

Irving Independent School District
Clifton Early Childhood School
2025-2026 Campus Improvement Plan



Mission Statement

The mission of Clifton Early Childhood School is to ensure success for each child.

Vision

The vision of Clifton Early Childhood School is to function as a nurturing Professional Learning Community that collaborates for the common purpose of intentionally modeling

- Respect
- Compassion
- Inclusivity
- Commitment to ensure the success of each child

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 8

Perceptions 10

Priority Problem Statements 12

Comprehensive Needs Assessment Data Documentation 14

Goals 16

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready. 16

Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students. 36

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving. 38

Title I Personnel 42

Campus Funding Summary 43

Policies, Procedures, and Requirements 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clifton Early Childhood was founded in 1999 to serve the early childhood learners of the MacArthur feeder schools within Irving ISD. In order to attend, students must meet at least 1 of 5 qualifications. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program) students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District.

Grade Level	Monolingual	Bilingual	ECSE
PK3	135	93	22
PK4	87	44	23

Ethnicity	Student Percentage	Staff Percentage
African American	28%	7%
Hispanic	48%	45%
White	5%	41%
American Indian	1%	1%
Asian	15%	4%
Two or more races	3%	1%

Demographics Strengths

1. To meet the various needs of our community, our campus offers the following programs: Bilingual/ESL, HeadStart, Early Childhood Special Education, and Tuition Based classes. These programs are in alignment with the philosophy and beliefs of our teachers and administrators.
2. The average class size for PreK 4 Bilingual and ESL classes is 22 students. There is a certified teacher and a paraprofessional in each

classroom, allowing for an 11:1 student to staff ratio. For PreK 3 ESL and bilingual classes, the average class size is 18 students. These classes also have a certified teacher and paraprofessional, making the student to staff ratio 9:1. The average class size for our PreK 4 ECSE classes is 12 students. There are two paraprofessionals and a certified teacher in each of these classes, which equals a 4:1 student to staff ratio.

3. Clifton is centered in a very diverse zip code. At least 27 different languages are spoken in the homes of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92%

Root Cause: Truancy is not recognized in PK 3/4. Parents do not recognize the importance of early childhood education.

Problem Statement 2 (Prioritized): Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 12 MTSS meetings were held during the 24-25 focusing on behavior concerns.

Root Cause: Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Student Learning

Student Learning Summary

PK3 students are assessed using Circle Story Retail and Comprehension Assessment, district created essential skills, and the district PK3 Competency Reporting Sheet.

PK4 students are assessed using the Circle Assessment, district created essential skills, and the district PK4 report card.

The percentages for mastery of skills for the 2024-25 school year are:

88% of Clifton PK3 students indicated mastery on the CLI Story Retell and Comprehension Assessment.

93% of PK3 students mastered Language and Reading Essential Skills.

91% of PK3 students mastered Math Essential Skills.

93% of PK4 students mastered Language and Reading Essential Skills.

93% of PK4 students mastered Math Math Essential Skills.

Student Learning Strengths

The end of year percentages for mastery of skills for the 2024-25 school year are:

93% of PK3 students mastered Language and Reading Essential Skills.

91% of PK3 students mastered Math Essential Skills.

93% of PK4 students mastered Language and Reading Essential Skills.

93% of PK4 students mastered Math Math Essential Skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 79% of PK4 students demonstrated mastery in the Rapid Vocabulary domain of the Circle Assessment.

Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Problem Statement 2 (Prioritized): 86% of PK4 students demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.

Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Problem Statement 3 (Prioritized): 88% of PK4 students mastered Story Retell and Comprehension on the Circle Assessment.

Root Cause: A stronger emphasis was placed on letter identification and vocabulary development.

Problem Statement 4: 88% of PK3 students mastered Story Retell and Comprehension on the Circle Assessment.

Root Cause: A stronger emphasis was placed on letter identification and vocabulary development.

Problem Statement 5 (Prioritized): 85% of PK3 students mastered Math competences as reported on the PK3 competency sheet.

Root Cause: An emphasis was placed on oral language development and social emotional learning.

Problem Statement 6: Students enrolling after the first semester have a major gap in learning.

Root Cause: Late enrollees miss the first 5 months of instruction. Even the most intensive interventions cannot make up for 5 months of tier 1 instruction in the remaining 5 months of school while also learning new concepts.

School Processes & Programs

School Processes & Programs Summary

District written curriculum is implemented in the PK4 classrooms with SAVVAS as the main resource. Frog Street 3 is provided as the PK3 curriculum and resource.

Collaborative planning and assessment of student mastery take place often during the school year to ensure that quality instruction is taking place in the classrooms. The curriculum should help teachers with narrowing down which resources to use to teach the concepts and skills listed on the scope and sequence.

Teachers meet in their Collaborative Teacher Teams to analyze the standards being taught and assessed per six weeks. They take that information to purposeful planning meetings where they work collaboratively to plan instruction to best meet the needs of their students.

The Academic Specialist serves as instructional support staff assisting teachers in meeting the needs of their students. She provided professional development focusing on oral language development in the form of Story Icons and core board usage.

At Clifton, teachers have access to many of the latest technology tools to teach our students for a world beyond what we know now. Each teacher has access to his/her own laptop computer, iPad, and interactive Viewboard to use with their students. The district is a one-to-one district and each student has access to an iPad. We support technology with the Instructional Technology Specialist (also our librarian) and our Campus Technician.

School Processes & Programs Strengths

1. Seventeen of the twenty two teachers are certified and highly qualified PK teachers with additional certifications relative to their specific programs. Potential candidates are selected from a bank of applicants based on their qualifications to meet the needs of the campus and students. The hiring committee provides screeners and later conducts interviews to determine the best candidate for any open positions.

2. 3 staff members have pursued educational leadership degrees and hold a leadership position on the campus.

3. We are 1:1 with technology devices. Each staff and student has access to devices. iPads in the classroom are a strength. Students are naturally drawn to the iPads and the touch screen technology is much easier for them than the computers involving mouse work. There are many apps available to increase rigor and creativity in the classroom. Each classroom is equipped with an interactive Viewboard. A focus has been placed on expanding usage to include opportunities for students to be more interactive in large group lessons.

4. Collaborative Teacher Teams meet one to two times weekly to analyze and discuss student data and plan future lessons to address the 4 big questions (What do we want our students to learn? How do we know if they learned it?, What do we do if they did?, What do we do if they didn't?).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Sixty five percent of students were identified as Emergent Bilingual. Concepts are not taught in all students' native languages.

Root Cause: Families list 23 different languages as their home language and instruction is only provided in English and Spanish.

Problem Statement 2 (Prioritized): Clifton's attendance rate of 92% is less than the district goal of 94%.

Root Cause: Due to a lack of education regarding germs and communicable illnesses, students often have to miss school due to illness.

Perceptions

Perceptions Summary

At Clifton, open communication is a priority and we historically have accomplished this task through face to face parent meetings as needed, conferences, monthly newsletters and our daily folder. We have also hosted several academic nights where the focus is on connecting parents with their children in a fun academic setting. We also communicate with parents through the district's Kinvoled to ensure that important news reaches all student homes. We also make sure that all communication sent home is sent in both English and Spanish. Our website has been designed to be user friendly and serve as another means of communication. Our Instructional Technology Specialist/Librarian has also created Instagram, Twitter, and Facebook pages for Clifton on which information is shared in several languages. Clifton actively communicates with parents through the online tool SeeSaw.

All but five teachers are certified and meet the highly qualified standards.

An additional PK3 Headstart class was added to meet the needs of the community.

Our staff continues to work as a Professional Learning Community, learning and growing together to be the best teachers possible for our students. There is traditionally very little turnover. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed as needed. Our Guiding Coalition is used to facilitate our programs within the school, with this group functioning as a school wide leadership team as well. Ongoing professional development is embedded into our meeting structures and Collaborative Teacher Team meetings are held regularly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed in a supportive and timely manner.

Clifton ECS has a C rating based on the district rating.

Perceptions Strengths

All PK4 teachers are certified meeting the Highly Qualified definition.

Both professional and paraprofessional staff have the opportunity to participate in professional development opportunities. These trainings enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through engaging in the PLC process, per grade level and content area. Instructional aides are also able to receive specialized training to address such academic areas as the Social and Emotional development, technology, etc..

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Clifton ECS has no community partnerships.

Root Cause: Students are enrolled at Clifton for one year and it is difficult to maintain long term relationships or partnerships with families and community agencies.

Problem Statement 2 (Prioritized): Low attendance at hosted family events.

Root Cause: Planned activities were not advertised well.

Priority Problem Statements

Problem Statement 1: Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92%

Root Cause 1: Truancy is not recognized in PK 3/4. Parents do not recognize the importance of early childhood education.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 79% of PK4 students demonstrated mastery in the Rapid Vocabulary domain of the Circle Assessment.

Root Cause 2: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 86% of PK4 students demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.

Root Cause 3: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Low attendance at hosted family events.

Root Cause 4: Planned activities were not advertised well.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Clifton's attendance rate of 92% is less than the district goal of 94%.

Root Cause 5: Due to a lack of education regarding germs and communicable illnesses, students often have to miss school due to illness.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 12 MTSS meetings were held during the 24-25 focusing on behavior concerns.

Root Cause 6: Students are new to school and are learning how to be a part of a classroom community. Conscious Discipline strategies are not implemented consistently across all classrooms.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 88% of PK4 students mastered Story Retell and Comprehension on the Circle Assessment.

Root Cause 7: A stronger emphasis was placed on letter identification and vocabulary development.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 85% of PK3 students mastered Math competences as reported on the PK3 competency sheet.

Root Cause 8: An emphasis was placed on oral language development and social emotional learning.

Problem Statement 8 Areas: Student Learning

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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 data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: 90% of PK students will demonstrate proficiency in the area of Rapid Letter Naming on the Circle assessment (English) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: 90% of PK students will demonstrate proficiency in the area of Rapid Letter Naming on the Circle assessment (Spanish) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR/SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Letter Naming as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: 90% of PK students will demonstrate proficiency in the area of Rapid Vocabulary on the Circle assessment (English) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details		Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR/SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR/SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 79% of PK4 students demonstrated mastery in the Rapid Vocabulary domain of the Circle Assessment. Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: 90% of PK students will demonstrate proficiency in the area of Rapid Vocabulary on the Circle assessment (Spanish) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in Rapid Vocabulary as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 79% of PK4 students demonstrated mastery in the Rapid Vocabulary domain of the Circle Assessment. Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: 90% of PK4 students will demonstrate proficiency in the area of Phonological Awareness on the Circle assessment (English) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in the are of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in ELAR. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in ELAR. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: 86% of PK4 students demonstrated mastery in the Phonological Awareness domain on the Circle Assessment. Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6: 90% of PK4 students will demonstrate proficiency in the area of Phonological Awareness on the Circle assessment (Spanish) by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in the are of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in SLAR. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Phonological Awareness as reported on the CLI Circle report Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: 86% of PK4 students demonstrated mastery in the Phonological Awareness domain on the Circle Assessment. Root Cause: PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 7: 90% of students will demonstrate proficiency in the area of Math as reported on the Circle assessment (English), Essential Skills Report, and/or the PK4 Report Card by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report, Report Card Data, Essential Skills Mastery Data

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Math as reported on the Circle assessment, Essential Skills Report, and/or the PK Report Card . Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' math skills. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Math as reported on the Circle assessment, Essential Skills Report, and/or the PK Report Card . Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success in Math. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Math as reported on the Circle assessment, Essential Skills Report, and/or the PK Report Card . Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home to support student success in math. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Math as reported on the Circle assessment, Essential Skills Report, and/or the PK Report Card . Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 5: 85% of PK3 students mastered Math competences as reported on the PK3 competency sheet. Root Cause: An emphasis was placed on oral language development and social emotional learning.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 8: 90% of PK3 students will demonstrate proficiency in Oral Language as reported in the area of Story Retell and Comprehension on the Circle assessment, PK3 Essential Skills report, and/or PK3 report card by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report, PK3 Essential Skills Report, PK3 report card

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle, Essential Skills, and Report Card data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Story Retell and Comprehension as reported on the CLI Circle Report, PK3 Essential Skills Report, PK3 report card. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' oral language skills. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Story Retell and Comprehension as reported on the CLI Circle Report, PK3 Essential Skills Report, PK3 report card. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Increase vocabulary and language for general education, ELL, and Special Education students through strategies including total physical response activities, music and movement, and language development through implementation of the district curriculum, Second Steps, and use of language instructional strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Story Retell and Comprehension as reported on the CLI Circle Report, PK3 Essential Skills Report, PK3 report card. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Story Retell and Comprehension as reported on the CLI Circle Report, PK3 Essential Skills Report, PK3 report card. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase language development activities that take place in the home to support student success. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Story Retell and Comprehension as reported on the CLI Circle Report, PK3 Essential Skills Report, PK3 report card. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 9: Maintain an attendance rate of at least 90% for the 25-26 school year.

Evaluation Data Sources: 2025-2026 Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for students with perfect attendance each six weeks and the end of the year. Strategy's Expected Result/Impact: 90% attendance rate by May 2026 Staff Responsible for Monitoring: Attendance Committee Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide information about the importance of attendance at registration, Meet the Teacher, parent conferences, etc... Strategy's Expected Result/Impact: 90% attendance rate by May 2026 Staff Responsible for Monitoring: Attendance Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Clifton's attendance rate consistently does not meet the district or campus goal. 2020-2021 = 92% 2021-2022 = 86% 2022-2023 = 88% 2023-2024 = 91% 2024-2025 = 92% Root Cause: Truancy is not recognized in PK 3/4. Parents do not recognize the importance of early childhood education.

School Processes & Programs

Problem Statement 2: Clifton's attendance rate of 92% is less than the district goal of 94%. **Root Cause:** Due to a lack of education regarding germs and communicable illnesses, students often have to miss school due to illness.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 10: 90% of students will demonstrate proficiency in the area of Social Emotional Behaviors on the Circle assessment, and/or PK Report Card by May 2026.

Evaluation Data Sources: 2025-2026 CLI Circle Report, and/or PK Report Card

Strategy 1 Details	Reviews			
Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use CLI Circle, Essential Skills, and report card data to shape discussion of strategies to increase student performance. Data talks will take place throughout the year focusing on student data and intervention/extension strategies. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Social Emotional Behavior as reported on the CLI Circle report, Essential Skills, and report card data. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: MTSS meetings will be held with campus and district experts focusing on instruction and intervention strategies for struggling students. Strategy's Expected Result/Impact: 90% mastery of objectives in the area of Social Emotional Behavior as reported on the CLI Circle report, Essential Skills, and report card data. Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1: Clifton leadership will attract, develop, and maintain life changing educators committed to the success of each student.

Evaluation Data Sources: staffing reports

Strategy 1 Details	Reviews			
Strategy 1: The leadership team will attend job fair opportunities held by the district. Strategy's Expected Result/Impact: The campus will be fully staffed during the 25-26 school year. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Materials for Job Fair - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: New teachers will be assigned effective mentors for the first two years. Strategy's Expected Result/Impact: Teachers will provide effective instruction as documented by the teacher evaluation system. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: The campus will continue the PLC process to ensure there is collaboration of teachers for embedded professional development. Strategy's Expected Result/Impact: Teachers will provide effective instruction as documented by the teacher evaluation system. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: The campus will provide guardians with information on the benefits of engaging at their child's school and supporting students' academic and SEL growth .

Evaluation Data Sources: 2025-2026 CLI Circle Report, Essential Skills Report, Report Card Data, Campus Event Attendance Sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and Parent Liaison/Counselor classes to increase learning activities that take place in the home to support student success. Strategy's Expected Result/Impact: 90% mastery of objectives on the CLI Circle report, Essential Skills, and/or Report Card Competencies Staff Responsible for Monitoring: Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title I-A - \$2,500	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Families will be invited to monthly evening activities focusing on academic content areas. Strategy's Expected Result/Impact: 10% average attendance of families at campus evening activities Staff Responsible for Monitoring: Committee Chair Parent Liaison Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 199 - General Funds - \$5,000	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Low attendance at hosted family events. Root Cause: Planned activities were not advertised well.

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: The school will keep parents informed of school wide information such as monthly events and engagement opportunities through campus newsletters and Parent Liaison communication.

Evaluation Data Sources: Attendance percentage at hosted evening activities/events.

Strategy 1 Details	Reviews			
Strategy 1: Monthly parent newsletters and Parent Liaison communications will be sent home informing families of things such as upcoming monthly evening activities/learning activities, tips and ideas for continuing learning at home, school wide information, etc... Strategy's Expected Result/Impact: 10% average attendance of families at campus evening activities Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Low attendance at hosted family events. Root Cause: Planned activities were not advertised well.

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 3: Host community agencies at campus events/activities such as: Parent Orientation/Community Agency Fair, Career Day, Open House, Literacy Night, Parenting Classes, etc.

Evaluation Data Sources: Attendance records from hosted meetings, activities, and events

Strategy 1 Details	Reviews			
Strategy 1: Host community agencies at campus events/activities such as: Parent Orientation/Community Agency Fair, Career Day, Open House, Literacy Night, Parenting Classes, etc. Strategy's Expected Result/Impact: 10% of school families will learn of various community agencies and resources available to them. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Engage parents, community members, and other stake holders in the campus decision making process through involvement in the CIC, PTO, and other campus committees. Strategy's Expected Result/Impact: School stakeholders will attend and participate in at least 4 CIC meetings throughout the year. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Low attendance at hosted family events. Root Cause: Planned activities were not advertised well.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yessenia Sanchez	Parent Liaison	Parent/Community Engagement	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Materials for Job Fair		\$1,000.00
3	1	2			\$5,000.00
Sub-Total					\$6,000.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$2,500.00
Sub-Total					\$2,500.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024

Title	Person Responsible	Review Date	Addressed By	Addressed On
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024