

Waxahachie Independent School District

Clift Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Postsecondary Readiness



Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

The mission of Clift Elementary is to create and support a welcoming school environment for children, parents and staff. We will maintain high expectations for student performance and promote academic excellence of all students to ensure they have the skills necessary to reach their full potential and succeed in a complex world.

Vision

Clift Elementary strives to encourage students to reach their highest personal and academic potential.

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

Revised/Approved: October 07, 2018

Demographics

Demographics Summary

Clift elementary is one out of fifteen campuses of Waxahachie ISD and is a Title I schoolwide campus. The student body at Clift Elementary staff consists of 28% African America, 30% Hispanic and 39% white students, while the staff demographics consists of 10% African American, 2 Hispanic and 89 white certified personal. All professional staff is state certified and paraprofessionals have appropriate certifications. Five paras hold teachers certifications and three are currently working on their certifications. 32% of certified staff have 11-20 years experience, 14% have over 20 years experience. 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 English as a Second Language certified. Additionally, at least one teacher per grade level 1st -4th is GT certified and all 5th grade teachers are Gifted and Talented certified.

Demographics Strengths

Most of the staff was trained on the Capturing Kids' Hearts(CKH)process and the entire campus, including common areas and specials teachers, follow this protocol. Starting the process at the beginning of the 2017-2018 school year made it a more effective tool and the review assembly in January hepled reinterate student and staff behavior expectations. CKH has helped teachers to bond in a more cohesive manor since they have a common behavior expectation for students. As we enter our second year using the CKH process, two more staff members received training and the entire staff will continue to incorporate the process through the campus culture.

Servicing English Language Learners, at least one teacher at every grade level is ESL certified.

PTO supports staff and students both emotionally and financially by funding educational tools, field trips, school-wide field day and teacher appreciation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The current campus mentorship program 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. If the program could

be diversified to include department heads/lead teachers, trainings could be focused on specific needs on new teachers.

Problem Statement 2: New assistant principal and new staff members are not trained on the Capturing Kids Hearts training. **Root Cause:** New staff members that have been hired have not been trained in the CKH process.

Problem Statement 3: Staff members are not sharing important and pertinent information with other teachers that could be helpful both academically and organizationally. **Root Cause:** The current staff meeting agenda does not allow time for staff members to present topics.

Problem Statement 4: Vertical teaming is nonexistent. **Root Cause:** There is no process in place for vertical teaming.

Student Academic Achievement

Student Academic Achievement Summary

1. Developmental Reading Assessment, District Common Assessment, iStation, Education Galaxy and State of Texas Assessment of Academic Readiness data all indicate that on average African Americans, Special Education and At-Risk students continue to need intervention and support to show success.
2. Compared to last year's State of Texas Assessment of Academic Readiness scores, Clift third grade students showed approximately a ten percent increase in students scoring approaches reading and math. Fourth grade students scored below the district average in all three testing areas: math(70), reading(65%) and writing(44%). During the spring of 2018, our campus fourth grade was faced with a couple of unfortunate situations. This obviously, negatively affected the student achievement. Fifth grade students passing rates were among the highest in the district: reading(98%), and math(98%). We are very proud of the 50% increase in achievement on science State of Texas Assessment of Academic Readiness at 94%.
3. Kindergarten curriculum will continue to focus on developing foundational math skills.
4. Across all grade levels, students would benefit from more intentional writing integration in all content areas.

Resources used:

- 2018 State of Texas Assessment of Academic Readiness results
- Developmental Reading Assessment (Beginning of the Year vs. Middle of the Year)

Student Academic Achievement Strengths

- * Kindergarten through 5th grade Developmental Reading Assessment Reading levels showed significant improvement from the beginning of the year to end of the year
- * Approximately 17% of students mastered 3rd Grade Reading State of Texas Assessment of Academic Readiness
- * Approximately 20% of students mastered 3rd Grade Math State of Texas Assessment of Academic Readiness
- * Approximately 17% of students mastered 4th Grade Math State of Texas Assessment of Academic Readiness
- * Approximately 15% of students mastered 4th Grade Reading State of Texas Assessment of Academic Readiness
- * Approximately 7% of students mastered 4th Grade Writing State of Texas Assessment of Academic Readiness

- * Approximately 27% of students mastered 5th Grade Science State of Texas Assessment of Academic Readiness
- * Approximately 28% of students mastered 5th Grade Math State of Texas Assessment of Academic Readiness
- * Approximately 23% of students mastered 5th Grade Reading State of Texas Assessment of Academic Readiness

Students in grades 2 through 5 continue to benefit from small group intervention offered by our Intervention Title 1 program. Intensive intervention groups continue to focus on individual student weaknesses and implement diversified instruction specific to student needs.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On average, 25% of students in K-3 are below their target reading level for beginning of year and middle of year Developmental Reading Assessment testing. Continued support needed using Leveled Literacy Instruction, Reading Recovery certified teacher and Intervention Specialist.

Root Cause: Lack of prior knowledge and literary/academic exposure before entering current grade level.

Problem Statement 2: Students struggle with making academic connections to real world experiences through everyday mathematical problem solving.

Root Cause: Limited emphasis/connection to mathematical academic vocabulary across all grade levels.

Problem Statement 3: Students struggle with making academic connections to real world experiences through everyday scientific problem solving. **Root**

Cause: Limited emphasis/connection to scientific academic vocabulary across all grade levels.

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 the teacher see what the student has learned, what they will learn, and what they need to know in order to be successful in the grade above. Using the Texas Teacher Evaluation and Support System(T-TESS), teachers set personal and professional goals to ensure and enhance academic performance of students.

Capturing Kids Hearts and professional development of teachers is practiced and monitored throughout daily interactions, Clift Nation TV, staff meetings, class room walkthroughs, Professional Learning Communities and Response to Intervention meetings.

Teachers use: Istation, Developmental Reading Assessment, Education Galaxy, iTime Intervention, Leveled Literacy Instruction reading groups, Reading Recovery, observations, District Common Assessments, progress monitoring data, unit assessments and State of Texas Assessment of Academic Readiness assessments.

Regarding English Language Learner students: Language objectives are directly correlated to content objectives. Once a teacher determines the lesson topic from the content standards, the teacher will then begin to think about the academic language necessary to complete the task. The teacher will decide what the key vocabulary, concept words and other academic words are. Also into consideration during planning time is language functions, language skills and grammar and language structures. The teacher will consider the task and plan accordingly. Planning is done with multiple teachers in order to best fit the students' needs in all content areas. Careful lesson planning is another essential step in preparing effective language objectives. The teacher 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 System(TELPAS) where students writing samples are scored by other teachers. Teachers with English Language Learners also monitor progress through Istation, Developmental Reading Assessment, district assessments and personal English Language Learner goals.

Professional learning community meetings are held weekly at each grade level. At these meetings teachers discuss lesson plans, share ideas and talk about student progress. If a student is struggling, teachers meet on the student and complete a Tier 1 form. They then discuss what strategies will be used to help the student become successful. If the student continues to struggle, teachers have the option to increase the level of intervention for that students. This is done with grade level teachers, the school administrators, school counselor, Reading Recovery teacher, and dyslexia teacher.

Programs available before school are Books, Braids, & Bow-ties, tutoring, University Interscholastic League(UIL), and 5th grade Reflex Math. Programs available after school are UIL, tutoring, Clift Council, Recorder Ensemble, Xylophone Ensemble, and Robotics Club. Clift Academy meets during the school day three times per nine-weeks.

School Processes & Programs Strengths

Teachers and staff are committed to ensuring students are learning and growing in content areas. Student assessments and daily work are evaluated in order for teachers to plan lessons according to strengths and weaknesses of learners.

School Organization:

Staff members are given good communication of goals, performance objectives and strategies by posting in the Campus Improvement Plan. The goals are fluid to enable the Campus Advisory Team to change goals as they are successfully completed and add more goals as needed throughout the year. The master schedule maximizes the amount of time spent in instruction. Any interruptions such as mandatory drills and visits from special groups are all purposeful. Student groups and activities are available before, during, and after school to include as many students as possible.

Technology:

Teachers are committed to using different forms of technology in the classroom in order to enhance instruction. Ipad carts, computer time, and devices in the classroom have enhanced instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more communication between grade levels to gain a better understanding of academic expectations. **Root Cause:** It is difficult to find time for different grade levels to meet and collaborate.

Problem Statement 2: Technology in our school (internet connectivity, availability of smart boards in all classes, ease of requesting apps for ipads, etc) impedes fluidity of learning. **Root Cause:** Broadband width unable to sustain the needs of our school, insufficient budget in the district for more technology.

Perceptions

Perceptions Summary

Overall, climate is positively received by families. Families feel welcome and believe our school is effective in supporting their children. Parents feel heard and understood in going through proper channels to find solutions when problems arise.

Perceptions Strengths

Social media accounts(Twitter, FaceBook, Instagram, School Messenger, SeeSaw, BLOOMZ, Class DoJo)

PTO events - Family Dinner Night, Fall Festival, School Dance, etc.

School-related events - Math Night, Talent Show, Art Show, grade level musicals, Science Fair, School-wide Field Day, Christmas Sing-a-long, Book Fair(2), Pep Rally

Parent Conferences, Open House, Classroom Orientation

Community Involvement - Mission 75165, Adopt-A-Class, Avenue Church, Downtown Men's Bible Study

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement at school events is often low. **Root Cause:** Some parents feel intimidated, while others lack motivation or are uninformed.

Problem Statement 2: Students and parents make poor nutrition choices for breakfast and lunch. **Root Cause:** Students and parents are not educated on the value of proper nutritional choices.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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




Revised/Approved: October 30, 2018

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 2019, 75% of all general education students will meet Approaches level on the STAAR writing assessment, and 85% of all general education students will meet Approaches Level on the reading and 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.

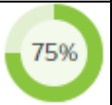


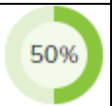
Evaluation Data Source(s) 1: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, Istation, Education Galaxy, Skyward, Developmental Reading Assessment scores, Reading Recovery, Texas English Language Proficiency Assessment System report, and progress monitoring forms.





Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Monitor and support the implementation of the district's guaranteed and viable curriculum (Texas Essential Knowledge and Skills Resource System)</p>		Principal, Assistant Principal, and Teachers	-Texas Essential Knowledge and Skills Resource System (TRS) scope & sequence will be followed to ensure student academic success				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Complete continuous learning walks in third, fourth and fifth grade science classrooms and labs.</p>		Principal, Assistant Principal, Intervention Specialist	- Improved teacher instruction based on data from walkthroughs and teacher appraisal system - Increased student grades on District Common Assessments and Unit tests, Advanced levels on student state assessment data achievement				
<p>Critical Success Factors CSF 1</p> <p>3) Sustain the Waxahachie Independent School District Framework for Effective Teaching and Learning.</p>		Principal, Assistant Principal and Teachers	-Increase of Advanced levels on Texas Assessment instruments -District workshop attendance				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) 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: Eduphoria Aware, Skyward Student Information System, iStation reading tool, and Region X website and data meetings during Professional Learning Communities.</p>		Principal, Assistant Principal, Intervention Specialist, WISD Curriculum Team and Teachers	-study of data from Texas Academic Performance Report, iStation, Education Galaxy, Student Success Team meetings, Developmental Reading Assessment and district common assessments, will help teacher create and enhance classroom instruction and lessons				
<p>Critical Success Factors CSF 1</p> <p>5) 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 though the academic curriculum.</p>		Principals, Librarian, computer lab teacher and classroom teachers	- Increased percentage of students meeting expectations on the Texas Technology Assessment Instrument - Increased student awareness of technology applications				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Increase the percentage of special education students receiving instruction in the general education classroom.</p>		Diagnosticians, Principals, Special Education and General Education teachers	-increased student performance				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) 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 Response to Intervention meetings.</p>		Principals, Asst. Principals, Student Success Team Committee	-increased purposeful planning for student intervention				
<p>Critical Success Factors CSF 1</p> <p>8) Individual student, classroom and grade level data will be gathered from State of Texas Assessment of Academic Readiness simulations, unit assessments and curriculum checks.</p>	2.4	Principals, Teachers, and Intervention Specialist	- Professional Learning Communities or department meetings - District Common Assessment data - State of Texas Assessment of Academic Readiness Simulation scores - iStation data - Developmental Reading Assessment data				






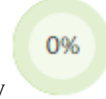

<p>Critical Success Factors CSF 1 CSF 5</p> <p>9) Fourth and fifth grade students will increase their knowledge of issues in society. Fifth grade students conduct career research to introduce a variety of careers, and participate in Jobs in Pawsland, while fourth grade students will attend the Future Farmers of America Ag Day to learn about the importance of farming on our environment.</p>		Principals and Teachers	Increased student awareness				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>10) A stronger emphasis will be placed on a school-wide Positive Behavior Interventions and Support(PBIS) system with common expectations and reward assemblies for students. Teachers will use Class Dojo, Bloomz and SeeSaw to track positive behavior for students and communicate with parents.</p>	2.6	Principal, Assistant Principal, Teachers, Paraprofessionals	-Decreased numbers of incidences needing Crisis Prevention Intervention -Decreased office referrals				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>11) Continue the Clift Academy program that enables students to explore learning life skills beyond the classroom.</p>		Principal, Assistant Principal, Teachers and Paraprofessionals	-increase on-task behavior -increase school climate -extend learning				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>12) 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>		Campus staff members	-Increased percentage of students meeting expectations on the fifth grade STAAR science test.				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>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 writing, fourth grade math, fourth grade reading, and fifth grade math through use of iTime (Title 1 intervention daily tutoring in small groups).</p>		Principal, Assistant Principal, Intervention Specialist, Special Education teachers, and Paraprofessionals	-Increase percentage of students meeting expectations on the Texas Assessment Instruments.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>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 writing, fourth grade math, fourth grade reading, and fifth grade math through the use of before/after school tutoring.</p>	2.6	Principal, Assistant Principal, Teachers	-Increase percentage of students meeting expectations on the Texas Assessment Instruments. -after-school tutoring rolls				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>15) 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 writing, fourth grade math, fourth grade reading, and fifth grade math by identifying at-risk students.</p>		Principal, Teachers, PEIMS secretary	-Increase percentage of students meeting expectations on the Texas Assessment Instruments. -grade level list of economically disadvantaged students				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>16) 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 writing, fourth grade math, fourth grade reading, and fifth grade science through diversified instruction.</p>		Principal, Assistant Principal, Teachers, Intervention Specialist	-Increase percentage of students meeting expectations on the Texas Assessment Instruments. -Reduced number of students referred for Special Education testing				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>17) Continue to support State of Texas Assessment of Academic Readiness achievement in math of student groups identified as Special Education, At-Risk, African American and Economically Disadvantaged in the area of third, fourth and fifth grade through hosting a school-wide assembly for students and a Family Math Night program featuring Music Notes (a math rap singing group). Additionally, every family will receive a deck of playing cards and a packet of math card games.</p>		Principal, Assistant Principal, Teachers	-Increase percentage of students meeting expectations on the Texas Assessment Instruments. -Reduced number of students referred for Special Education testing				
<p>Problem Statements: Student Academic Achievement 2 - Perceptions 1 Funding Sources: Title I Parental Involvement - 450.00, Title I (211) - 800.00</p>							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>18) 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 writing, fourth grade math, fourth grade reading, and fifth grade science through the use of sheltered instruction.</p>		Principal, Assistant Principal, Teachers	-Increase percentage of students meeting expectations on the Texas Assessment Instruments.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>19) 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 writing, fourth grade math, fourth grade reading, and fifth grade science through the identification of low performing student's educational deficiencies.</p>		Principal, Assistant Principal, Teachers, Intervention Specialist	-Increase percentage of students meeting expectations on the Texas Assessment Instruments. -Reduced number of students referred for Special Education testing				
<p align="center">Critical Success Factors CSF 1</p> <p>20) Increase the percentage of students scoring "developed" on the K-2 reading assessment by providing reading support for struggling readers through guided reading groups and continued Leveled Literacy Intervention (LLI) in the classroom.</p>		Principals, Intervention Specialist, and Teachers	- increased student achievement on performance indicators - increased student achievement on Texas English Language Proficiency Assessment System - increased student reading levels				

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>21) Increase the percentage of students scoring "developed" on the K-2 reading assessment through utilization of Curriculum personnel assistance and mentoring of new teachers to help with planning and instruction.</p>		Teachers, Curriculum personnel	-increased student achievement on performance indicators, District Common Assessment scores, iStation assessments and report cards				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>22) Increase the percentage of students scoring "developed" on the K-2 reading assessment continued use of Kindergarten Learning Lab. Due to the success of early implementation last year, the lab will start serving students in September, instead of January.</p>		Principals, Intervention Specialist, Teachers and Paraprofessionals	-increased student achievement of performance indicators				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>23) 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>		Principals, Intervention Specialist, Teachers, paraprofessional	-increased student performance				
<p>Critical Success Factors CSF 1</p> <p>24) Continue to support the Response to Intervention (RtI) layered model of support by utilizing First Steps in Mathematics K-5 (math lessons and assessment).</p>		Principals, teachers	<ul style="list-style-type: none"> - Increased student performance - Reduced number of referrals to special education - Reduced number of student retentions 				
<p>Critical Success Factors CSF 1</p> <p>25) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the Fountas and Pinnell Leveled Literacy Intervention (LLI) small group reading program.</p>		Principals, teachers	<ul style="list-style-type: none"> - increased reading levels - Reduced number of referrals to special education - Reduced number of student retentions 				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p>		Principal, Reading Recovery teacher, Interventionist	-increased student performance -increased reading performance and DRA reading levels				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Title I (211) - 98900.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>27) Continue to support the Response to Intervention (RtI) layered model of support by implementing before school and after school tutoring</p>		General Education teachers	-increased student achievement on classwork and assessments				
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>28) Continue to support the Response to Intervention (RtI) layered model of support by utilizing iStation and Education Galaxy computer programs.</p>		Principals, General Education teachers, computer lab teacher, Title 1 staff	- increased student achievement on classwork and assessment				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>29) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the Reflex Math (online math facts) program.</p>	2.6	Principals, math teachers,	-increased student achievement on classwork and assessments				
<p>Funding Sources: Local Funds - 0.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>30) First through fifth grade students will increase their knowledge of current events while increasing their reading skills using Scholastic Classroom Magazine.</p>		Principals and General Education teachers	-increased student achievement on classwork and assessment				
<p>Funding Sources: Local Funds - 700.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>31) Continue to support the Response to Intervention (RtI) layered model of support by purchasing math and reading curriculum materials in addition to the materials the district provided, such as, Mentoring Minds math, science and reading consumables, STAAR Master for reading, Formative Loop for math and Step Up to TEKS math consumables.</p>	2.6	Principals and General Education teachers	-increased student achievement on classwork and assessment				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: Title I (211) - 1500.00, Local Funds - 1800.00</p>							

32) Increase the percentage of students scoring "developed" on the K-2 reading assessment by providing reading support for all students using SuperKids reading curriculum.		Principals and General Education teachers	-student achievement on classwork and assessment				
Problem Statements: Student Academic Achievement 1 Funding Sources: Supply - 1663.34							
Critical Success Factors CSF 1 CSF 6 33) Increase student achievement of math vocabulary through the implementation of a school-wide vocabulary focus using a staff-developed character. Marty the Mathematician will present a weekly math word on Clift Nation TV.	2.6	Teachers, CNTV staff	-students will gain a better understanding of math vocabulary				
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 34) Third and Fourth grade students will participate in Writer's Workshop to increase their writing skills.	2.4, 2.6	Principals, Intervention teacher	-student achievement on classwork and assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: On average, 25% of students in K-3 are below their target reading level for beginning of year and middle of year Developmental Reading Assessment testing. Continued support needed using Leveled Literacy Instruction, Reading Recovery certified teacher and Intervention Specialist. Root Cause 1: Lack of prior knowledge and literary/academic exposure before entering current grade level.
Problem Statement 2: Students struggle with making academic connections to real world experiences through everyday mathematical problem solving. Root Cause 2: Limited emphasis/connection to mathematical academic vocabulary across all grade levels.
Problem Statement 3: Students struggle with making academic connections to real world experiences through everyday scientific problem solving. Root Cause 3: Limited emphasis/connection to scientific academic vocabulary across all grade levels.
Perceptions
Problem Statement 1: Parental involvement at school events is often low. Root Cause 1: Some parents feel intimidated, while others lack motivation or are uninformed.

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

Performance Objective 2: 100% of Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Evaluation Data Source(s) 2: Comparison of 2019 STAAR data to 2018 data, and Texas English Language Proficiency Assessment scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Continue the use of Sheltered Instruction strategies in the classroom.	2.6	Principals, English as a Second Language Teachers, and Language Proficiency Assessment Committee	Increase the percentage of Limited English Proficiency students who improve by one or more proficiency levels on Texas English Language Proficiency Assessment				
Critical Success Factors CSF 1 2) Implement Word Study strategies in Kindergarten through Grade 5.		Teachers	Increase the percentage of Limited English Proficiency students who improve by one or more proficiency levels on Texas English Language Proficiency Assessment				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </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: By June 2019, 100% of the goals to address Gifted and Talented students will be met.

Evaluation Data Source(s) 3: ~number of activities offered to Gifted and Talented students
 ~completion of Gifted and Talented professional development for teachers

Summative Evaluation 3:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) All gifted and talented students to be required to participate in the school Science Fair.	2.4, 2.5	Principal and teachers	Enhance student academic performance				
Critical Success Factors CSF 1 CSF 6 2) All gifted and talented students will participate in Enrichment classes.	2.4	Principal, teachers, paraprofessional	Enhance student academic performance				
Critical Success Factors CSF 1 CSF 3 CSF 6 3) Gifted and talented students are given the opportunity to participate in various clubs before, after and during school such as: Broadcasting, Robotic Club, F.L.A.G, Student Council, and Clift Academy.	2.4, 2.5	Principals and teachers	Enhance student personal and academic performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							








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 2019, 100% of the safety and security goals will be completed. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Evaluation Data Source(s) 1: Evidence will be documented in safety audit report, revised Emergency Operations folders information, lessons plans, staff training sign-in sheets, emergency operation drills, campus security officer walkthroughs and workorders completed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Review and implement the district approved Coordinated Approach To Child Health program and district guidelines at Kindergarten through grade 5</p>	2.4	Health and PE teachers	-increased student awareness of a healthier lifestyle				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Ensure all staff complete the following district policy training requirements as well as additional requirement set by the district: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse</p>	2.4, 2.6	Campus Principal Campus Counselor	-an informed staff leads to a more safe and positive campus culture				
<p>Critical Success Factors CSF 6</p> <p>3) Guidance counselor will present classroom lessons on conflict resolution, bullying, career choices, drug and violence prevention and intervention each nine weeks.</p>	2.4, 2.6	Campus Guidance Counselor	-Reduction in number of student conflicts related to bullying. -Increased student awareness of drug and violence prevention -Increased student awareness of career choices				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Ensure all staff complete the district policy training requirements regarding harassment and dating violence, sexual abuse and other maltreatment of children, sexual harassment, and physical and verbal aggression, and suicide prevention.</p>	2.4	Campus Guidance Counselor Campus Principal	Teachers and staff are more aware and knowledgeable				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Students in grades 3 through 5 will participate in Fitness Gram through Physical Education class.</p>	2.4, 2.6	Principal PE Teacher and Paraprofessional	-student focus on physical health				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) The campus will review and revise the 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. Campus administration and teacher representatives from each grade level will attend Standard Response Protocol through the I Love You Guys foundation to address violence prevention and effective staff responses.</p>	2.4, 2.6	Principal, Assistant Principal, Campus Security Officer, Campus Safety Committee	-having a plan in place helps to promote a safe environment -staff can be prepared for an emergency situation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </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: There will be an increase in attendance this school year.

Evaluation Data Source(s) 2: Evidence in attendance reports and truancy court appearances

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Parents will receive phone calls, emails and letters regarding student tardies and absences in a timely manner.</p>	2.4, 2.6	Principal, Attendance Clerk, Security Officer, Assistant Principal, Teachers	-immediate parent contact will reduce tardies and absences				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Popcorn parties will be offered to homerooms that earn perfect attendance.</p>	2.4, 2.6	Principal, Assistant Principal	Increased attendance rates				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) New staff members will be trained in the Capturing Kids Hearts program and classroom implementation will continue in the classroom.</p>	2.4, 2.6	All campus staff	-reduced office referrals -consistant behavior expectations throughout the campus -increased campus pride -increased comrodery among staff				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							







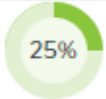
Goal 3: Clift Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.








Performance Objective 1: By June of 2019, 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, will be used to make decisions about future programs.

Evaluation Data Source(s) 1: Human Resource report will confirm highly qualified teachers, G.U.I.D.E. Program, and Eduphoria data, various professional development sessions, student enrollment, student assessment data and performance levels.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Support a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)</p>	2.4	Campus Principal and Campus G.U.I.D.E. representative	-new teachers will have a format for networking -new teachers will be more informed of district and campus guidelines and expectations				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide up-to-date technology tools and training for teachers.</p>	2.4	Technology Department, Principals and Librarians	-teachers will be more tech savvy -teachers will use more technology in their classrooms to increase student knowledge and enhance lessons				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a). Provide training on meeting norms and protocols, and (b). Provide common grade level planning periods.</p>		District Trainers, Principals and Team Leaders	-increased comradery among staff -enhanced classroom lessons				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide continued support and training for all applicable components of Eduphoria: (a). Review role of Eduphoria, (b). Review registration logistics, (c). Review WISD Professional Development Guidelines, (d). Review District and SBEC requirements for certification renewal. and (e). Ensure all required trainings are available online.</p>	2.4	District Trainers, Principal and Team Leaders	-more effective teachers				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers and administrators will attend professional development training in their content area, including math, art, music and science conferences and technology training to enhance classroom instruction.</p>	2.4, 2.5, 2.6	Principals, teachers	Classroom instruction will exhibit higher quality lessons and allow the students to become more engaged.				
Funding Sources: Local Funds - 130.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) New campus staff members will attend Capturing Kids Heart workshop to learn strategies on how to effectively develop and improve positive relationships with and among staff and students.</p>	2.4	Principal, District Administration	-Fewer office referrals and lower incidents of bullying among students. -Uniform behavior expectations of students from staff -Increased cohesiveness among staff				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>7) School Nurse will attend update training to get re-certified in vision and hearing screenings.</p>	2.4	Prinicpal, Nurse	-currnent certification promotes more effective test results				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>8) School counselor will attend state conference.</p>	2.4, 2.5, 2.6	Principal, counselor	-up to date research based programs available for students				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) After hour staff socials will be offered to increase camaraderie.</p>	2.4	Principal, teachers	-increased teacher participation will develop a closer working relationship				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>10) Vertical teaming meetings will be implemented throughout the school year.</p>	2.4	Principal, Assistant Principal, teachers	-improved teaching instruction and increased student performance				

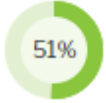


<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>11) Trends in teacher evaluation data and student performance levels will be used to make decisions about staffing.</p>	2.4	Principal, Assistant Principal	Teacher and student performance will increase.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>12) Monthly staff meetings will follow the Capturing Kids' Hearts Excel model. This will allow teachers to be more involved in presenting information at staff meetings.</p>		Campus administration, CKH Process Champions, and teachers	~increased teacher involvement and 'buy-in' of campus programs				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>13) Classroom teachers will observe one another during instruction to gain addition strategies for effective teaching.</p>		Principals, teachers	-enhanced classroom instruction				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 2019, 100% of the parental engagement goals will be completed.

Evaluation Data Source(s) 1: Evidence will be recorded on parent attendance during school events, volunteer hours, completed Parents In Education applications, increased School Messenger communication, social media and website posts and number of events held.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>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, (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 of Partners In Education sign-ups during Bring Supplies Night and Parent Orientation night..</p>		Principal, Assistant Principal, UIL Coordinator, Counselor, Teachers	-increased communication with parents and the community will promote the success of student's social and academic performance				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Increase Twitter, FaceBook and Instagram posts and teacher driven social media usage, revise and update campus teacher websites to ensure parents have access to pertinent current information and news.</p>		Principal, Assistant Principal, teachers	-increased communication with parents and the community will promote the success of student's social and academic performance				
<p>3) Organize and promote Parent Education classes for the district and campus. School counselor will host Practical Parenting classes on campus twice per year.</p>		Counselor and principal	-increased communication with parents and the community will promote the success of student's social and academic performance				
Problem Statements: Perceptions 1							
Funding Sources: Title I (211) - 50.00							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Develop and implement a Parent Compact and Parent Involvement Policy to engage parents in their child's educational experience.</p>	3.1	Campus Principal, Campus Advisory Team	<p>-development of the Parent Compact communicates clear expectations of school, parent and student responsibilities</p> <p>-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>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>5) Host Math Night for parents and students to increase parent involvement and assist with the understanding of math concepts. Music Notes math rap vocal group will be the featured guest performer. A deck of playing cards and a packet of math games will be given to attendees.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Campus Advisory Team, Math teachers	<p>-enhances student math concepts</p> <p>-increases parent understanding of math instruction</p> <p>-increases parent and community involvement</p>				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Title I Parental Involvement - 450.00, Title I (211) - 800.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Campus Advisory Team will increase its number of members to include parents from each grade level and will make an active effort to keep parents engaged throughout the school year.</p>	3.1, 3.2	Principal, Assistant Principal, campus staff members	~increased parental involvement and increased school climate				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parental involvement at school events is often low. Root Cause 1: Some parents feel intimidated, while others lack motivation or are uninformed.
Problem Statement 2: Students and parents make poor nutrition choices for breakfast and lunch. Root Cause 2: Students and parents are not educated on the value of proper nutritional choices.

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 several family involvement events.

Evaluation Data Source(s) 2: Evidence and successful participation will be based on number of parents and students attending events.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Host 80's themed school dance	3.2	Principal, Assistant Principal, Counselor	-increased parent involvement				
Critical Success Factors CSF 5 CSF 6 2) Host Family Dinner Night in March	3.2	Principal, Assistant Principal, Counselor, PTO officers	-increased parent involvement				
Critical Success Factors CSF 5 CSF 6 3) Family Movie Night in December	3.2	Principal, Assistant Principal, PTO board members	-increased parent involvement				
Critical Success Factors CSF 5 CSF 6 4) Host Fall Festival in October	3.2	Principal, Assistant Principal, Counselor, PTO Offices	-increased parent involvement				
Critical Success Factors CSF 5 CSF 6 5) Continue incentive plan to increase parent involvement in PTO events.	3.2	Principal, PTO Officers	-increased parent involvement				
Critical Success Factors CSF 5 CSF 6 6) Host Christmas Store for students to purchase low cost items for Christmas gifts.	2.5	Principal, Assistant Principal, PTO Board Members	-increase student independence				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 Source(s) 1: Number of mobiles devices available to students, computer lab schedules, ability to print assignments and integration of technology in lesson plans, etc.

Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students will be able to print assignments while in the computer lab.	2.4	Teachers, Computer lab teacher	Completion of student work				
Critical Success Factors CSF 1 2) Teachers will be able to schedule use of computer lab on days Specials lab isn't opened.	2.4, 2.6	Teachers, Computer lab teacher	Increased computer lab time for students.				
Critical Success Factors CSF 1 CSF 7 3) Technology department will offer Lunch'n Learn sessions for teachers.	2.4	Principal, Tech department	-increased technology use by classroom teachers				

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

Performance Objective 2: Technology department installed certain software programs to increase connectivity.

Evaluation Data Source(s) 2: Evidence of better connectivity for technology devices.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review trends of network usage		Principal and Technology Department	-Consistent network capability				
							

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 Source(s) 1: The principals, Campus Advisory Team and Student Success Teams 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 insure all financial guidelines are followed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 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.	2.4, 2.6	Principal	-District Guidelines for Federal and State Funds are followed to effectively use campus funds				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 2) Develop staffing priorities and academic plans based on student needs.	2.4, 2.5, 2.6	Principal	-increased student performance -increased teacher job satisfaction				
Critical Success Factors CSF 1 CSF 2 3) Evaluate existing programs for all departments based on effectiveness relating to student achievement vs. costs, The the Campus Advisory Team will prioritize purchases and programs based on student needs.	2.4, 2.5, 2.6	Principal, Campus Advisory Team	-increase student performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Complete continuous learning walks in third, fourth and fifth grade science classrooms and labs.
1	1	6	Increase the percentage of special education students receiving instruction in the general education classroom.
1	1	7	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 Response to Intervention meetings.
1	1	12	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.
1	1	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 writing, fourth grade math, fourth grade reading, and fifth grade math through use of iTime (Title 1 intervention daily tutoring in small groups).
1	1	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 writing, fourth grade math, fourth grade reading, and fifth grade math through the use of before/after school tutoring.
1	1	15	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 writing, fourth grade math, fourth grade reading, and fifth grade math by identifying at-risk students.
1	1	16	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 writing, fourth grade math, fourth grade reading, and fifth grade science through diversified instruction.
1	1	18	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 writing, fourth grade math, fourth grade reading, and fifth grade science through the use of sheltered instruction.
1	1	19	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 writing, fourth grade math, fourth grade reading, and fifth grade science through the identification of low performing student's educational deficiencies.
1	1	26	Continue to support the Response to Intervention (RtI) layered model of support by utilizing the Reading Recovery program and iTime intervention.

Goal	Objective	Strategy	Description
1	1	28	Continue to support the Response to Intervention (RtI) layered model of support by utilizing iStation and Education Galaxy computer programs.
1	2	1	Continue the use of Sheltered Instruction strategies in the classroom.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CAT meeting to provide initial training to develop CNA - April 18, 2018

CAT meeting to develop CNA - May 31, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Christi Kubin-principal

Monika Bray- current assistant principal

Anita Barnes - school counselor

Julie Ballard, Mandy Allen, Lori Chandler, Aimee Acree, Jason Butler, Chrissy Colwell - grade level teachers

Courtney Moseley - Special Teacher rep.

Dian Touhy - Sp. Ed. rep.

DeShawn Moore and Cinda Maples - parents

Eddie Ballard - community rep.

Patricia Knight - office staff

2.3: Available to parents and community in an understandable format and language

CIP developed - May 30, 2018

CIP will be posted to the school website.

CIP is in English and translation will be made available to parents upon request.

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

- Using effective instructional strategies that are scientific research based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners

2.5: Increased learning time and well-rounded education

- Before and After school tutoring will be provided to increase learning time.
- After school clubs, Clift Academy, mentoring groups and other programs will be introduced to provide a well-rounded education

2.6: Address needs of all students, particularly at-risk

- Before and After school tutoring will be provided to increase learning time and address specific skills deficits.
- Extra curricular activities, Reading Recovery, and Intervention programs provided to enhance instruction

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Involvement Policy was developed with parents and staff members and will be available online in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

The first meeting to develop the Parent Compact and School-Parent Involvement Policy will be held at 2:30 on August 15th, 2018.

All other meetings will take place after school at 3:30 on October 17th, January 16th, and April 24th and June 3rd.

Our annual Title 1 Parent Meeting was held September 13, 2018 at 6:00 p.m.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Brown	Intervention Specialist	Title I	1.0
Tammy Jo Hill	Reading Recovery Teacher	Title I/Reading Recovery	1.0

Campus Advisory Team

Committee Role	Name	Position
Administrator	Christi Kubin	Principal
Counselor	Anita Barnes	Counselor
Classroom Teacher	Julie Ballard	Kinder Rep.
Classroom Teacher	Mandy Allen	First Grade Rep.
Classroom Teacher	Lori Chandler	Second Grade Rep.
Classroom Teacher	Aimee Acree	Third Grade Rep.
Classroom Teacher	Jason Butler	Fourth Grade Rep.
Classroom Teacher	Chrissy Colwell	Fifth Grade Rep.
Parent	Cinda Maples	Parent
Classroom Teacher	Courtney Moseley	Specials Rep.
Classroom Teacher	Erica Brown	Title 1 Interventionist
Classroom Teacher	Dian Tuohy	Sp. Ed. Rep.
District-level Professional	Jenny Bridges	District PR Director
Classroom Teacher	Tammy Hill	Reading Recovery
Parent	Becky Grady	Parent
Parent	Amy Knight	Parent
Assistant Principal	Monika Bray	Assistant Principal

Campus Funding Summary

Supply					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	32			\$1,663.34
Sub-Total					\$1,663.34
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$800.00
1	1	26			\$97,100.00
1	1	26			\$1,800.00
1	1	31			\$1,500.00
4	1	3			\$50.00
4	1	5		6200	\$800.00
Sub-Total					\$102,050.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	29		2600.	\$0.00
1	1	30			\$700.00
1	1	31			\$1,800.00
3	1	5			\$130.00
Sub-Total					\$2,630.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$450.00
4	1	5		6200	\$450.00
Sub-Total					\$900.00
Grand Total					\$107,243.34