

Waxahachie Independent School District

Clift Elementary

2021-2022 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

Clift Elementary strives to develop respectful, future leaders who contribute to society with grit, accountability, and compassion.

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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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 55% of the student body identified as economically disadvantaged. The student body consists of 28% African America, 35% Hispanic and 30% white students, while the staff demographics consists of 13% African American, 8% Hispanic and 65% white certified personal. All professional staff are state certified and paraprofessionals have appropriate certifications. Clift serves as one of the district's campuses that accommodate a Positive Behavior Education Classroom and a Life Skills classroom. 5% of students have been identified as gifted and talented, 6% of students are served under 504 and about 20% percent are being served through Special Education.

While the campus does not service Bilingual education, we do have English Language Learners and at least one English/Language Arts teacher per grade level is certified to teach English as a Second Language. Additionally, at least one teacher per grade level 1st - 5th is GT certified.

Demographics Strengths

English Language learners are supported by English as a Second Language certified staff at each grade level.

To address student attendance issues, the assistant principal adheres to the district Principal Plan for students to have the opportunity to make up time missed from tardies and absences.

Clift's Parent Teacher Organization supports staff and students both emotionally and financially by funding educational tools, field trips, school-wide field day, teacher appreciation. Additionally, a one thousand dollar scholarship is offered to a graduating high school senior who previously attended Clift Elementary as a 5th grader and who plans to further his/her education.

To support fifth grade students both academically and emotionally, each fifth grade student is matched with a mentor Clift staff member. Throughout the school year, students can bring their progress reports, tests, class work, report cards and any concerns to their mentor for encouragement and support.

Third grade classes are supported by community volunteer businesses through the Adopt-a-Class program.

Clift is also supported by Freedom Fellowship church who provides supplies, candy and personnel help during Fall Festival, hosts Night of Wonder for those in need of additional support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Clift Elementary does not have a clearly defined and communicated philosophy/ vision and set of beliefs. **Root Cause:** Due to changes in administration and COVID, the development of campus expectations, safety and health protocols as well as learning campus needs were high priority and a minimal focus was placed on developing a philosophy and set of beliefs.

Problem Statement 2 (Prioritized): Lack of campus-wide behavior system and common language for campus expectations. **Root Cause:** The campus was in the beginning stages of transitioning to a PBIS format as there was a need to collect data regarding what procedures were in place, what common areas needed specific focus and the campus was awaiting specific training/ district guidelines to implement the new program for the 21-22 school year.

Problem Statement 3 (Prioritized): The current campus mentorship program for teachers does not meet the specific needs of new teachers. **Root Cause:** The current mentorship program addresses only general issues and therefore doesn't necessarily address specific needs of grade level and subject level teachers.

Student Learning

Student Learning Summary

Student needs are identified through assessments such as Measures of Academic Progress (MAP), Developmental Reading Assessment, Six Weeks Progress Measures (6PM'S), Education Galaxy, Unique for Life Skills, and State of Texas Assessment of Academic Readiness. Students receive extra support and intervention through the Response to Intervention process, Leveled Literacy Intervention small group (LLI). All data indicates that on average, the African American population, Special Education and At-Risk students continue to need intervention and support to show success.

2021 STAAR(State of Texas Assessment of Academic Readiness) met standards per grade level:

Total percentage passing as a campus at Meets GL Standard or above:

Approximately 41% of students met ELA/Reading standards for 3rd-5th

Approximately 50% of students met Math standards for 3rd-5th

Approximately 26% of students met 4th Grade Writing standards

Approximately 46% of students met 5th Grade Science standards

Student Academic Achievement

2019 3rd grade STAAR - Reading

Approaches - Campus 86% Meets - Campus - 60% Master - Campus 40%

African American - 83% AA - 50% AA - 33%

Hispanic - 78% Hispanic - 56% Hispanic - 22%

White - 92% W - 69% W - 54%

2021 5th grade Benchmark Reading (This is the group that took the above STAAR test)

Approaches - Campus 92% Meets - Campus - 66% Master - Campus 28%

AA - 72% AA - 45% AA - 27%

Hispanic - 95% Hispanic - 65% Hispanic - 26%

W - 100% W - 85% W - 28%

2019 3rd grade STAAR - Math

Approaches - Campus 83% Meets- Campus 46% Master - Campus 33%

AA - 78% AA - 33% AA - 22%

Hispanic - 78% Hispanic - 39% Hispanic - 33%

W - 88% W - 58% W - 42%

2021 5th grade Benchmark Math (This is the group that took the above STAAR test)

Approaches - Campus 94% Meets - Campus 60% Master - Campus 36%

AA - 81% AA - 36% AA 18%

Hispanic - 95% Hispanic - 52% Hispanic - 30%

W. - 100% W - 85% W- 64%

**As a campus this group of students showed growth in Approaches and Meets when comparing 2019 STAAR to 2021 Benchmark. This group of students did not take STAAR in 4th grade (19-20) due to COVID.

2021 STAAR Data Breakdown for Approaches, Meets, Masters

2021 3rd grade STAAR - Math

Approaches - Campus 68% Meets - Campus 53% Master - Campus 18%

2021 3rd grade STAAR - Reading

Approaches - Campus 68% Meets - 39% Master - Campus 15%

2021 4th grade STAAR - Math

Approaches - Campus 63% Meets - Campus 34% Master - Campus 24%

2021 4th grade STAAR - Reading

Approaches - Campus 62% Meets - Campus 24% Master - Campus 7%

2021 4th grade STAAR - Writing

Approaches - Campus 49% Meets - Campus 20% Master - Campus 3%

2021 5th grade STAAR - Math

Approaches - Campus 78% Meets - Campus 63% Master - Campus 38%

2021 5th grade STAAR - Reading

Approaches - Campus 79% Meets - Campus 50% Master - Campus 38%

2021 5th grade STAAR - Science

Approaches - Campus 83% Meets - Campus 42% Master - Campus 17%

Developmental Reading assessment data as of mid-year:

Approximately 21 out of 75 kindergarten students are reading below a DRA 1

Approximately 44 out of 87 first grade students are reading below a DRA 6

Approximately 42 out of 73 second grade students are reading below DRA 16

Approximately 27 out of 71 third grade students are reading below DRA 24

Approximately 21 out of 71 fourth grade students are reading below DRA 30

Approximately 12 fifth grade students are reading below a DRA 38

Number of Students on Tiers based on MAP Scores

117 out of 458 on a Tier III for reading

118 out of 457 on a Tier III for math

102 out of 458 on a Tier II for reading

91 out of 457 on a Tier II for math

Student Learning Strengths

Our EOY DRA data for K-2nd indicate that all students in 1st and 2nd grade grew 1 or more DRA levels above their MOY DRA level. Students in Kinder through 5 continue to benefit from small group intervention offered by our Intervention Title 1 program. An additional intervention time is offered to Kindergarten and 2nd grade by paraprofessional support. Intensive intervention groups continue to focus on individual student weaknesses and diversified instruction specific to student needs is provided. Fourth grade STAAR scores increased compared to 2018 data by 4% in math, 8% in reading and 25% in writing.

***Comparing 2019 STAAR 3rd graders all sub populations showed improvement as 5th graders on the Benchmark. ***

STAAR Comparison Data 2019/ 2021:

- Fourth grade STAAR scores increased compared to 2019 data by 3% in writing in “Meets” and increased by 2% in writing in “Masters.”
- Fourth grade STAAR scores increased compared to 2019 data by 4% in math in “Masters.”
- Fifth grade STAAR scores increased compared to 2019 data by 8% in math in “Meets.”
- Fifth grade STAAR scores increased compared to 2019 data by 5% in math and reading in “Masters.”

2021 STAAR (State of Texas Assessment of Academic Readiness) :

- Approximately 53% of students met 3rd grade math.
- Approximately 24% of students mastered 4th grade math.
- Approximately 20% of students met 4th grade writing.
- Approximately 63% of students met 5th grade math.
- Approximately 38% of students mastered 5th grade math.
- Approximately 38% of students mastered 5th grade reading.

*Indicated growth in these areas in comparison to 2019 STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 167 students are below their targeted reading level according to the middle of year Developmental Reading Assessment test. **Root Cause:** Lack of prior knowledge and literary/academic exposure before entering current grade level due to COVID shutdown and online learning. There is a need for an additional reading specialist that can pull LLI groups for our 1st and 2nd grade students.

Problem Statement 2 (Prioritized): Teachers need explicit and application level guided reading training to enhance literacy instruction. **Root Cause:** K-1st teachers learning new ELAR curriculum and lack of user friendly resources.

Problem Statement 3: Increased need for strategic and purposeful planning for duties of K-2nd para support for consistent intervention. **Root Cause:** K-2nd para was pulled several times to cover classrooms due to sub shortage.

Problem Statement 4 (Prioritized): Clift Elementary needs an easily accessible literacy library for additional leveled readers. **Root Cause:** Lack of literacy library organizational system.

Problem Statement 5: Students experience gaps in achievement due to inconsistent common language and grade level academic vocabulary. **Root Cause:** Vertical teaming needs to be implemented and planned.

Problem Statement 6 (Prioritized): The current campus mentorship program for teachers does not meet the specific needs of new teachers. **Root Cause:** The current mentorship program addresses only general issues and therefore doesn't necessarily address specific needs of grade level and subject level teachers.

Problem Statement 7: There is a need for Professional Development to be formatted for teachers to provide immediate application within a learning environment. **Root Cause:** Minimal collaboration with all grade level teachers regarding specific professional development needs. A need for the instructional coach to provide application level items during PLC's that can be immediately implemented in the classroom to enhance instruction.

School Processes & Programs

School Processes & Programs Summary

On the Texas Essential Knowledge and Skills (TEKS) resource system, all teachers are able to view the Vertical Alignment Document (VAD) and also the Year at a Glance (YAG). These documents help our teachers determine what students have learned, what they are required to learn, and what they need to know to be successful in their current grade level. Teachers also utilize curriculum crosswalks, subject specific frameworks, Instructional Time Standards, Google Lesson Planner templates for the planning process. All these items are easily accessed via Classlink. Teachers can also access Bridge courses via Classlink to complete online professional development provided by the district.

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

Clift Nation TV, staff meetings, classroom walkthroughs, Professional Learning communities and MTSS meetings are implemented throughout the school year.

Teachers utilize: Measures of Academic Progress assessments (MAP), Development Reading Assessment, Education Galaxy, iTime Intervention, Leveled Literacy Instruction reading groups, 6weeks Progress Measure (6PM's), Benchmarks, progress monitoring data, unit assessments, teacher observations, and State of Texas Assessment of Academic Readiness assessments.

In addition to the general education population, we service students with special education needs (SLD, E.D., Autism, Life Skills, Speech, PBSE), Gifted and Talented, Dyslexia, and English Language Learners. Planning is done with multiple teachers via Professional Learning Communities in order to meet students' needs in all content areas. Teachers monitor progress through Measures of Academic Progress assessments (MAP), Development Reading Assessment (DRA), district assessments and personalized English Language Learner goals as well as Individual Education Plan goals through Special Education.

Professional Learning Community meetings are held weekly for each grade level. At these meetings, teachers discuss and collaborate to develop lesson plans, intervention strategies for iTime, review data and student progress. Students that indicate a need for intervention beyond Tier 1 level of instruction are discussed at a Multi-Tiered System Support (MTSS) meeting, that include grade level teachers, the school administrator, school counselor, Level Literacy Intervention Teacher, Title 1 Intervention Teacher, and Dyslexia Teacher.

Teachers also utilize Branching Minds, a program utilized to streamline our Multi-Tiered System of Supports (MTSS) process and is used to 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 weekly SEL lessons to teach various skills to help manage emotions, establish & maintain friendships, and how to make responsible & caring decisions.

Before and After school programs were not offered this year due to COVID protocols, but will be reintroduced for the 21-22 school year.

We worked closely with PTO to continue COVID friendly events that encouraged parent involvement virtually or outside of school, such as providing donations for our Drive-Thru Trunk of Treat, Storybook Character Parade, Storybook Pumpkin Contest, D.E.A.R. Day, Virtual Book Fair, Field Day Picnic, Penny War, Family Spirit Nights: Chipotle and Bahama Bucks. We will be working closely with PTO to bring back Clift's traditional family events, such as Fall Festival, Merry Cliftmas, Museum Art Night, Grade Level Performance Nights, etc.

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. Planning is done with multiple teachers 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 scored by other teachers. Other student skills assessed via TELPAS include the following areas: Listening and Speaking. Teachers with ELL students also monitor progress through

Development Reading Assessment, district assessments, and personal Language Learners goals.

School Processes & Programs Strengths

Teachers and staff are committed to ensuring students are learning and growing in content areas. Teachers collaborate with our Instructional Coach, Special Education staff and Diagnostician to ensure students' needs are met.

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 with student behavior. Students applied skills learned and there was a decrease in office referrals. Teachers connected with students as this dedicated time allowed teachers to build stronger relationships.

Our MTSS processes and documentation are a collaborative effort by administration, teachers, and the campus interventionist. MTSS meetings are set every six weeks to review student progress. Retention staffings are conducted second semester during the 4th six weeks of school to begin to review students that may meet WISD promotion criteria guidelines to ensure parents are informed of the possibility of retention.

CEIC meetings are completed monthly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of campus-wide behavior system and common language for campus expectations. **Root Cause:** The campus was in the beginning stages of transitioning to a PBIS format as there was a need to collect data regarding what procedures were in place, what common areas needed specific focus and the campus was awaiting specific training/ district guidelines to implement the new program for the 21-22 school year.

Problem Statement 2 (Prioritized): Lack of consistent internet connectivity enables the use of technology for instructional activities. **Root Cause:** Broadband width unable to sustain the needs of our campus.

Problem Statement 3 (Prioritized): Clift Elementary does not have enough devices to utilize for instruction in STAAR grade levels 3rd-5th to properly prepare for online testing or to support K-5th campus-wide MAP testing. **Root Cause:** Insufficient funds allocated in the district budget for more technology and many devices were not returned or broken after the COVID shutdown.

Problem Statement 4: There is a need for Professional Development to be formatted for teachers to provide immediate application within a learning environment. **Root Cause:** Minimal collaboration with all grade level teachers regarding specific professional development needs. A need for the instructional coach to provide application level items during PLC's that can be immediately implemented in the classroom to enhance instruction.

Problem Statement 5 (Prioritized): Teachers need an opportunity for vertical alignment planning to gain an in-depth understanding of TEKS across grade levels. **Root Cause:** It is difficult to find time in the instructional day to accommodate multiple grade levels at once to meet and collaborate.

Problem Statement 6: Increased need for strategic and purposeful planning for duties of K-2nd para support for consistent intervention. **Root Cause:** K-2nd para was pulled several times to cover classrooms due to sub shortage.

Problem Statement 7: Clift Elementary does not have a universal symbol/language among staff and students. **Root Cause:** The campus was in the beginning stages of transitioning to a PBIS format and was collecting data regarding procedures that were in place prior to new administration.

Perceptions

Perceptions Summary

Overall as a whole, Clift Elementary has great communication and parents are happy along with staff and students. Administration and staff have high academic expectations. Staff and administration collectively work together to ensure student needs are met. Our Parent Teacher Organization (PTO) has been extremely supportive, especially with the changes of the school year due to COVID. PTO provided the student scholarship award and supported the campus in providing items for teacher appreciation to enhance staff morale. School safety procedures promote campus safety.

Perceptions Strengths

Our student behavior has improved and data shows a decline in office referrals in comparison to previous years. Students are utilizing and applying SEL strategies when needed.

On our campus survey staff indicated the following:

- Felt supportive of administration and loved all the special teacher appreciation days.
- Student behavior has improved and data shows a decline in office referrals in comparison to previous years.
- Loved the “gift of time” for planning
- Loved the daily ten minute SEL lessons at the beginning of the day
- Clear expectations and consistent support

On our community survey parents indicated the following:

- We love the family atmosphere.
- Love the staff and appreciate all the hard work teachers put into giving kids an amazing education.
- Teachers and administration communicate effectively and respond in a timely manner.
- My child enjoys school and knows the teachers care about them.
- Love the school spirit!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase need to create a strong community between staff members. **Root Cause:** Due to COVID, many protocols limited the ability to complete team building activities that are typically used to build staff morale.

Problem Statement 2 (Prioritized): Lack of campus-wide behavior system and common language for campus expectations. **Root Cause:** The campus was in the beginning stages of transitioning to a PBIS format as there was a need to collect data regarding what procedures were in place, what common areas needed specific focus and the campus was awaiting specific training/ district guidelines to implement the new program for the 21-22 school year.

Problem Statement 3: Clift Elementary does not have a universal symbol/language among staff and students. **Root Cause:** The campus was in the beginning stages of transitioning to a PBIS format and was collecting data regarding procedures that were in place prior to new administration.

Problem Statement 4: Clift Elementary needs to increase social media posts on Facebook. **Root Cause:** Access to posting on social media was limited to administration only and it became difficult to maintain weekly posts as the school year progressed.

Problem Statement 5: There is a need to increase the number of community partnerships and volunteers. **Root Cause:** New administration learning the community and business partners that are willing to support the campus.

Problem Statement 6 (Prioritized): Clift Elementary does not have a clearly defined and communicated philosophy/ vision and set of beliefs. **Root Cause:** Due to changes in administration and COVID, the development of campus expectations, safety and health protocols as well as learning campus needs were high priority and a minimal focus was placed on developing a philosophy and set of beliefs.

Priority Problem Statements

Problem Statement 1: Clift Elementary does not have a clearly defined and communicated philosophy/ vision and set of beliefs.

Root Cause 1: Due to changes in administration and COVID, the development of campus expectations, safety and health protocols as well as learning campus needs were high priority and a minimal focus was placed on developing a philosophy and set of beliefs.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Lack of campus-wide behavior system and common language for campus expectations.

Root Cause 2: The campus was in the beginning stages of transitioning to a PBIS format as there was a need to collect data regarding what procedures were in place, what common areas needed specific focus and the campus was awaiting specific training/ district guidelines to implement the new program for the 21-22 school year.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Increase need to create a strong community between staff members.

Root Cause 3: Due to COVID, many protocols limited the ability to complete team building activities that are typically used to build staff morale.

Problem Statement 3 Areas: School Culture and Climate - Perceptions

Problem Statement 4: 167 students are below their targeted reading level according to the middle of year Developmental Reading Assessment test.

Root Cause 4: Lack of prior knowledge and literary/academic exposure before entering current grade level due to COVID shutdown and online learning. There is a need for an additional reading specialist that can pull LLI groups for our 1st and 2nd grade students.

Problem Statement 4 Areas: Student Achievement - Student Learning

Problem Statement 5: Teachers need explicit and application level guided reading training to enhance literacy instruction.

Root Cause 5: K-1st teachers learning new ELAR curriculum and lack of user friendly resources.

Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: Clift Elementary needs an easily accessible literacy library for additional leveled readers.

Root Cause 6: Lack of literacy library organizational system.

Problem Statement 6 Areas: Student Achievement - Student Learning

Problem Statement 7: The current campus mentorship program for teachers does not meet the specific needs of new teachers.

Root Cause 7: The current mentorship program addresses only general issues and therefore doesn't necessarily address specific needs of grade level and subject level teachers.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: Teachers need an opportunity for vertical alignment planning to gain an in-depth understanding of TEKS across grade levels.

Root Cause 8: It is difficult to find time in the instructional day to accommodate multiple grade levels at once to meet and collaborate.

Problem Statement 8 Areas: Student Achievement - School Processes & Programs

Problem Statement 9: Lack of consistent internet connectivity enables the use of technology for instructional activities.

Root Cause 9: Broadband width unable to sustain the needs of our campus.

Problem Statement 9 Areas: Technology - School Processes & Programs

Problem Statement 10: Clift Elementary does not have enough devices to utilize for instruction in STAAR grade levels 3rd-5th to properly prepare for online testing or to support K-5th campus-wide MAP testing.

Root Cause 10: Insufficient funds allocated in the district budget for more technology and many devices were not returned or broken after the COVID shutdown.

Problem Statement 10 Areas: Technology - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Clift Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2022, there will be at least a 10% increase in all 4th grade student's that meet Approaches level on the STAAR Reading/Writing assessment, and a 10% increase in Meets Level on the math state assessments. Students in the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth in STAAR achievement over last year's scores.

Evaluation Data Sources: Data from 6PM's, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, MAP, Education Galaxy, Skyward, Developmental Reading Assessment scores, LLI, Texas English Language Proficiency Assessment System report, and progress monitoring forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and support the implementation of the district's guaranteed and viable curriculum (Texas Essential Knowledge and Skills Resource System)</p> <p>Strategy's Expected Result/Impact: -Texas Essential Knowledge and Skills Resource System (TRS) scope & sequence will be followed to ensure student academic success</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sustain the Waxahachie Independent School District Framework for Effective Teaching and Learning.</p> <p>Strategy's Expected Result/Impact: -Increase of Advanced levels on Texas Assessment instruments -District workshop attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase staff access to State of Texas Assessment of Academic Readiness and other assessment data for improvement of instruction and learning by using the following programs: Frontline, Skyward Student Information System, MAP Reading, Region X website and data meetings during Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: -study of data from Texas Academic Performance Report, MAP, Education Galaxy, MTSS, Developmental Reading Assessment and 6PM's, will help teacher create and enhance classroom instruction and lessons</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Intervention Specialist, WISD Curriculum Team and Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student use of technology to enhance academic achievement: (a). Increase access to online learning tools that support mastery of the State of Texas Essential Knowledge and Skills, (b). Increase student mastery of technology TEKS through the academic curriculum.</p> <p>Strategy's Expected Result/Impact: - Increased percentage of students meeting expectations on the Texas Technology Assessment Instrument - Increased student awareness of technology applications</p> <p>Staff Responsible for Monitoring: Principals, Librarian, computer lab teacher and classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the percentage of special education students receiving in class teacher support and instruction in the general education classroom.</p> <p>Strategy's Expected Result/Impact: -increased student performance</p> <p>Staff Responsible for Monitoring: Diagnosticians, Principals, Special Education and General Education teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through Professional Learning Communities and MTSS meetings.</p> <p>Strategy's Expected Result/Impact: -increased purposeful planning for student intervention</p> <p>Staff Responsible for Monitoring: Principals, Asst. Principals, Multi Tiered System of Support Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Individual student, classroom and grade level data will be gathered from unit assessments, 6PM'S, MAP Testing and State of Texas Assessment of Academic Readiness Simulations Benchmarks.</p> <p>Strategy's Expected Result/Impact: - Professional Learning Communities or department meetings - 6PM's - State of Texas Assessment of Academic Readiness Simulation Benchmark scores - MAP -MAP Reading Fluency - Developmental Reading Assessment data</p> <p>Staff Responsible for Monitoring: Principals, Teachers,Instructional Coach and Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Fourth and fifth grade students will increase their knowledge of future careers. Fifth grade students will participate in career research and surveys through planned lessons with assistance from the school counselor. College and Career day participation will be required.</p> <p>Strategy's Expected Result/Impact: Increased student awareness</p> <p>Staff Responsible for Monitoring: Principals, Counselor and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: A stronger emphasis will be placed on a school-wide Positive Behavior Interventions and Support(PBIS) system with common expectations. Teachers will use SeeSaw and daily or weekly student folder to track positive behavior for students and communicate with parents.</p> <p>Strategy's Expected Result/Impact: -Decreased numbers of incidences needing Crisis Prevention Intervention</p> <p>-Decreased office referrals</p> <p>-Increased communication with parents</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Continue the staff-to-student mentorship program with fifth grade students to promote continued academic success on the State of Texas Assessment of Academic Readiness achievement of all students including student groups identified as Special Education, At-Risk, African American and Economically Disadvantaged. Staff members will choose students to mentor, check progress reports and offer support and encouragement for students to increase classroom performance.</p> <p>Strategy's Expected Result/Impact: -Increased percentage of students meeting expectations on the fifth grade STAAR</p> <p>-Increased achievement of student's individual academic goals set for the school year</p> <p>-Increased percentage of students meeting behavioral expectations, social emotional well-being.</p> <p>Staff Responsible for Monitoring: All campus staff members</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Decrease the gap on the State of Texas Assessment of Academic Readiness achievement of student groups identified as Special Education, and African American in the area of fourth grade reading/writing, fourth grade math, fifth grade reading and fifth grade math through use of iTime to provide supplemental accelerated instruction (Title 1 intervention daily HB4545 tutoring in small groups).</p> <p>Strategy's Expected Result/Impact: -Increase percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Intervention Specialist, Special Education teachers, Instructional Coach and Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Decrease the gap on the State of Texas Assessment of Academic Readiness achievement of student groups identified as Special Education, and African American in the area of fourth grade reading/writing, fourth grade math, and fifth grade math through the use of morning tutoring to provide supplemental accelerated instruction - HB4545 .</p> <p>Strategy's Expected Result/Impact: -Increase percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach, Intervention Specialist, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Decrease the gap on the State of Texas Assessment of Academic Readiness achievement of student groups identified as Special Education, and African American in the area of fourth grade reading/writing, fourth grade math, and fifth grade math by identifying at-risk students.</p> <p>Strategy's Expected Result/Impact: -Increase percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>-Grade level list of economically disadvantaged students</p> <p>Staff Responsible for Monitoring: Principal, Teachers, PEIMS secretary</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Decrease the gap on the State of Texas Assessment of Academic Readiness achievement of student groups identified as Special Education, and African American in the area of fourth grade reading/writing, and fourth grade math through high quality instruction.</p> <p>Strategy's Expected Result/Impact: -Increase percentage of students meeting expectations on the Texas Assessment Instruments.</p> <p>-Reduced number of students referred for Special Education testing</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Intervention Specialist, Instructional Coach</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Increase the percentage of students reading grade level text independently on the K-2 DRA by providing reading support for struggling readers through guided reading groups and continued Leveled Literacy Intervention (LLI) in the classroom.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement on performance indicators</p> <p>- Increased student achievement on Texas English Language Proficiency Assessment System</p> <p>- Increased student reading levels</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Reading Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Increase the percentage of students scoring "developed" on the K-2 reading assessment through utilization of Curriculum & Instruction academic coordinators and the Instructional Coach to assist and mentor new teachers to help with planning instruction and providing specific training on guided reading.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement on performance indicators, 6PM's scores, MAP assessments, DRA and report cards</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum personnel, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Increase the percentage of Kindergarten-2nd students reading on grade level on the Developmental Reading Assessment through continued use of iTime and small group instruction implemented during ELAR block.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement of performance indicators</p> <p>Staff Responsible for Monitoring: Principals, Intervention Specialist, Teachers and Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: Increase the percentage of students reading on grade level on the K-2 Developmental Reading Assessment by implementing a pull-out program using a paraprofessional to service small groups of Kinder, first and second grade students to provide targeted small group instruction for reading.</p> <p>Strategy's Expected Result/Impact: -Increased student performance</p> <p>Staff Responsible for Monitoring: Principals, Intervention Specialist, Teachers, paraprofessional, Instructional Coach</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Increase the percentage of students reading on grade level on the K-2 Developmental Reading Assessment by providing strategic training and a specific schedule for the K-2nd paraprofessional.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement -Consistent and purposeful small group instruction</p> <p>Staff Responsible for Monitoring: Principals, Intervention Specialists, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Increase the percentage of K-2 students reading on grade level on the K-2nd DRA by providing teachers opportunities for peer observations of other classroom teachers that excel in implementing guided reading instruction.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement and student reading levels -Increased student achievement on Texas English Language Proficiency Assessment System</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Instructional Coach, IMPACT Lead Mentor Teacher, Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 21 Details	Reviews			
<p>Strategy 21: Increase the percentage of students reading on grade level on the K-2 Developmental Reading Assessment by organizing and creating an easily accessible literacy library for additional level readers.</p> <p>Strategy's Expected Result/Impact: -Increased use of effective resources -Increased student achievement and reading levels</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Reading Interventionist</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
<p>Strategy 22: Continue to support the MTSS layered model of support by utilizing the LLI, Branching Minds and iTime intervention.</p> <p>Strategy's Expected Result/Impact: -Increased student performance -Increased academic performance in all subject areas</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Interventionists, and Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23 Details	Reviews			
<p>Strategy 23: Continue to support the MTSS model of support by implementing consistent intervention time and additional tutoring.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement on classwork and assessments</p> <p>Staff Responsible for Monitoring: General Education teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
<p>Strategy 24: Continue to support the MTSS model of support by utilizing MAP, IXL, and Education Galaxy computer programs.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement on classwork and assessment</p> <p>Staff Responsible for Monitoring: Principals, General Education teachers, computer lab teacher, Title 1 staff</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
<p>Strategy 25: Increase the percentage of students moving back to TIER 1 level of instruction by supporting the MTSS model of support by 1.Utilizing Branching Minds to monitor student progress & TIER movement, 2. Designing a campus framework for the MTSS process, 3. Providing training on the use of Branching Minds.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 26 Details	Reviews			
<p>Strategy 26: Increase the percentage of students moving back to TIER 1 level of instruction by monitoring the implementation of targeted small group instruction and iTime.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement -Decreased in student referrals for Special Education diagnostic testing</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27 Details	Reviews			
<p>Strategy 27: First through fifth grade students will increase their knowledge of current events while increasing their reading skills using Scholastic Classroom Magazine.</p> <p>Strategy's Expected Result/Impact: -increased student achievement on classwork and assessment</p> <p>Staff Responsible for Monitoring: Principals and General Education teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Local Funds - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 28 Details	Reviews			
<p>Strategy 28: Third and Fourth grade students will participate in Writer's Workshop to increase their writing skills.</p> <p>Strategy's Expected Result/Impact: -student achievement on classwork and assessment</p> <p>Staff Responsible for Monitoring: Principals, Intervention teacher, Instructional Coach, and Writing Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29 Details	Reviews			
<p>Strategy 29: Flocabulary will be purchased for teachers to enhance classroom instruction.</p> <p>Strategy's Expected Result/Impact: Enhance student personal and academic performance</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30 Details	Reviews			
<p>Strategy 30: Teachers will attend vertical team meetings to dissect vertical alignment of TEKS and collaborate on the use of academic language.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, teachers, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 31 Details	Reviews			
<p>Strategy 31: Supplies to use in the Intervention classrooms to support decrease in the gap on the State of Texas Assessment of Academic Readiness achievement of student groups identified as Special Education, and African American in the area of fourth grade reading/writing, fourth grade math, fifth grade reading and fifth grade math through use of iTime (Title I intervention daily HB4545 tutoring in small groups) and increase the percentage of students scoring "developed" on the K-2 reading assessment by implementing a pull-out program using a paraprofessional to service small groups of Kinder and first grade students through Leveled Literacy Intervention reading and math groups.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>Staff Responsible for Monitoring: Intervention teacher, Principals</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Supplies - SCE - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 32 Details	Reviews			
<p>Strategy 32: Kindergarten teachers will be trained in and use the TxKEA to identify lowest performing students in reading.</p> <p>Strategy's Expected Result/Impact: Improved DRA reading levels</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 33 Details	Reviews			
<p>Strategy 33: Decrease student discipline referrals by focusing on positive behavior: 1. Assistant Principal will start a "Bragg" Board, 2. Utilize positive office referrals to celebrate student success, 3. Consistent implementation of campus PBIS model.</p> <p>Strategy's Expected Result/Impact: -Decrease in discipline referrals -Increase of recognizing positive behaviors -Increase of community of amongst staff and students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 34 Details	Reviews			
<p>Strategy 34: Students identified as At-risk will be serviced by an instructional interventionist to increase student achievement. Additionally, an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Personnel - Title I (211) - \$103,558.26</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: Clift Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: Limited English Proficient students will show growth in English proficiency and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Evaluation Data Sources: Comparison of 2022 STAAR data to 2021 data, and 2021 Texas English Language Proficiency Assessment scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Word Study strategies in math and science for Kindergarten through Grade 5.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Limited English Proficiency students who improve by one or more proficiency levels on Texas English Language Proficiency Assessment</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: Clift Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.


Performance Objective 3: Gifted and Talented students will be offered varied opportunities to participate in Enrichment in their qualifying subject area.


Evaluation Data Sources: ~Number of activities offered to Gifted and Talented students
 ~Completion of Gifted and Talented professional development for teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: All 3rd-5th grade classrooms will complete the 30 hour Foundational GT courses or the 6 hours update to become GT certified for the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: -Increased accelerated instruction that target student need -Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, 3rd-5th Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All GT Cluster teachers will complete Advanced Learning Plans for each GT student and incorporate enrichment opportunities within weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, GT Cluster Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Gifted and talented students are given the opportunity to participate in various projects provided by the classroom teacher.</p> <p>Strategy's Expected Result/Impact: -Enhance student personal and academic performance</p> <p>Staff Responsible for Monitoring: Principals and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Gifted and Talented students participate in Enrichment iTime classes.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, Interventionist</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Gifted and Talented students are given the opportunity to participate in the campus Destination Imagination team, dependent upon COVID Status Guidelines.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Destination Imagination Instructor

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Clift Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 4: By July 2022, STAAR scores will show at least a 10% increase in students performing at MEETS and Masters level compared to 2021 STAAR scores and MAP 2021 Projected Proficiency Data reports.

Evaluation Data Sources: Fourth and fifth grade STAAR Scores. MAP Projected Proficiency Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Using MAP and Branching Minds, identify current 4th grade students that are projected "Did Not Meet" and "Approaches" on STAAR using MAP STAAR Projected Proficiency Report.</p> <p>Strategy's Expected Result/Impact: Identification of targeted students.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Second, third, fourth and fifth grade teachers will attend accountability training from the district's accountability director.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of how to use data to identify target students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principals will routinely attend Professional Learning Community meetings, complete the district's required number of classroom walkthroughs, attend data meetings and lead Multi-Tiered Systems of Support team meetings.</p> <p>Strategy's Expected Result/Impact: Principals will project high student expectations for academic growth and ensure quality instruction takes place in the classroom.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will plan lessons using the district approved lesson plan format and follow the Texas Resource System scope and sequence for delivering instruction.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement -Effective instructional delivery</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will communicate high performance expectations of students by providing them with a process to monitor their own academic progress, such as utilizing individual goal setting tracking sheets.</p> <p>Strategy's Expected Result/Impact: -increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 2: Clift Elementary School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By June 2022, 100% of the safety and security goals will be completed. All students will be educated in learning environments that are safe and conducive to learning.

Evaluation Data Sources: Evidence will be documented in safety audit report, revised Emergency Operations folders information, staff training sign-in sheets, emergency operation drills, campus security officer walkthroughs and work-orders completed.





Strategy 1 Details	Reviews			
<p>Strategy 1: Review and implement the district approved Coordinated Approach To Child Health program and district guidelines at Kindergarten through grade 5</p> <p>Strategy's Expected Result/Impact: -increased student awareness of a healthier lifestyle</p> <p>Staff Responsible for Monitoring: Health and PE teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance counselor will present classroom lessons on conflict resolution, bullying, career choices, drug and violence prevention and intervention each six weeks.</p> <p>Strategy's Expected Result/Impact: -Reduction in number of student conflicts related to bullying. -Increased student awareness of drug and violence prevention -Increased student awareness of career choices</p> <p>Staff Responsible for Monitoring: Campus Guidance Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades 3 through 5 will participate in Fitness Gram through Physical Education class.</p> <p>Strategy's Expected Result/Impact: -Student focus on physical health</p> <p>Staff Responsible for Monitoring: Principal PE Teacher and Paraprofessional</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will continue to observe the Campus Emergency Operations Policy to ensure best practices are implemented in the case of an emergency for the safety and securing of all students. District-wide common language laid out by the I Love You Guys training will be followed to ensure a uniform security protocol.</p> <p>Strategy's Expected Result/Impact: -A consistent plan in place helps to promote a safe environment -Staff can be prepared for an emergency situation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer, Campus Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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/ procedures for emergency situations -Staff will be prepared to respond quickly in case of an emergency situations</p> <p>Staff Responsible for Monitoring: Principals, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: One staff member per grade level will be AED trained and AED drills will be completed.</p> <p>Strategy's Expected Result/Impact: -Ensure student safety and preparedness for emergency situations</p> <p>Staff Responsible for Monitoring: Principals, Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All staff members will be provided training in the PBIS model to ensure a continuity of student behavior expectations and the development of common language for campus expectations .</p> <p>Strategy's Expected Result/Impact: -Increased campus pride -Increased camaraderie among staff -Reduced office referrals -Consistent behavior expectations throughout the campus -Positive school culture -A sense of community created amongst staff and students</p> <p>Staff Responsible for Monitoring: Principal, PBIS Team, All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Increase communication between principals and teachers regarding student discipline procedures.</p> <p>Strategy's Expected Result/Impact: -Improved communication regarding disciplinary actions taken by principals</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: School counselor will assist victims of bullying with strategies to become more confident and gain self-defense techniques.</p> <p>Strategy's Expected Result/Impact: -Decrease in bullying reports</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 2: Clift Elementary School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Monitor attendance in accordance to the 90% rule.

Evaluation Data Sources: Evidence in attendance reports and Skyward reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive phone calls, emails, and letters regarding student tardies and absences in a timely manner. A Principal Plan will be created for students with excessive absences and/ or tardies.</p> <p>Strategy's Expected Result/Impact: -Immediate parent contact will reduce tardies and absences</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Classroom teachers, Security Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A platform for appreciating student diversity will be established through Clift Nation TV appearances and videos, classroom discussion, observance of Black History Month, National Hispanic Heritage Month, Irish American History, etc.</p> <p>Strategy's Expected Result/Impact: -Increased understanding and awareness and appreciation of cultural differences</p> <p>Staff Responsible for Monitoring: Principals, Teachers, CNTV staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				





Goal 3: Clift Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: By June of 2022, 100% of the human resources and personnel recruiting and retaining goals will be completed. All students will be taught by highly qualified teachers. New teachers will be supported throughout the year and returning teachers will be provided with continuous professional development opportunities. Trends in staffing, facility, and program needs will be gathered during previous and current school years, and will be used to make decisions about future programs.

Evaluation Data Sources: Human Resource report will confirm highly qualified teachers, LAUNCH Program, and Eduphoria data, various professional development sessions, student enrollment, student assessment data and performance levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: Clift Elementary will support a Beginning Teacher In-service/ Campus Orientation and mentoring program (LAUNCH Program).</p> <p>Strategy's Expected Result/Impact: -New teachers will have a format for networking and receiving support</p> <p>-New teachers will be more informed of district and campus guidelines and expectations</p> <p>Staff Responsible for Monitoring: Campus Principal and Campus LAUNCH representative</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: -Increased camaraderie among staff</p> <p>-Enhanced classroom lessons</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach and Grade Level Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Embed purposeful, application level professional development within Professional Learning Community meetings by completing the following: 1. Grade Level Leaders create PLC agenda to address specific grade level needs, 2. Instructional Coach supporting teachers instructionally with application level activities that can be immediately utilized in the classroom, etc.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement</p> <p>-Effective instructional delivery</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and administrators will attend professional development training in their content area(s), employee supervision, etc. to enhance classroom instruction.</p> <p>Strategy's Expected Result/Impact: Classroom instruction will exhibit higher quality lessons and allow the students to become more engaged.</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: School counselor will attend state conference.</p> <p>Strategy's Expected Result/Impact: -Up to date research based programs available for students</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Vertical team meetings will be implemented throughout the school year.</p> <p>Strategy's Expected Result/Impact: -improved teaching instruction and increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Trends in teacher evaluation data and student performance levels will be used to make decisions about staffing.</p> <p>Strategy's Expected Result/Impact: Teacher and student performance will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Classroom teachers will observe one another during instruction to gain additional strategies for effective teaching.</p> <p>Strategy's Expected Result/Impact: -Enhanced classroom instruction -Building capacity/ Knowledge of expertise within the campus amongst teachers</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Due to the high number of students identified with Special Needs, additional personnel is needed to assist students through Resource and Inclusion support.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement and exposure to general education curriculum</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				





Goal 4: Clift Elementary School will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2022, 100% of the parental engagement goals will be completed.

Evaluation Data Sources: Evidence will be recorded on parent attendance during school events, volunteer hours completed, Parents In Education applications, School Messenger communication reports, social media postings, parent newsletters, SeeSaw reports, website posts and number of events held.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure positive relationships are formed with parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activities including UIL and school activity clubs (dependent upon COVID Status Guidelines), (b). Provide parents with information about how the campus defines high-quality teaching and learning, (c). Provide information to parents through newsletters regarding helpful tips for preparing and improving their child's school readiness and health, and (d) Offer online enrollment for school and online enrollment for parents to join Partners In Education.</p> <p>Strategy's Expected Result/Impact: -Increased communication with parents and the community will promote the success of student's social and academic performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, UIL Coordinator, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase social media posts on FaceBook Posts and teacher SeeSaw usage, revise and update campus teacher websites to ensure parents have access to pertinent current information and news.</p> <p>Strategy's Expected Result/Impact: -Increased communication with parents and the community will promote the success of student's social and academic performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize and promote Parent Education classes for the district and campus. School counselor will host Practical Parenting classes twice per year.</p> <p>Strategy's Expected Result/Impact: -increased communication with parents and the community will promote the success of student's social and academic performance</p> <p>Staff Responsible for Monitoring: Counselor and Principal</p> <p>Funding Sources: - Title I Parental Involvement - \$50</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement a Parent Compact and Parent Involvement Policy to engage parents in their child's educational experience.</p> <p>Strategy's Expected Result/Impact: -Development of the Parent Compact communicates clear expectations of school, parent and student responsibilities -Engaging parents in the development of the Parent Involvement Policy will encourage parents and staff members to work together to enhance the students educational experience</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Advisory Team</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In order to increase communication, school newsletters and announcements will be sent home in English and Spanish.</p> <p>Strategy's Expected Result/Impact: -Increased parental awareness and involvement</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct Museum Art Night for parents and students to increase parent involvement and assist with the understanding of art concepts and display student artwork.</p> <p>Strategy's Expected Result/Impact: -Increases parent understanding of art instruction -Increases parent and community involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Art teacher</p> <p>Funding Sources: Supplies - Title I Parental Involvement - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Host Donuts with Grownups, dependent upon COVID Status Guidelines.</p> <p>Strategy's Expected Result/Impact: -Increase positivity of school culture and climate</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Counselor</p> <p>Funding Sources: - SCE - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Annual campus survey will have increased parent participation by increased parental awareness of the upcoming survey, confirmation of parents email addresses prior to the survey and social media and website posts announcing the survey.</p> <p>Strategy's Expected Result/Impact: -Increased survey participation</p> <p>Staff Responsible for Monitoring: District communications director, campus principals, teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Increase the number of community partnerships and volunteers through the following: 1. contacting various businesses within the community, 2. work with PTO to set up a Volunteer sign-up table during school events, 3. create a Staff Master Wish List to create opportunities for families to support our campus.</p> <p>Strategy's Expected Result/Impact: -Building positive School - Community relationships</p> <p>Staff Responsible for Monitoring: Principal, CEIC, PTO</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: To promote engagement and build a sense of community amongst staff, school committees will be developed, such as "Sunshine Committee" to organize team building activities, luncheons, birthday celebrations, etc.</p> <p>Strategy's Expected Result/Impact: -Build camaraderie amongst staff -Creation of a positive and collaborative school culture -Increase staff morale</p> <p>Staff Responsible for Monitoring: Principals, Sunshine Committee, PTO</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: To increase and maintain staff morale, each week a teacher will be nominated by their colleagues for "Hero of the Week."</p> <p>Strategy's Expected Result/Impact: -Increase staff morale</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 4: Clift Elementary School will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: In conjunction with the campus Parent-Teacher Organization, the campus will host family involvement events.





Evaluation Data Sources: Evidence and successful participation will be based on number of parents and students attending events.

Strategy 1 Details	Reviews			
Strategy 1: Host Family Spirit Nights. Strategy's Expected Result/Impact: -Increased parent involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PTO officers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host Coin Donation - Penny War. Strategy's Expected Result/Impact: -Increased parent involvement Staff Responsible for Monitoring: Principal, Assistant Principal, PTO Board Members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Host Fall Festival. Strategy's Expected Result/Impact: -Increased parent involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PTO Officers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue incentive plan to increase parent involvement in PTO events. Strategy's Expected Result/Impact: -Increased parent involvement Staff Responsible for Monitoring: Principal, PTO Officers	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 5: Clift Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: To enhance instruction, students will have access to quality technology and internet connectivity.





Evaluation Data Sources: ~computer lab schedules
 ~integration of technology in lesson plans
 ~professional development for teachers

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be able to schedule the use of the additional computer lab to increase technology usage time. Strategy's Expected Result/Impact: Increased computer lab time for students. Staff Responsible for Monitoring: Teachers, Computer lab teacher Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus devices will be inventoried and divided equally for distribution to promote technology usage in the classroom. Strategy's Expected Result/Impact: -Increase use of technology and technology incorporated in lesson plans Staff Responsible for Monitoring: Principals, Librarian, Computer Lab Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Clift Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: 100% of the campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Sources: The principals, Campus Education Improvement Council and MTSS will use the Comprehensive Needs Assessment, Eduphoria data, Skyward financial reports, campus budget, Title I budget and student performance data to determine campus needs. The principal will work in partnership with Waxahachie ISD accounting department to ensure all financial guidelines are followed.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.</p> <p>Strategy's Expected Result/Impact: -District Guidelines for Federal and State Funds are followed to effectively use campus funds</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop staffing priorities and academic plans based on student needs.</p> <p>Strategy's Expected Result/Impact: -Increased student performance -Increased teacher job satisfaction</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate existing programs for all departments based on effectiveness relating to student achievement vs. costs.</p> <p>Strategy's Expected Result/Impact: -Increase student performance</p> <p>Staff Responsible for Monitoring: Principal, Campus Advisory Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Reeves	Intervention Specialist	Title I	1.0
Joyce Hawkins	Instructional Coach	Title I	.5

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	34	Personnel		\$103,558.26
Sub-Total					\$103,558.26
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	31	Supplies		\$250.00
4	1	7			\$600.00
Sub-Total					\$850.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	27			\$1,800.00
Sub-Total					\$1,800.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$50.00
4	1	6	Supplies		\$100.00
Sub-Total					\$150.00
Grand Total					\$106,358.26

Addendums