school board on initiatives related to student health and well being.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

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Performance Objective 3

Comprehensive School Counseling Program, Positive Behavior Supports, and Trauma Informed Care

Strategy 1

CISD incorporates and implements trauma informed care practices through:

Increasing staff and parent awareness of trauma-informed care by using resources provided by TEA. Counselors are trained on the (Adverse Childhood Experiences Study) ACEs practices which is highlighted as an intervention/awareness practice by TEA. Implementation of trauma-informed practices with ACES (included in BOY training). Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support. Training for staff is based on best practice research and evidence based materials. The CISD Counseling team is integrating trauma-informed practices in all campus counselor training at the local level.

CISD staff receive Youth Mental Health First Aid (all staff will be trained by 2029 as mandated by HB 3). In addition to district partnerships with local resources like MHMR, ESC Region 11, and other ancillary mental health authorities, the district implements a comprehensive school counseling program and trauma-informed care mandates are met. Strategy's Expected Result/Impact: Eduphoria Strive keeps track of professional learning and hours earned by staff in trauma informed care and mental health and wellness learning. Staff Responsible for Monitoring: Schools.

Strategy's Expected Result/Impact: Eduphoria Strive keeps track of all professional learning and hours earned by staff in trauma informed care and mental health and wellness learning.

Staff Responsible for Monitoring: CISD Director of Guidance and Counseling

Formative Reviews

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Strategy 2

Dating Violence:

CISD does not tolerate dating violence. The Counseling team presents staff education on the prevention and legal responsibilities related to dating violence. Students receive Teen Safety Matters (Monique Burr Foundation curriculum) in partnership with Johnson County Child Advocacy Center. Guidelines for victims include reporting outcry to a safe adult along with following district protocols for outcries, specifically that parent notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: Schools

Formative Reviews

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Performance Objective 4

Homeless Children and Youth Strategies

All students served under McKinney-Vento Act will receive identified services as required by law. Services include zero barriers to enrollment and zero out of school suspensions or truancy filings due to absences related to McKinney-Vento qualifiers. In addition, students served by the McKinney-Vento act are eligible for funding support related to needs such as: cost of AP testing, and participation in extra-curricular activities.

Evaluation Data Source: Free breakfast and lunch program, assistance with materials, uniforms, or fees for extra-curricular activities, and assistance with AP testing fees.

Strategy 1

Enroll students who seek to enroll and do not have the required enrollment documents. Students are referred to the Family Support Specialist in order that the Family Support Specialist can discern if they are entitled to be served under McKinney-Vento. If so, the Family Support Specialist works to get services set up.

Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated.

Through collaboration with campus admin and attendance clerks, students served by McKinney-Vento who have attendance concerns, are referred to the Family Support Specialist in order for the Family Support Specialist and the counselor to meet with the student and work with the families to overcome any attendance barriers. Interventions range from individual counseling to connection to community resources.

Strategy's Expected Result/Impact: Overall Success Students served through McKinney-Vento work with campuses to ensure their needs are met. This can range from participation in the free breakfast and lunch program, assistance with materials/uniforms/fees for extracurricular activities to assistance with AP testing fees.

Staff Responsible for Monitoring: Family Support Specialists, campus counselors, Director of Guidance and Counseling

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Performance Objective 5

Continuous Improvement Resulting in Equitable Access

Evaluation Data Source: PLC Observations, Walkthrough Data, & Academic Data

Strategy 1

Through Title 1 funded instructional specialists, build the instructional capacity of campus staff in high-need schools through job-embedded professional learning, lesson modeling, data disaggregation, and actionable feedback immediately and onsite, throughout the year.

Evaluate and provide feedback to ensure the staff is high quality and meeting student needs.

Continuous analysis and monitoring of student growth and progress during check ins and PLC participation. Provide interventions and staff training for continued growth.

Strategy's Expected Result/Impact: Maintain levels of experienced and and certified teachers in high need schools.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Curriculum Coordinators
Campus Admin

Formative Reviews

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State Compensatory Education

State Compensatory

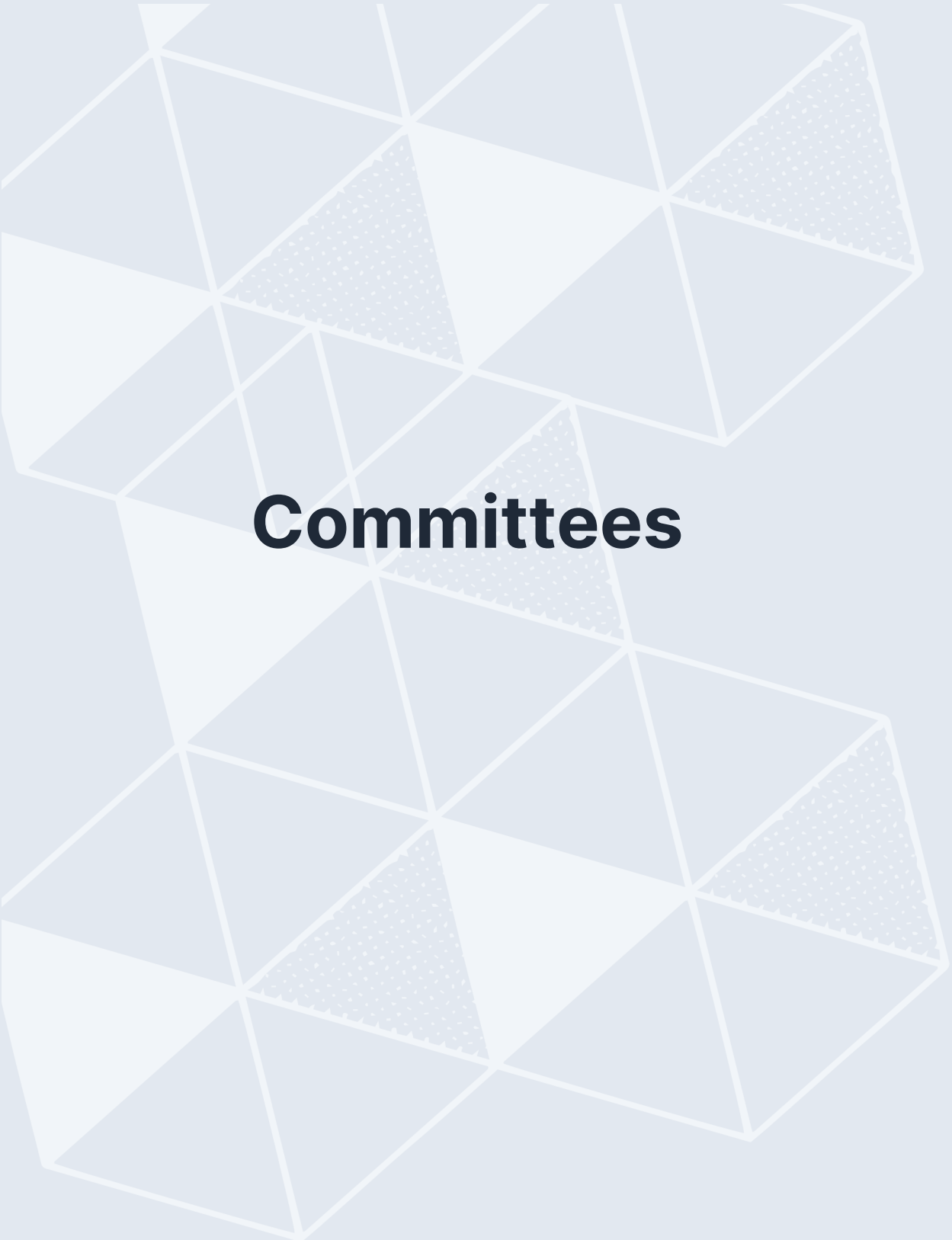
Budget for District Improvement Plan

Total SCE Funds: \$2,754,492.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention at the district level. 5 FTE's cost approximately \$265,099.00.



Committees

Committees



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

211- Title I, Part A

Goal	Performance 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	Performance 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



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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