

Waxahachie Independent School District

Clift Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Clift Elementary is to strive to serve the community by fostering authentic student growth through high levels of innovative learning.

Vision

Our vision is to be a campus where innovation thrives and growth is limitless.

Value Statement

Clift Elementary's Collective Commitments:

We will work collaboratively to create a safe learning environment by consistently implementing PBIS strategies and modeling expected behavior, which fosters creative learners and problem solvers.

We will work in collaborative teams to ensure we are serving all stakeholders with empathy and compassion.

We will diligently work as a collective team to empower ALL students to take ownership of their learning by providing rigorous lessons that include:

- Student choices - assignments, stations, etc
- Hands-on learning experiences/ Project Based Learning
- Targeted Intervention and Enrichment
- Differentiated instruction - small group
- Flexible assessments - Various common formative assessments and Summative assessments

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clift is one of seventeen campuses in Waxahachie ISD and is a Title 1 school-wide campus with 71% of the student body identified as Economically Disadvantaged. The student population consists of 439 students total with 38% Hispanic-Latino, 37% Black-African America, 22% White and 4% Two-or-More. All professional staff are state certified and paraprofessionals have appropriate certifications. Clift is one of the district's campuses implementing a Positive Behavioral Education System. Clift Elementary has one Life Skills classroom along with one Behavior Unit. 4% of the student body have been identified as Gifted and Talented, about 4% are served under 504 and about 0.68% are being served through special education.

While the campus does not offer bilingual education, we do have English Language Learners and at least one ELAR teacher per grade level that is certified to teach English as a Second Language. About 3% of the Clift students population meet the eligibility criteria for ELL services and 3% and Emergent Bilingual.

Demographics Strengths

The campus librarian continues to incorporate cultural awareness through purposeful planning of activities and themed research projects that students present.

Third grade students are supported by community volunteers through the Adopt-A-Class program.

Students and staff are emotionally and financially supported by the Parent Teacher Organization by funding educational tools, field trips, school-wide field day, and teacher appreciation.

A \$1000 scholarship is offered to a graduating high school senior who previously attended Clift Elementary as a 5th grade student and who plans to further his/her education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): To continue the success of Clift's Elementary PBIS system, the committee the committee will need to refine the current discipline system to address the newly developed behaviors presented during the school year. **Root Cause:** Referral data shows a need for refinement of the school-wide effective discipline plan.

Problem Statement 2 (Prioritized): Clift Elementary will reduce the percentage of males receiving office referrals, safety protocols and counseling. **Root Cause:** Lack of advertised opportunities to increase male participate on campus.

Problem Statement 3 (Prioritized): Clift will reduce the number of absences/tardies that occur during the school year. **Root Cause:** Lack of applied consequences for excessive absences or tardies.

Problem Statement 4: Clift Elementary will improve the consistency of creating balanced class rosters. **Root Cause:** High percentage of Sp.Ed. population; Sp.Ed. teachers are allowed to schedule/ create groups for clustering rosters before Gen. Ed. teachers.

Student Learning

Student Learning Summary

Student needs are assessed through various assessments such as MAP Growth, MAP Fluency, Interims, TxKEA (Kindergarten), and the State of Texas Assessment of Academic Readiness (STAAR). Students receive extra support and intervention through the MTSS process, Reading Intervention, Dyslexia, BUILD small groups, and Special Education.

Student Learning - Academic Achievement Summary:

MAP Growth

From Fall 2023-Winter 2023

- **1st grade: Reading 49% did not meet projected growth and Math 43% did not meet projected growth.**
- **2nd grade: Reading 56% did not meet projected growth and Math 42% did not meet projected growth**
- **3rd grade: Reading 35% did not meet projected growth and Math 57% did not meet projected growth.**
- **4th grade: Reading 60% did not meet projected growth and Math 46% did not meet projected growth.**
- **5th grade: Reading 47% did not meet projected growth and Math 42% did not meet projected growth.**

***504 Students: 51% did not meet projected growth from Fall 2023-Winter 2023 on MAP.**

***SPED Students: 67% did not meet projected growth from Fall 2023-Winter 2023 on MAP.**

Interim Data

G3 RLA					G3 Math				
	DNM	APP	ME	MA		DNM	APP	ME	MA
504	71% (5)	14% (1)	14% (1)		504	86% (6)	14% (1)		
SPED	65% (11)	18% (3)	12% (2)	6% (1)	SPED	72% (13)	6% (1)	22% (4)	
GT				100% (3)	GT				100% (3)
EB	44% (4)	22% (2)	22% (2)	11% (1)	EB	89% (8)			11% (1)
GE	21% (15)	24% (17)	21% (15)	33% (23)	GE	45% (30)	22% (15)	28% (19)	4% (3)
ALL	32% (33)	22% (23)	19% (20)	26% (27)	ALL	54% (55)	17% (17)	23% (23)	6% (6)

G4 RLA					G4 Math				
	DNM	APP	ME	MA		DNM	APP	ME	MA
504	57% (8)	7% (1)	14% (2)	21% (3)	504	71% (10)	14% (2)	7% (1)	7% (1)
SPED	74% (17)	13% (3)	9% (2)	4% (1)	SPED	83% (19)	9% (2)		9% (2)
GT				100% (5)	GT		20% (1)		80% (4)
EB	56% (5)	11% (1)	22% (2)	11% (1)	EB	33% (2)	33% (2)	17% (1)	17% (1)
GE	38% (23)	8% (5)	25% (15)	30% (18)	GE	57% (35)	15% (9)	11% (7)	16% (10)
ALL	46% (50)	9% (10)	19% (21)	26% (28)	ALL	61% (66)	15% (16)	8% (9)	17% (18)

G5 RLA					G5 Math					G5 Science				
	DNM	APP	ME	MA		DNM	APP	ME	MA		DNM	APP	ME	MA
504	36% (5)	7% (1)	29% (4)	29% (4)	504	69% (9)	8% (1)	15% (2)	8% (1)	504	69%	31%	15%	15%
SPED	70% (16)	4% (1)	13% (3)	13% (3)	SPED	67% (16)	17% (4)	17% (4)		SPED	70%	30%	15%	10%
GT				100% (4)	GT			33% (1)	67% (2)	GT				100% (3)
EB	56% (5)	22% (2)	11% (1)	11% (1)	EB	57% (4)	14% (1)		29% (2)	EB	57%	43%	14%	14%
GE	19% (9)	13% (6)	28% (13)	40% (19)	GE	47% (21)	16% (7)	27% (12)	11% (5)	GE	49%	51%	20%	11%
ALL	35% (33)	11% (10)	22% (21)	32% (30)	ALL	54% (50)	14% (13)	20% (19)	12% (11)	ALL	55%	45%	22%	15%

DRA (K-2)

- Kindergarten **MOY 30 %** of students reading below grade level.
- First Grade: **BOY 43%** of students reading below grade level and **MOY 40%** of students reading below grade level.

Second Grade: BOY 51 % of students reading below grade level and **MOY 41 %** of students reading below grade level.

Student Learning Strengths

- *All 12 GT students in grades 3-5 scored masters on the STAAR Reading Interim.
- *The three 5th grade GT students scored masters on the STAAR Science Interim.
- *51% of 1st grade students met projected growth on MAP Growth for reading.
- *65% of 3rd grade students met projected growth on MAP Growth for reading.
- *53% of 5th grade students met projected growth on MAP Growth for reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant amount of 3rd, 4th, 5th grade students receiving special education services are not meeting academic levels of proficiency. **Root Cause:** There were four first year teachers in grades 3-5 with no prior teaching experience. There were also six teachers in grades 3-5 with less than 5 years of teaching experience. The 4th grade math teaching position, with the Sp.Ed. cluster of students, who had the responsibility of teaching 3/5 of the fourth grade students was not filled with a consistent staff member for the 23-24 school year.

Problem Statement 2 (Prioritized): Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading). **Root Cause:** There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.

Problem Statement 3 (Prioritized): Inconsistencies in the continuation of scheduled targeted and structured intervention time led to a decrease in closing student's academic gap. **Root Cause:** There was a lack of consistent staff available to provide intervention along with shifts in the master schedule due to the adoption of the new curriculum led to changes in intervention.

School Processes & Programs

School Processes & Programs Summary

Teachers utilize Essential Standards, subject-specific frameworks, Instructional Time Standards, district provided lesson plans for Amplify and Stemscopes to complete the planning process for instructional delivery. All of these items are easily accessed via WISD Teaching, Learning and Innovation Hub located in Classlink. Teachers can also access Bridge courses via Classlink to engage in online professional learning provided by the district. WISD Teaching, Learning and Innovation department also provides professional learning, where teachers and professionals across the district collaborate and share ideas to enhance teaching and learning on campuses.

Using the Texas Teacher Evaluation and Support System (T-TESS), teachers set personal and professional goals to ensure and enhance academic performance of students. T-TESS also allows administrators to coach teachers and provide specific feedback to help teachers enhance their skill set.

Clift Nation TV, faculty meetings, classroom walkthroughs, Collaborative Team Meetings (CTM) and MTSS meetings are implemented throughout the school year.

Teachers utilize: Measures of Academic Progress assessments (MAP), Development Reading Assessment (DRA), District Common Formative Assessments (CFAs), TELPAS, Interims, unit assessments, teacher observations, State of Texas Assessment of Academic Readiness (STAAR) assessments, and other informal assessments to monitor progress. Our campus has daily Intervention Times scheduled, such as What I Need (W.I.N.) Time and Enrichment.

In addition to the general education population, we service students with special educational needs (Specific Learning Disability, Emotionally Disturbed, Autism, Gift and Talented, Dyslexia, and English Language Learners.) We house specialized structured classes to support students in need of these services, including Life Skills and Positive Behavior Support Education (PBSE.) The Professional Learning Community plans via Collaborative Team Meetings and MTSS meetings in order to meet students' needs in all content and social-emotional areas. Teachers monitor progress using the aforementioned assessments, personalized English Language Learner goals, and Individual Education Plan (IEP) goals through the Special Education Department.

Our GT students are provided instruction by a GT-certified professional and each student has an Advanced Learning Plan that is updated with goals each grading period. GT students participate in Brain Stretch sessions and are invited to events led by the District Advanced Academics Department.

Teachers meet 4 times a week during Collaborative Team Meetings to address the 4 critical questions for student growth, including internalizing lesson plans, planning ways to engage students and discussing intervention strategies, analyzing student data and progress, and planning for how they will enrich student learning. Students that indicate a need for intervention beyond Tier 1 level of instruction are discussed at a Multi-Tiered Systems of Support (MTSS) meeting, which include grade-level teachers, the school administrator, school counselor, Reading Intervention Teacher, Title 1 Intervention Teacher, and Dyslexia Teacher.

Teachers and administrators also utilize Panorama to streamline our Multi-Tiered System of Supports (MTSS) process and store our progress monitoring data regarding students' academic or behavioral needs.

Social Emotional Learning (SEL) lessons are implemented and embedded in the master schedule. Our counselor provides daily SEL lessons to teach various skills to help manage emotions, establish & maintain friendships, and make responsible & caring decisions.

Morning tutoring was offered for 3-5 grade students in accordance with House Bill 4545 Guidelines. After school child care was offered on campus through the YMCA.

We worked closely with PTO to encourage parent involvement throughout the school year, such as events like Storybook Pumpkin, DEAR day, Book Fair, Field Day, Penny Wars, Grade Level Performance, Clifftmas, Art Show, Turkey Trot, Open House, Family Spirit Nights, 2nd-5th STARR Family Night, classroom parties, field trips, and literacy nights.

Regarding English Language Learners: Teachers follow the English Language Proficiency Standards (ELPS) along with content objectives when planning for English language learners. The classroom teacher decides what key vocabulary, concept words and other academic words to emphasize based on student needs. Planning is done with multiple teachers and professionals in order to successfully meet the needs of the student in all content areas. Teachers must take into consideration the appropriate developmental stages of the students. Teachers who have English Language Learners in their classrooms meet yearly to complete Texas English Language Proficiency Assessment (TELPAS)

where students' writing samples are analyzed and scored. Other student skills assessed via TELPAS include the following areas: Reading, Listening and Speaking. Teachers with ELL students also monitor progress throughout the year.

School Processes & Programs Strengths

Clift has traditions that staff, students, and families look forward to. Teachers and staff are committed to ensuring all students grow academically. Our staff collaborates with Instructional Coaches, the Diagnostician, and special education teachers. Guided Coalition Meetings, CEIC, and Staff Meetings are held monthly to streamline communication on campus. Professional Development opportunities can be found easily through Strive. Tutoring is offered before/after school. Zearn and Lexia have been implemented as a tool to support learning.

The master schedule is created with a backward design in which the campus reviews all student services before setting content area blocks, specials, lunch and recess times. This process helps to ensure all students' needs are met and services are able to be provided, such as special education resource time, inclusion time, Dyslexia MTA program, etc. The master schedule maximizes the amount of time spent in instruction.

The implementation of SEL was completed daily. Lessons helped improve student behavior. This dedicated time allowed students and teachers to build stronger relationships within the classroom.

Collaborative Team Meetings are held daily by each grade level meeting 4 days each week, and typically include all grade-level teachers, the instructional coach and administration. Students had the opportunity to participate in Enrichment time while teachers engaged in the PLC process during Collaborative Team Meetings (CTMs).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for a cohesive data tracking across the campus/grade level. **Root Cause:** Currently each teacher uses their own way to document/ track data.

Problem Statement 2 (Prioritized): There is a need for a consistent documented data dig plan for grade level teams and documentation of supports given to students to aid in MTSS, retention, parent conferences, etc **Root Cause:** Teachers spent time internalizing and creating materials for the new curriculum - Amplify.

Problem Statement 3 (Prioritized): There is a need for more consistency with all staff using the PBIS Language/ CHAMPS procedures to enforce clear behavioral expectations for all students. **Root Cause:** Refresher trainings of campus wide procedures needed for staff throughout the year, specifically new teaching staff onboarded after August

Perceptions

Perceptions Summary

Students and staff enjoy coming to school and feel safe on campus. Students feel encouraged by teachers to keep trying when work gets hard. They feel that they are growing as learners. The campus has increased family involvement and consistent communication. Parents feel safe and satisfied with the quality of education that our school provides. They believe that student learning is a priority at Clift Elementary.

Our Parent Teacher Organization (PTO) has been extremely helpful and supportive. They are always willing to help meet campus needs for students as well as staff. PTO continues to provide the student scholarship award and supported the campus in providing items for teachers throughout the year.

Perceptions Strengths

Strengths indicated from our campus and student survey include:

97% of students believe that they learn a lot in class

94% of students take pride in their work

93% of students believe that the work they do in class really makes them think and keeps them busy

97% of staff are committed to helping the district achieve its goals

88% of staff believe that they have the tools and resources they need to be successful

97% of parents believe that Clift Elementary has the necessary supplies and materials

90% of parents believe student learning is a priority

89% of parents believe that Clift Elementary has a safe environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Undesired student behaviors impact instruction for others. **Root Cause:** Basic needs aren't being met, lack of social emotional skills

Problem Statement 2 (Prioritized): There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade. **Root Cause:** Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.

Problem Statement 3 (Prioritized): There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. **Root Cause:** Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.

Priority Problem Statements

Problem Statement 1: A significant amount of 3rd, 4th, 5th grade students receiving special education services are not meeting academic levels of proficiency.

Root Cause 1: There were four first year teachers in grades 3-5 with no prior teaching experience. There were also six teachers in grades 3-5 with less than 5 years of teaching experience. The 4th grade math teaching position, with the Sp.Ed. cluster of students, who had the responsibility of teaching 3/5 of the fourth grade students was not filled with a consistent staff member for the 23-24 school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading).

Root Cause 2: There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistencies in the continuation of scheduled targeted and structured intervention time led to a decrease in closing student's academic gap.

Root Cause 3: There was a lack of consistent staff available to provide intervention along with shifts in the master schedule due to the adoption of the new curriculum led to changes in intervention.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: To continue the success of Clift's Elementary PBIS system, the committee the committee will need to refine the current discipline system to address the newly developed behaviors presented during the school year.

Root Cause 4: Referral data shows a need for refinement of the school-wide effective discipline plan.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Undesired student behaviors impact instruction for others.

Root Cause 5: Basic needs aren't being met, lack of social emotional skills

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus.

Root Cause 6: Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Clift Elementary will reduce the percentage of males receiving office referrals, safety protocols and counseling.

Root Cause 7: Lack of advertised opportunities to increase male participate on campus.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need for more consistency with all staff using the PBIS Language/ CHAMPS procedures to enforce clear behavioral expectations for all students.

Root Cause 8: Refresher trainings of campus wide procedures needed for staff throughout the year, specifically new teaching staff onboarded after August

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade.

Root Cause 9: Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Clift will reduce the number of absences/tardies that occur during the school year.

Root Cause 10: Lack of applied consequences for excessive absences or tardies.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need for a cohesive data tracking across the campus/grade level.

Root Cause 11: Currently each teacher uses their own way to document/ track data.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a need for a consistent documented data dig plan for grade level teams and documentation of supports given to students to aid in MTSS, retention, parent conferences, etc

Root Cause 12: Teachers spent time internalizing and creating materials for the new curriculum - Amplify.

Problem Statement 12 Areas: School Processes & Programs

Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including MAP, DIBBLES, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher-developed common formative assessments, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Clift Elementary will continue to establish and maintain a Guided Coalition that will meet to facilitate and lead the PLC process to address instructional needs, etc.</p> <p>Strategy's Expected Result/Impact: Increase student growth and implementation of highly effective instruction</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Our classroom teachers and Guided Coalition will use multiple forms of data to measure and respond to students, including MAP, Interim assessments, Quick Checks, and unit tests.</p> <p>Strategy's Expected Result/Impact: Proactive measure to note student academic growth and opportunity to create an action plan base on student needs</p> <p>Staff Responsible for Monitoring: All classroom teacher and Guided Coalition</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize district created formative and summative assessments for all essential standards in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will demonstrate consistent instructional routines, implement effective instructional strategies, and adhere to the campus's academic master schedule as evidenced by T-TESS walkthrough data and "Look-For" walkthroughs.</p> <p>Strategy's Expected Result/Impact: Academic Growth and Increased Instructional time</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Clift Elementary designed the Master schedule that will allot for a daily 90 minute planning time for grade level teachers to participate in designated PLC (Professional Learning Community) time.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 6 Details	Reviews			
<p>Strategy 6: Clift Elementary will continue to implement a master schedule that allows all students (K-5) with an additional 30 minute block of specific and differentiated intervention for reading and/or math daily; this time is also an opportunity for students in grades 4 and 5 to gain hours towards their HB4545 accelerated learning plan if necessary.</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: Administrators will purchase resources needed to implement high quality and effective instruction in all subject areas. Purchase decisions will be made collaboratively with the Campus Education Improvement Committee (CEIC).</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1, 2 Funding Sources: Learning W/O Tears - Title I (211) - keyboarding - \$1,638.50</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: Students needing intervention or who are identified as At-risk will be served by an interventionist and an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3 Funding Sources: Salaries - Title I (211) - \$106,258</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 9 Details	Reviews			
<p>Strategy 9: Our campus Reading Interventionist will implement the BUILD program with students identified in Kindergarten moving into first grade as needing intensive reading intervention.</p> <p>Strategy's Expected Result/Impact: Early intervention and student academic growth</p> <p>Staff Responsible for Monitoring: Campus Administration and Reading Interventionist</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 10 Details	Reviews			
<p>Strategy 10: Our Lead Campus Interventionist will utilize Benchmark Phonics, iReady and other district approved resources to specifically provide reading intervention to increase reading levels in K-5th grade. The lead campus interventionist will work with the distinguished math teacher to implement Eureka Math remediation exercises with students in need of a Tier 2/3 intervention for math.</p> <p>Strategy's Expected Result/Impact: Academic growth</p> <p>Staff Responsible for Monitoring: Campus Administration and Lead Campus Interventionist</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 11 Details	Reviews			
<p>Strategy 11: To increase attendance Clift Elementary will partner with classroom teachers and the community to focus our efforts on attendance by providing incentives throughout the school year along with recognitions to those who have perfect attendance as well as implementing the Principal Plan along with varied opportunities for parents to work with the school to make up missed minutes from school.</p> <p>Strategy's Expected Result/Impact: Attendance rate above 95%; increase student academic achievement</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 12 Details	Reviews			
<p>Strategy 12: Clift Elementary Special Education Resource teachers will partner with the general education teacher to continue rigorous instruction in the resource classroom by following the Tier 1 instructional plans and only scaffolding the lesson only based on students' individual educational plan.</p> <p>Strategy's Expected Result/Impact: Increase student growth for Special Education population</p> <p>Staff Responsible for Monitoring: Administrators and Special Education Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 13 Details	Reviews			
<p>Strategy 13: Clift Elementary Administrators will utilize the district data dashboard and weekly observations to provide feedback to classroom teachers on the implementation of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 14 Details	Reviews			
<p>Strategy 14: Clift Elementary will implement a master schedule that allows for all teachers (K-5th) including protected time for Special Education Teachers to meet with General Education Teachers to collaborate and engage in the PLC process.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 15 Details	Reviews			
<p>Strategy 15: Clift Elementary will develop and implement a master schedule that includes a specific intervention block that will stay consistent the entire school year and will develop a uniformed campus tutoring model that will benefit all students.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Administrators and Guided Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 16 Details	Reviews			
<p>Strategy 16: Clift Elementary will develop and implement professional learning that target MTSS, use of Panorama to track student progress, implementation of intervention and intervention strategies/ resources.</p> <p>Strategy's Expected Result/Impact: Increase in teacher performance and student academic performance</p> <p>Staff Responsible for Monitoring: Administrators and Guided Coalition</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 17 Details	Reviews			
<p>Strategy 17: Clift Elementary will develop a campus uniformed data tracking spreadsheet, a Google folder campus teachers can utilize to share ideas/strategies used to informally assess and collect data simultaneously, and a Google folder for accommodation tools, such as charts, etc to be used for each grade level.</p> <p>Strategy's Expected Result/Impact: Increase understanding of student data to determine student needs and increase in student performance</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Clift will reduce the number of absences/tardies that occur during the school year. **Root Cause:** Lack of applied consequences for excessive absences or tardies.

Student Learning

Problem Statement 1: A significant amount of 3rd, 4th, 5th grade students receiving special education services are not meeting academic levels of proficiency. **Root Cause:** There were four first year teachers in grades 3-5 with no prior teaching experience. There were also six teachers in grades 3-5 with less than 5 years of teaching experience. The 4th grade math teaching position, with the Sp.Ed. cluster of students, who had the responsibility of teaching 3/5 of the fourth grade students was not filled with a consistent staff member for the 23-24 school year.

Problem Statement 2: Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading). **Root Cause:** There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.

Problem Statement 3: Inconsistencies in the continuation of scheduled targeted and structured intervention time led to a decrease in closing student's academic gap. **Root Cause:** There was a lack of consistent staff available to provide intervention along with shifts in the master schedule due to the adoption of the new curriculum led to changes in intervention.

School Processes & Programs

Problem Statement 1: There is a need for a cohesive data tracking across the campus/grade level. **Root Cause:** Currently each teacher uses their own way to document/ track data.

Problem Statement 2: There is a need for a consistent documented data dig plan for grade level teams and documentation of supports given to students to aid in MTSS, retention, parent conferences, etc **Root Cause:** Teachers spent time internalizing and creating materials for the new curriculum - Amplify.

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure consistent implementation of the campus-wide PBIS plan in each classroom and common areas using Clift Cash and fall/spring semester T.R.I.B.E. Warrior Awards the Positive Behavior Intervention and Support Team (PBIS) will develop a yearly calendar with monthly meetings along with assigning designated roles/ responsibilities to each committee member and specific times for refresher trainings for campus-wide procedures needed for staff throughout the year, specifically new teaching staff.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, reduction in report of bullying and increased student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Clift Elementary teachers participate in consistent monthly PBIS Committee meetings where they plan and/or refine cafeteria expectations/ procedures, PBIS incentives that include House Parties/Celebrations, analyze referral data to determine trends/patterns that need to be addressed on campus, and also determine needs for campus Professional Development.</p> <p>Strategy's Expected Result/Impact: Increase staff participation and buy-in using PBIS</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Clift Elementary's PBIS committee will create varied opportunities for positive student rewards/ recognitions by developing a Clift Cash cart schedule to ensure consistency of positive awards, utilizing positive office referrals, provide tokens for the Choose Love Book Nook, select students for Chief of the Week, etc.</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Clift Elementary's PBIS committee will develop a collaborative board in the lounge to share ideas and experiences with various topics such as classroom management, dealing with difficult behavior, etc.</p> <p>Strategy's Expected Result/Impact: Increase in student learning and effective classroom management</p> <p>Staff Responsible for Monitoring: Administrators and classroom teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Clift Elementary's PBIS committee will develop a PBIS Parent Handbook to inform parents of the standards and consequences that parents and students will be required to sign off on stating that the information was shared.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behavior and parent support with behavior</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Committee and Classroom Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: To ensure a shared understanding of all safety procedures, Clift Elementary Crisis and Safety Management Team will schedule varied practice safety drills for the entire school year, along with scheduling back-up drills. The campus Threat Assessment Team will review standard protocols to stay properly trained.</p> <p>Strategy's Expected Result/Impact: Shared understanding of all "I Love You Guys" safety procedures/ guidelines</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 7 Details	Reviews			
<p>Strategy 7: Clift teachers will work collaboratively to establish community partnerships and collect donations for maintaining the Clift Comfort Closet and Clift Calming Corner.</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals; Proactive intervention to meet students' varied needs.</p> <p>Staff Responsible for Monitoring: Campus Administration and Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: Clift's school counselor and administrator will monitor campus counseling services (submissions of anonymous counselor forms, referrals to Next Steps, other mental health services, etc.) along with implementing SEL/ guidance lessons to target social emotional wellness of all students .</p> <p>Strategy's Expected Result/Impact: Increase student safety and specific supports</p> <p>Staff Responsible for Monitoring: Counselor and administrators</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: Clift administrators will design a master schedule that will allot for 15 minutes for classroom teachers to implement Choose Love - SEL lessons daily with fidelity utilizing district SEL program.</p> <p>Strategy's Expected Result/Impact: Increase social emotional wellness, positive behaviors and student well-being</p> <p>Staff Responsible for Monitoring: School counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 10 Details	Reviews			
<p>Strategy 10: Clift's school counselor will create, develop, and implement student mentorship program, including increase male presence on campus, Future Chiefs of Hachie and 5th grade mentor program.</p> <p>Strategy's Expected Result/Impact: Decrease the number of males receiving disciplinary measures, protocols & counseling.</p> <p>Staff Responsible for Monitoring: School counselor and classroom teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 11 Details	Reviews			
<p>Strategy 11: Clift Elementary will ensure that staff serving lunch duty will have a consistent set of expectations and clear communication of procedures for a smooth transition of duty; along with minimizing the number grade levels in the cafeteria during a lunch period.</p> <p>Strategy's Expected Result/Impact: Increased student safety</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 12 Details	Reviews			
<p>Strategy 12: All classroom teachers will participate in "Safety Week" to review drill procedures by implementing "I Know What to do Day" plans.</p> <p>Strategy's Expected Result/Impact: Students and staff will know routines and procedures for emergencies</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: To continue the success of Clift's Elementary PBIS system, the committee the committee will need to refine the current discipline system to address the newly developed behaviors presented during the school year. Root Cause: Referral data shows a need for refinement of the school-wide effective discipline plan.</p> <p>Problem Statement 2: Clift Elementary will reduce the percentage of males receiving office referrals, safety protocols and counseling. Root Cause: Lack of advertised opportunities to increase male participate on campus.</p>

Demographics

Problem Statement 3: Clift will reduce the number of absences/tardies that occur during the school year. **Root Cause:** Lack of applied consequences for excessive absences or tardies.

School Processes & Programs

Problem Statement 3: There is a need for more consistency with all staff using the PBIS Language/ CHAMPS procedures to enforce clear behavioral expectations for all students. **Root Cause:** Refresher trainings of campus wide procedures needed for staff throughout the year, specifically new teaching staff onboarded after August

Perceptions

Problem Statement 1: Undesired student behaviors impact instruction for others. **Root Cause:** Basic needs aren't being met, lack of social emotional skills

Problem Statement 3: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. **Root Cause:** Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Enrichment Time for all students to have the opportunity to complete keyboarding, Lexia, STEM & Amplify Projects/ Library and Zearn.</p> <p>Strategy's Expected Result/Impact: Develop well rounded students while increasing an excitement for school</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Clift Elementary will host an annual College and Career Expo during the Spring Semester of 2025.</p> <p>Strategy's Expected Result/Impact: Build strong community partnerships, increase student knowledge of different careers and college opportunities</p> <p>Staff Responsible for Monitoring: Counselor, Classroom Teachers, Campus Administration</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: School Counselor will collaborate with Howard Junior High and 5th grade teachers to conduct informational session on 6th grade Advanced Academic Pathways along with 5th grade teachers allotting time to individually conference with each 5th grade student to develop their schedule for 6th grade.</p> <p>Strategy's Expected Result/Impact: Increased enrollment advanced courses</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading). **Root Cause:** There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.

Problem Statement 3: Inconsistencies in the continuation of scheduled targeted and structured intervention time led to a decrease in closing student's academic gap. **Root Cause:** There was a lack of consistent staff available to provide intervention along with shifts in the master schedule due to the adoption of the new curriculum led to changes in intervention.

Perceptions

Problem Statement 3: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. **Root Cause:** Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Clift Elementary students will have the opportunity to participate in extracurricular activities such as Flag Crew, Student Council, UIL, and Destination Imagination.</p> <p>Strategy's Expected Result/Impact: Increased attendance while increasing the excitement for school</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 3: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. Root Cause: Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize a Clift staff member as Hero of the Week. Strategy's Expected Result/Impact: Improved appreciation for staff Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize teachers who are caught implementing "Choosing Love" strategies. These teachers will be rewarded with a Choose Love book. Strategy's Expected Result/Impact: Increased staff participation in campus SEL program and increase in positive student behavior Title I: 2.5 Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Undesired student behaviors impact instruction for others. Root Cause: Basic needs aren't being met, lack of social emotional skills</p> <p>Problem Statement 2: There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade. Root Cause: Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: The Sunshine Committee will host monthly staff luncheons. Strategy's Expected Result/Impact: Increase staff satisfaction Staff Responsible for Monitoring: Campus Admin, Sunshine Committee Members</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative team develops monthly staff morale ideas and/or creating brag boards in common areas for teachers, creation of fun themed calendars along with surprising staff with the "Woot Woot Wagon" with treats. Strategy's Expected Result/Impact: Improved appreciation for staff Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will continue listening tours with staff by conducting one-on-one meetings with staff to allow opportunities to voice concerns or share praises. Strategy's Expected Result/Impact: Increase excitement for work, staff retention Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus administrations will utilize and send out "Shout out surveys" for staff to fill in before each family meeting to give shout outs to their team members or other staff. Also, including a student survey to give shout outs to teachers. Strategy's Expected Result/Impact: Increased staff morale and staff retention Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 5 Details	Reviews			
<p>Strategy 5: Administrative team and Sunshine Committee will work together to create team building opportunities for staff to build relationships across grade levels.</p> <p>Strategy's Expected Result/Impact: Increased staff morale and camaraderie</p> <p>Staff Responsible for Monitoring: Administrators and Sunshine Committee</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade. Root Cause: Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers participate weekly in designated Collaborative Team Meeting (PLC) along with creating PLC agendas that include Norms, reflect collaborative discussions about the four guiding questions, consistent attendance and participation by all members.</p> <p>Strategy's Expected Result/Impact: Increase collaboration among staff and increase in student growth</p> <p>Staff Responsible for Monitoring: Campus Administrative Team, Instructional Coach, Grade Level Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level teachers will use Essential TEKS document in PLC collaborative team meetings as they unpack TEKS during the internalization process and during the development assessments (CFAs).</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: A significant amount of 3rd, 4th, 5th grade students receiving special education services are not meeting academic levels of proficiency. Root Cause: There were four first year teachers in grades 3-5 with no prior teaching experience. There were also six teachers in grades 3-5 with less than 5 years of teaching experience. The 4th grade math teaching position, with the Sp.Ed. cluster of students, who had the responsibility of teaching 3/5 of the fourth grade students was not filled with a consistent staff member for the 23-24 school year.</p>

Student Learning

Problem Statement 2: Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading). **Root Cause:** There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.

School Processes & Programs

Problem Statement 2: There is a need for a consistent documented data dig plan for grade level teams and documentation of supports given to students to aid in MTSS, retention, parent conferences, etc **Root Cause:** Teachers spent time internalizing and creating materials for the new curriculum - Amplify.

Perceptions

Problem Statement 2: There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade. **Root Cause:** Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development will be provided to classroom teachers, and campus administrators, in other subject areas based on data collected from ongoing walk -throughs. Along with the development of google folder of instructional resources shared amongst staff.</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Breakthrough Coach - Title I (211) - \$1,492.87</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All new hires will complete their GT certification.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and academic growth Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers will complete the Reading Academy Training.</p> <p>Strategy's Expected Result/Impact: Growth in students reading ability and assessment Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional paraprofessional will be supported in learning through Master Teacher Online and appropriate in-district trainings</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Administrators will work to complete of BOY Goal setting for instructional staff using T-TESS and meet with paraprofessionals to set individual goals for the school year.</p> <p>Strategy's Expected Result/Impact: Increase staff retention and support staff goals</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: A significant amount of 3rd, 4th, 5th grade students receiving special education services are not meeting academic levels of proficiency. Root Cause: There were four first year teachers in grades 3-5 with no prior teaching experience. There were also six teachers in grades 3-5 with less than 5 years of teaching experience. The 4th grade math teaching position, with the Sp.Ed. cluster of students, who had the responsibility of teaching 3/5 of the fourth grade students was not filled with a consistent staff member for the 23-24 school year.</p> <p>Problem Statement 2: Nearly half of the students in grade 1-5 did not meet their expected growth on MAP Reading or MAP Math (with the exception of 3rd grade reading). Root Cause: There was a shift in curriculum mid October and teachers were trying to get accustomed to the new instructional practices. Teachers did not have time for small group instruction to meet the needs of individual students due to the time they were spending on implementing the new curriculum.</p> <p>Problem Statement 3: Inconsistencies in the continuation of scheduled targeted and structured intervention time led to a decrease in closing student's academic gap. Root Cause: There was a lack of consistent staff available to provide intervention along with shifts in the master schedule due to the adoption of the new curriculum led to changes in intervention.</p>

Perceptions

Problem Statement 2: There is a need to boost campus camaraderie and morale within grade level teams and across grade levels as the layout of the campus sometimes causes separation between K-2nd and 3rd-5th grade. **Root Cause:** Teachers felt overwhelmed undertaking a new curriculum in October, along with unexpected staff changes throughout the year.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Clift Elementary will offer volunteer opportunities for the community stakeholders, such as Dudes at the Door, Muffins with Moms, Chalk the Walk, Parent Teacher Organization, Turkey Trot, partnering with University Church and mentoring for Future Chiefs of Hachie.</p> <p>Strategy's Expected Result/Impact: Increased community engagement</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administration</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Clift Elementary will be hosting Family Engagement Nights, such as informational sessions on Title 1/ Parent Orientation, STAAR, and other campus-wide family events throughout the school year, such as Merry Cliftmas, Art Show, STEM./ Art Night, etc.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Amazon - Title I Parental Involvement - Oct. 24, 2024 - \$145</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will host two parent sessions; Building Resiliency and will provide Stand Up to Bullying information via newsletter and/ or counselor's virtual office.</p> <p>Strategy's Expected Result/Impact: Improvement of parent/school relationships</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Administrators and classroom teachers will share the responsibility of increased advertisement of volunteer opportunities via Parent Square, campus and classroom newsletters. Administrators will also include advertisement via Social Media. Administration will work to include communication in Spanish by creating template for reoccurring events, such as Early Release Days, Field Trips, and any other common forms.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus leadership team will create a QR code to have out during open house and multiple times during the year to allow parents to sign-up for volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: School counselor will complete 1 minute meetings (1 on 1 connect sessions with each student) to monitor or gauge possible supports needed to increase student engagement and academic performance.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and attendance</p> <p>Staff Responsible for Monitoring: School counselor, Campus Administrators</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Clift Elementary will reduce the percentage of males receiving office referrals, safety protocols and counseling. **Root Cause:** Lack of advertised opportunities to increase male participate on campus.

Perceptions

Problem Statement 1: Undesired student behaviors impact instruction for others. **Root Cause:** Basic needs aren't being met, lack of social emotional skills

Problem Statement 3: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. **Root Cause:** Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Clift Elementary will partner with Clift PTO to offer a variety of Volunteer Opportunities, such as Fall Festival, Clifftmas, Mystery Reader, Garden Crew, Clift Annual Career Expo, etc.</p> <p>Strategy's Expected Result/Impact: Strong Community Partnerships</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Clift Elementary will develop a grade level mom system and opportunities for other stakeholders to adopt a class to provide support to classroom teachers, such as laminating, copying, donating supplies, etc.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of equal opportunities for family support, community outreach and enrichment activities/materials amongst all classrooms.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Clift Elementary will increase male presence on campus by implementing Dudes at the Door, opportunity for male mentorship program, etc.</p> <p>Strategy's Expected Result/Impact: Increase community campus engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
<p>Strategy 4: School communication will be sent out in the student's native language. Strategy's Expected Result/Impact: Increase community campus engagement Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Clift Elementary will reduce the percentage of males receiving office referrals, safety protocols and counseling. Root Cause: Lack of advertised opportunities to increase male participate on campus.</p>
Perceptions
<p>Problem Statement 3: There is an increased need for establishing and maintaining consistent parent involvement and volunteers on our campus. Root Cause: Not all parents are responsive to Parent Square invites/ information. The district is rezoning schools will also affect current volunteers.</p>

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve Campus Education Improvement Committee in the process of determining the use of funds. Strategy's Expected Result/Impact: Financial Stewardship Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize campus building needs and communicate with district support service team leads.</p> <p>Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus transactions related to campus budget and Title 1 funding will follow the district protocol with fidelity.</p> <p>Strategy's Expected Result/Impact: Appropriate monitoring and transparency of funds</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dorianna O'Neal	Interventionist	Title I	1.
Susana Marturano	Instructional Coach	Title I	1.

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Learning W/O Tears	keyboarding	\$1,638.50
1	1	8	Salaries		\$106,258.00
2	4	1	Breakthrough Coach		\$1,492.87
Sub-Total					\$109,389.37
Title I Parental Involvement					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Amazon	Oct. 24, 2024	\$145.00
Sub-Total					\$145.00