

# John J. Ciavarra Elementary – Targeted Improvement Plan (TIP) Board Report

**Presented by:** Mark Raygosa, Principal

**Date:** November 2025

**Purpose:** To present the John J. Ciavarra Elementary Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

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## Background

John J. Ciavarra Elementary was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards.

As a PK–2 campus, Ciavarra Elementary does not administer STAAR assessments. Therefore, the Texas Education Agency determines its accountability rating through a **campus pairing system** with **Devine Intermediate School**, which serves STAAR-tested grades (3–5).

The performance data from the paired campus is used, along with other district data, to determine Ciavarra Elementary’s rating. This pairing ensures that all campuses are evaluated within the TEA’s **multi-faceted accountability system**, which measures:

- **Student Achievement**  
**School Progress**  
**Closing the Gaps**

By presenting this plan, Ciavarra Elementary fulfills the required assurance that all stakeholders—including the Board—are informed and engaged in the improvement process.

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## Understanding Accountability for Non-STAAR Campuses

- Campuses without STAAR test grades are paired with a district campus that does administer STAAR assessments.
- The paired campus’s performance data is used to assign the accountability rating for the non-tested campus.

- This approach ensures every campus receives an equitable evaluation within the state accountability framework.
- Ciavarra Elementary is paired with **Devine Intermediate School** for accountability purposes for the 2025–2026 school year.
- Ratings are based on performance in the **three domains** of Student Achievement, School Progress, and Closing the Gaps, supported by additional metrics like attendance and early literacy growth.

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## Summary by Plan Component

### 1. Student Outcome Goals

The plan sets measurable student achievement and growth goals for the 2025–2026 school year:

Component	2024–2025 Baseline	2025–2026 Goal	Growth Target
Reading (myView / mCLASS / 95%)	54% at or above grade level	64%	+10 pts
Math (Bluebonnet HQIM / IXL)	48% at or above grade level	60%	+12 pts
Foundational Literacy (PK–2 Early Reading Indicators)	62%	75%	+13 pts
TELPAS Growth	35%	55%	+20 pts
Student Success (Attendance & Behavior)	92% attendance	95%	+3 pts

These goals focus on early literacy and numeracy development, ensuring foundational readiness for STAAR-tested grades at Devine Intermediate.

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## 2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, Ciavarra Elementary identified the following root causes:

- Inconsistent instructional alignment between HQIM (myView, Bluebonnet) and TEKS Resource System.
  - Limited Tier 1 fidelity and inconsistent use of progress monitoring tools (mCLASS, IXL).
  - Gaps in phonics and foundational skill instruction across early grades.
  - High variability in teacher experience requiring intensive coaching and modeling.
  - Limited reteach cycles and data-driven intervention during WIN time.
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## 3. Turnaround Plan Focus

The campus improvement plan centers on **high-quality instruction, data-driven practices, and targeted intervention**:

- Full implementation of **HQIM**: myView (Reading/Language Arts) and Bluebonnet (Math).
  - **WIN (What I Need)** time structured for targeted reteach and intervention.
  - **Instructional coaching cycles** aligned to TEA's Research-Based Instructional Strategies.
  - Frequent **data checkpoints** through mCLASS, IXL, and formative assessments.
  - Collaborative push-in support between classroom teachers and interventionists.
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## 4. Milestones

Key milestones ensure implementation fidelity and continuous progress:

- **November 2025:** HQIM alignment verified through walkthroughs and PLC evidence.
  - **February 2026:** Midyear data review reflects 10% growth in mCLASS composite scores.
  - **April 2026:** 80% of teachers demonstrate proficiency on instructional look-fors.
  - **May 2026:** Campus meets or exceeds targeted reading and math proficiency goals.
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## 5. Performance Management

- Biweekly walkthroughs focused on HQIM fidelity and instructional look-fors.
  - Three-week PLC data review cycles to analyze progress and reteach plans.
  - Six-week administrative review meetings to adjust strategies and monitor goals.
  - Documentation of coaching cycles and reflection through Eduphoria Strive and T-TESS.
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## 6. Capacity Building and Professional Development

Professional learning strengthens teacher capacity and consistency in instruction:

- **New Teachers:** Coaching, modeling, and mentorship on HQIM and classroom management.
  - **All Teachers:** Collaborative PLCs focused on lesson internalization and data analysis.
  - **Special Populations:** Training on TELPAS, SPED inclusion practices, and linguistic supports.
  - **Leadership Team:** Guided by DCSI and Region 20 School Improvement specialists.
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## 7. Resource Allocation

- **Title I Funds:** Support instructional coaching, intervention staffing, and supplemental materials.
  - **Bluebonnet Implementation Grant:** Funds HQIM resources and professional development.
  - **Local Funds:** Sustain IXL, mCLASS, and early literacy/phonics tools.
  - **Strategic Scheduling:** Protects WIN time and PLC collaboration within the master schedule.
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## 8. Stakeholder Engagement and Assurances

Stakeholder engagement has guided the plan development:

- **Campus Leadership Team & SBDM** – Reviewed data, root causes, and strategies.
  - **Teachers & Staff** – Contributed through PLC discussions and surveys.
  - **Parents & Community** – Engaged through the November 12, 2025, Parent Engagement Meeting.
  - **Board of Trustees** – Reviewing and acknowledging the TIP to meet TEA assurance requirements.
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## 9. Monitoring and Evaluation

The campus will measure effectiveness using:

- Regular mCLASS, IXL, and HQIM progress data.
  - Walkthrough feedback aligned to TIP priorities.
  - Early literacy and numeracy growth across grade levels.
  - Continuous Improvement Platform (CIP) submissions to TEA.
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## 10. Next Steps

- Obtain **Board review and acknowledgment** of the Ciavarra Elementary TIP.
  - Submit plan and assurance documentation to TEA by **November 21, 2025**.
  - Continue progress monitoring cycles and teacher coaching supports.
  - Provide midyear and end-of-year updates to the Board and stakeholders.
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## Conclusion

The John J. Ciavarra Elementary Targeted Improvement Plan represents a unified effort to strengthen foundational instruction, improve literacy and numeracy outcomes, and prepare all students for success as they advance to STAAR-tested grades.

By presenting this plan to the Board of Trustees, the campus fulfills TEA's assurance of stakeholder engagement and demonstrates a shared commitment to continuous improvement and student achievement.