2026-27 Campus Improvement Plan



School Name	Ciavarra Elementary School
Address	112 N. Bentson Drive
Website	
Date Presented to School Board	November 16, 2026

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Campus Site-Based Committee

Name	Position
Krystal Caddell	Community Member
Lindy Teetsel	Parent
Melissa Gutierrez	Teacher
Julie Petrash	Teacher
Carly Parson	Teacher
Ronda Shelton	Teacher
Mary Joyer	Assistant Principal
Mark Raygosa	Principal

Mission Statement

Devine ISD's Mission Statement: We empower students to maximize their educational potential and achieve lifetime success.

Vision

Core Beliefs

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Goals and Strategies

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Performance Objective 1.1:
The campus will increase family capacity to support student learning by expanding access to instructional resources, family education opportunities, and two-way communication, resulting in increased parent participation in activities that reinforce student achievement.

Evaluation Data Source(s):
Parent participation records, event sign-in sheets, parent surveys, family engagement activity logs, and parent communication records.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Host Bronco Breakfasts, Reading Under the Stars, and Family Math & Literacy Nights to connect families to academic learning. Title I, Part A Component Addressed: #6 – Strategies to increase parental involvement. ESF Lever: Lever 3.1 – Family and Community Engagement	Principal, Counselor, Grade-Level Teams	September 2026 – April 2027	**Amount** 3,000 **Source** Local Funds	Parent participation records, event sign-in sheets, parent surveys, family engagement activity logs, and parent communication records.	
Conduct Title I annual meetings and parent training sessions on supporting literacy and math at home (Bluebonnet resources).	Federal Programs Director, Principal, Counselor	September 2026 – April 2027	**Amount** 1,000 **Source** Local Funds	Sign-in sheets, Title I agendas, and evaluation forms.	
Establish a Parent Volunteer Program	Parent Liaison, Counselor	September 2026 – April 2027		Volunteer tracking records, staff feedback, and participation reports.	

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Performance Objective 1.2:
By May 2027, John J. Ciavarra Elementary will strengthen two-way communication with families by providing consistent, timely, and accessible information regarding student learning, campus programs, and school events, with communication available in English and Spanish as needed.

Evaluation Data Source(s):
Parent communication logs, newsletters, SchoolMessenger/Remind communication records, parent conference documentation, translated communication records, and parent feedback.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide families with timely information regarding campus events, instructional programs, student expectations, and school activities through multiple communication platforms.	Principal, Assistant Principal, Teachers, Office Staff	August 2026–May 2027		Copies of newsletters, communication logs, website updates, parent notices, and communication records	
Provide opportunities for families to communicate directly with teachers and campus staff regarding student progress, academic concerns, attendance, behavior, and other student needs.	Principal, Assistant Principal, Teachers, Counselor, Office Staff	August 2026–May 2027		Parent contact logs, conference records, communication documentation, and parent feedback	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.1:
By the end of the 2026–2027 school year, 75% of students will perform at or above grade level in reading, as measured by the mCLASS End-of-Year assessment. In addition, students identified as well below or below grade level will demonstrate progress towards their individualized mClass growth goals.

Evaluation Data Source(s):
Title I, Part A Component Addressed: #2 – Reform strategies that strengthen the core academic program.

ESF Lever: Lever 4.1 – High-Quality Curriculum and Lever 5.1 – Effective Instruction

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
By the end of the 2026–2027 school year, 75% of students will perform at or above grade level in reading, as measured by the mCLASS End-of-Year assessment. In addition, students identified as well below or below grade level will demonstrate progress towards their individualized mClass growth goals.	Principal, Instructional Specialist, Classroom Teachers, Instructional Coach	August 2026 – May 2027	**Amount** 3,000 **Source** Local Funds	Lesson plans and walkthrough data reflect consistent HQIM use; mClass MOY data shows increased proficiency. PLC minutes and instructional adjustments documented in lesson plans.	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.2:
By the end of the 2026–2027 school year, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning RLA curriculum-embedded assessments in Reading Fluency and Reading Comprehension, as measured by end-of-unit assessment data.

Evaluation Data Source(s):
Bluebonnet Reading curriculum-embedded assessment data, end-of-unit assessment results, PLC data-analysis documentation, LIFT walkthrough data, and student work.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement Bluebonnet Reading with fidelity in Kindergarten through Grade 2, including adherence to the district scope and sequence, lesson internalization, and use of curriculum-embedded assessments to monitor student mastery. ESF Lever: 4 – High-Quality Instructional Materials and Assessments Additional ESF Lever: 5 – Effective Instruction Federal Program: Title I, Part A – Schoolwide Program	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		Bluebonnet assessment data, lesson internalization documentation, pacing checks, classroom walkthroughs, and student work	
LIFT PLC and Observation/Feedback Cycles Utilize LIFT-supported PLCs, classroom walkthroughs, coaching, and observation/feedback cycles to strengthen implementation of Bluebonnet Reading and improve instructional practices based on student performance data.	Principal, Assistant Principal, Instructional Coach, K–2 Teachers, LIFT Support Staff	August 2026–May 2027		PLC documentation, LIFT walkthrough data, coaching feedback, Bluebonnet assessment results, and evidence of instructional adjustments	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.3:
By the end of the 2026–2027 school year, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning Math module assessments, demonstrating mastery of grade-level mathematical knowledge and skills.

Evaluation Data Source(s):
Bluebonnet Math module assessment data, PLC data-analysis documentation, LIFT walkthrough data, student work, and instructional pacing data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Bluebonnet Math Implementation Implement Bluebonnet Math with fidelity in Kindergarten through Grade 2, including adherence to the district scope and sequence, lesson internalization, appropriate instructional pacing, and use of module assessments to monitor student mastery. ESF Lever: 4 – High-Quality Instructional Materials and Assessments Additional ESF Lever: 5 – Effective Instruction Federal Program: Title I, Part A – Schoolwide Program	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		Bluebonnet Math module assessment data, lesson internalization documentation, pacing checks, classroom walkthroughs, and student work	
LIFT PLC and Observation/Feedback Cycles Utilize LIFT-supported PLCs, classroom walkthroughs, coaching, and observation/feedback cycles to strengthen implementation of Bluebonnet Math. Teachers will collaboratively analyze module assessment data, identify student misconceptions, and adjust instruction and intervention based on student needs.	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		PLC documentation, LIFT walkthrough data, coaching feedback, Bluebonnet Math module assessment results, and evidence of instructional adjustments	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.1:
The campus will ensure 100% of curriculum documents, instructional resources, and common formative assessments are aligned to the TEKS and district expectations, resulting in a guaranteed and viable curriculum that is consistently implemented across all grade levels and content areas.

Evaluation Data Source(s):
HQIM implementation walkthroughs, LIFT observation and feedback tools, lesson internalization documentation, instructional pacing guides, PLC documentation, and student assessment data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Ensure 100% of K–2 teachers consistently implement Bluebonnet Reading and Bluebonnet Math with fidelity, aligned to the TEKS and district scope and sequence.	Principal, Assistant Principal, Instructional Coordinator, K–2 Classroom Teachers	August 2026 – May 2027		Lesson plans, lesson internalization documentation, instructional pacing checks, HQIM implementation walkthroughs, curriculum-embedded assessment results, and teacher feedback	
Teachers will engage in lesson internalization, maintain appropriate instructional pacing, and utilize curriculum-embedded assessments to monitor student mastery and guide instructional decisions.	Principal, Assistant Principal, Instructional Coordinator, K–2 Classroom Teachers	August 2026 – May 2027		Lesson plans, lesson internalization documentation, instructional pacing checks, HQIM implementation walkthroughs, curriculum-embedded assessment results, and teacher feedback	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.2:
The campus will strengthen instructional effectiveness by implementing collaborative planning, vertical and horizontal curriculum alignment, and data-informed instructional practices through Professional Learning Communities (PLCs) and common formative assessments.

Evaluation Data Source(s):
PLC documentation, LIFT walkthrough and coaching data, lesson internalization documentation, curriculum-embedded assessment data, instructional pacing data, and evidence of instructional adjustments.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Conduct ongoing classroom observations, calibration walkthroughs, and instructional coaching cycles through the LIFT grant to monitor the implementation of Bluebonnet Reading and Bluebonnet Math.	Principal, Assistant Principal, Instructional Coordinator, LIFT Instructional Coaches, K–2 Classroom Teachers	September 2026 – May 2027		LIFT walkthrough and calibration records, classroom observation data, coaching logs, teacher feedback documentation, and evidence of instructional adjustments based on coaching recommendations	
Campus leadership and instructional coaches will provide timely, actionable feedback focused on lesson internalization, instructional delivery, student engagement, and alignment to curriculum expectations. Teachers will use feedback to refine instructional practices and strengthen HQIM implementation.	Principal, Assistant Principal, Instructional Coordinator, LIFT Instructional Coaches, K–2 Classroom Teachers	September 2026 – May 2027		LIFT walkthrough and calibration records, classroom observation data, coaching logs, teacher feedback documentation, and evidence of instructional adjustments based on coaching recommendations	

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement

Performance Objective 4.1:
By May 2027, 100% of Ciavarra Elementary instructional staff will participate in professional learning and mentoring opportunities aligned to district and campus instructional priorities, with 90% of staff meeting or exceeding expectations on T-TESS performance domains

Evaluation Data Source(s):
Campus employee vacancies

T-TESS walkthrough and formal evaluation data

Staff professional development records

New teacher mentor logs and feedback surveys

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Collaborate with district leadership and Human Resources to identify and communicate staffing needs and impending vacancies in a timely manner. ESF Levers: Lever 2.1 – Recruit, Develop, and Retain High-Quality Staff and Lever 2.2 – Build Capacity and Leadership	Principal, Assistant Principal, Instructional Coordinator, District Human Resources, Mentor Teachers	August 2026 – May 2027		Staffing and vacancy records, new employee orientation documentation, mentor assignments, mentoring meeting records, staff retention data, and teacher feedback	
Promote a positive and supportive campus culture through regular staff recognition, celebrations of instructional success, collaborative decision-making, and opportunities for staff to provide feedback. Campus leadership will recognize staff contributions, encourage teamwork, maintain open communication, and provide ongoing support to promote staff satisfaction,	Principal, Assistant Principal, Instructional Coordinator, Campus Leadership Team, Sunshine Committee	August 2026 – May 2027		Staff climate and satisfaction survey results, staff participation in recognition activities, faculty meeting documentation, staff feedback, and staff retention data	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
professional growth, and retention. Title I: 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					
Provide new teachers and instructional staff with campus orientation, mentoring, instructional resources, and ongoing administrative support to promote professional growth, successful implementation of campus instructional expectations, and staff retention.	Principal, Assistant Principal, Instructional Coordinator, District Human Resources, Mentor Teachers	August 2026 – May 2027		new employee orientation documentation, mentor assignments, mentoring meeting records, staff retention data, and teacher feedback	

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement

Performance Objective 4.2:
By May 2027, John J. Ciavarra Elementary will strengthen staff morale and school culture by increasing opportunities for staff recognition, collaboration, feedback, and support, with at least 90% of staff indicating a positive perception of campus culture and administrative support on end-of-year staff feedback or climate survey data.

Evaluation Data Source(s):
Staff climate surveys, staff feedback, meeting documentation, recognition records, participation data, and staff retention data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement regular staff recognition and appreciation activities that acknowledge employee contributions, accomplishments, attendance, and support of campus goals.	Principal, Assistant Principal, Campus Leadership Team, Sunshine Committee	August 2026–May 2027		Recognition records, staff participation, staff feedback, climate survey results	

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

Performance Objective 5.1:
By May 2027, John J. Ciavarra Elementary will reduce the number of documented student behavior incidents occurring in unstructured learning environments, including playgrounds, cafeterias, restrooms, and hallways, by 20%, from 86 incidents in 2025–2026 to no more than 69 incidents in 2026–2027, through consistent supervision, clearly defined behavioral expectations, and proactive behavior interventions.

Evaluation Data Source(s):
Discipline incident data, location-specific behavior reports, referral data, supervision walkthroughs, and behavior intervention documentation.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement consistent campus-wide behavioral expectations, supervision procedures, and proactive behavior management strategies in unstructured learning environments, including playgrounds, cafeterias, restrooms, and hallways. Title I: 2.5, 2.6, 4.1, 4.2 ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Principal, Assistant Principal, Counselor, Classroom Teachers, Paraprofessionals, Campus Staff	August 2026 – May 2027		Student behavior incident reports, discipline referral data, supervision schedules, campus walkthroughs, and documentation of behavioral expectations and interventions	
Staff will explicitly teach and reinforce appropriate student behavior, utilize active supervision, and consistently follow campus procedures to maintain a safe and supportive learning environment.	Principal, Assistant Principal, Counselor, Classroom Teachers, Paraprofessionals, Campus Staff	August 2026 – May 2027	**Source** Local Funds	Student behavior incident reports, discipline referral data, supervision schedules, campus walkthroughs, and documentation of behavioral expectations and interventions	

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

Performance Objective 5.2:
By May 2027, John J. Ciavarra Elementary will maintain an average daily student attendance rate of at least 97% by strengthening family communication, implementing proactive attendance interventions, expanding access to social-emotional and mental health supports, and fostering positive relationships that promote student engagement, school connectedness, and a sense of belonging.

Evaluation Data Source(s):
Average Daily Attendance, six-week attendance reports, chronic absenteeism data, attendance intervention records, parent contact logs, counseling/support records, and student/family climate feedback.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Monitor student attendance regularly to identify patterns of absenteeism and students at risk of chronic absenteeism.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027	**Description** ASCENDER attendance reports, district attendance procedures, parent communication platforms, campus newsletters, attendance intervention resources, parent conference documentation	Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention documentation, and progress toward maintaining a 97% average daily attendance rate	
Campus staff will communicate with families regarding attendance concerns, provide timely interventions, and collaborate with parents to address barriers to regular school attendance.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027		Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
				documentation, and progress toward maintaining a 97% average daily attendance rate	
Attendance expectations and the importance of consistent school attendance will be communicated through campus newsletters, parent conferences, and other communication platforms.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027		Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention documentation, and progress toward maintaining a 97% average daily attendance rate	