Irving Independent School District

Clifton Early Childhood School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

A nurturing community where every child thrives through respect, compassion and inclusivity.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 23

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 44

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 50

Title I Summary 55

Title I 56

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 56

1.1 Description of CNA Process 56

1.2 Location for Evidence of Multiple Meetings Held 56

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 56

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 56

2.2 Stakeholders 1114(b)(2) 56

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 57

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 57

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 57

Title I Personnel 57

Comprehensive Needs Assessment

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. We currently have no official community partners.

Total Enrollment	**411**
Emergent Bilingual	251
ECSE	36
504	3
Homeless	6
Chronic Absenteeism Rate (25-26)	21.3%

Grade Level	**Monolingual**	**Bilingual**
PK3	146	100
PK4	86	43

Ethnicity	Student Percentage	Staff Percentage
African American	23%	11%
Hispanic	46%	55%
White	7%	32%
American Indian	.24%	0%
Asian	22%	2%
Two or more races	2.4%	1%

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 class size for our PreK ECSE classes is up to 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 23 different languages are spoken in the homes of our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2 ★	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

★ = Priority

Student Learning

Summary

During the 25-26 school year, PK3 students were assessed using Circle Story Retell, district created essential skills, and the district PK3 Competency Reporting Sheet.

During the 25-26 school year, PK4 students were assessed using the Circle Assessment, district created essential skills, and the district PK4 report card.

As reported by the Essential Skills report, the percentages for mastery of skills for the 2025-2026 school year were:

91% Spanish and 85% English of Clifton PK3 students indicated mastery on the CLI Story Retell and Comprehension Assessment.

96% of PK3 students mastered Language and Reading Essential Skills.

97.5% of PK3 students mastered Math Essential Skills.

94.5% of PK4 students mastered Language and Reading Essential Skills.

94% of PK4 students mastered Math Essential Skills.

As reported by the Circle assessment, the percentages for mastery of skills for the 2025-2026 school year were:

96% of PK4 students were on track on the Rapid Letter Naming Circle assessment in English.

93% of PK4 students were on track on the Rapid Letter Naming Circle assessment in Spanish.

96% of PK4 students were on track on the Rapid Vocabulary Circle assessment in English.

95% of PK4 students were on track on the Rapid Vocabulary Circle assessment in Spanish.

92% of PK4 students were on track on the Math Circle assessment.

90% of PK4 students were on track on the Phonological Awareness Circle assessment in English.

85% of PK4 students were on track on the Phonological Awareness Circle assessment in Spanish.

80.4% of PK4 students met growth.

Strengths

PK3 and PK 4 students met campus achievement goals.

The end of year percentages for mastery of skills for the 2025-2026 school year are:

96% of PK3 students mastered Language and Reading Essential Skills.

97.5% of PK3 students mastered Math Essential Skills.

94.5% of PK4 students mastered Language and Reading Essential Skills.

94% of PK4 students mastered Math Essential Skills.

The EOY Circle percentages for mastery of skills for the 2025-2026 school year were:

96% of PK4 students were on track on the Rapid Letter Naming Circle assessment in English.

93% of PK4 students were on track on the Rapid Letter Naming Circle assessment in Spanish.

96% of PK4 students were on track on the Rapid Vocabulary Circle assessment in English.

95% of PK4 students were on track on the Rapid Vocabulary Circle assessment in Spanish.

92% of PK4 students were on track on the Math Circle assessment.

90% of PK4 students were on track on the Phonological Awareness Circle assessment in English.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.
2	85% of PK3 students tested in English mastered Story Retell and Comprehension on the Circle Assessment.	A stronger emphasis was placed on letter identification and vocabulary development.
3 ★	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.
4	At the end of the 2025-2026 school year, 85% of PK4 students tested in Spanish were on track in Phonological Awareness on the CLI Circle assessment, below the campus goal of 90%.	Instructional practices and opportunities for explicit, systematic Spanish phonological awareness instruction are not yet consistently implemented across all PK4 classrooms, resulting in variation in students' opportunities to develop and practice phonological awareness skills in Spanish.
5	While PK3 and PK4 students demonstrated strong end-of-year mastery of targeted objectives, 80.4% of PK4 students met expected growth on the CLI Circle measures of Rapid Letter Naming, Rapid Vocabulary, and Math during the 2025-2026 school year.	Student data are analyzed regularly; however, additional systematic monitoring of individual student growth throughout the year is needed to ensure that students who begin below or near the expected level receive timely, targeted intervention and that students who demonstrate early mastery receive appropriate extension opportunities.

★ = Priority

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 Teams to analyze the standards being taught and assessed weekly and per six weeks. They take that information to planning meetings where they work collaboratively to plan and internalize instruction to best meet the needs of their students. New teachers are assigned mentors which help navigate the curriculum, and expectations throughout the year.

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. Each student has access to an iPad. We support technology with the Instructional Technology Specialist (also our librarian) and our Campus Technicians.

School safety is priority. An armed guard is present at the campus at all times students are campus. Security audits are conducted regularly. Antibullying lessons are provided by the guidance counselor annually. Staff is trained in the Conscious Discipline curriculum which students self regulation, appropriate social language and social skills. The Guidance Counselor Provides lessons on making good and healthy choices, and pk appropriate planning for the future (transitioning to elementary school, graduating high school, and moving on to college, working, etc...).

Strengths

1. Fifteen of the twenty 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. 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	Root Cause
1 ★	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.
2 ★	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

★ = Priority

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, See Saw communication, and our daily folders. 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 Kinvolved system 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. See Saw and Kinvolved have the capability to translate into a parents' chosen language. 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.

Our staff continues to work in Professional Learning Teams, 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 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.

The 25-26 school year attendance rate was 92.78%

The campus offered over 70 family engagement opportunities. Evening events were attended by approximately 20% of families.

Responses from the 25-26 staff survey

Evaluation - 74% positive

Feedback and Coaching - 71% postive

School Leadership 77% positive

Professional Learning - 69% positive

Staff/Leadership Relationships - 87% positive

Strengths

All PK4 teachers are certified meeting the Highly Qualified definition.

Both professional and paraprofessional staff 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 planning 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	Root Cause
1 ★	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.
3	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities
4	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
5	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

6 ★	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.
7 ★	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **School safety data**

Employee Data

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

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **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

Maintain the percentage of PK students who are Proficient (on track) in the Rapid Letter Naming indicator (testing in English) by from 96% to 96% and (testing in Spanish) from 93% to 93% by May 2027.

Evaluation Data Source: 26-27 CLI Circle performance data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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: Administrator

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 2

Maintain the percentage of PK students who are Proficient (on track) in the Rapid Vocabulary indicator (testing in English) by from 96% to 96% and (testing in Spanish) from 95% to 95% by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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 Vocabulary as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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 Vocabulary as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 3

Maintain the percentage of PK students who are Proficient (on track) in the Math indicator by from 92% to 92% by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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 Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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 Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase math activities that take place in the home to support student success in Math.

Strategy's Expected Result/Impact: 90% mastery of objectives in Math as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 4

Increase or maintain the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (testing in English) from 90% to 90% and (testing in Spanish) from 85% to 90% by May 2027.

Evaluation Data Source: 26-27 Circle performance data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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 phonological awareness as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Student Learning 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase phonological awareness activities that take place in the home to support student success.

Strategy's Expected Result/Impact: 90% mastery of objectives in phonological awareness as reported on the CLI Circle report

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	85% of PK4 students tested in Spanish demonstrated mastery in the Phonological Awareness domain on the Circle Assessment.	PK4 teachers exhibit variations in their instructional approaches, resulting in inconsistencies.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 5

Maintain the percentage of growth of students in Rapid Letter, Rapid Vocabulary and Math on Circle of at

least 75% by May 2027

Evaluation Data Source: 26-27 Circle Performance Data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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.

Strategy's Expected Result/Impact: 75% growth in Rapid Letter, Rapid Vocabulary and Math on Circle

Staff Responsible for Monitoring: Administrator

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 6

90% of PK3 students will be Proficient in the District Common Assessment in the area of Letter Naming by May 2027.

Evaluation Data Source: 26-27 PK3 DCA performance data.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use DCA, competency report, and Essential Skills 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 Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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 Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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 Letter Naming as reported on the DCA achievement report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 7

90% of PK3 students will be Proficient in the District Common Assessment in the area of Vocabulary by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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 Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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 Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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 Vocabulary as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 8

90% of PK3 students will be Proficient in the District Common Assessment in the area of Math by May 2027.

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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 Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate purposeful planning/Teacher Team 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 Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

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 Math as reported on the DCA achievement report

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	83% of PK3 students mastered Math competences as reported on the PK3 competency sheet.	An emphasis was placed on oral language development and social emotional learning.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

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

Decrease the chronic absenteeism rate from 21.3 % to >20% by May 2027.

Evaluation Data Source: 26-27 District attendance data

Strategy 1

Provide incentives for students with perfect attendance each six weeks and the end of the year.

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - School Processes & Programs 2

Funding Sources: Attendance incentives 199 - General Funds, $2,500

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

Provide information about the importance of attendance at registration, Meet the Teacher, parent conferences, etc...

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - School Processes & Programs 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 3

Implement a campus attendance monitoring process in which attendance data are reviewed at least monthly to identify students at risk for chronic absenteeism, followed by documented family contact and targeted support based on identified barriers.

Strategy's Expected Result/Impact: Less than 20% chronic absenteeism rate.

Staff Responsible for Monitoring: Campus attendance reports

Problem Statements: Demographics 1 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 2

Maintain the percentage of PK4 students who are Proficient on Social Emotional Behaviors on the Circle assessment (testing in English) from 94% to 94% and students testing in Spanish from 93% to 93% by May 2027.

Evaluation Data Source: 26-27 Circle Performance Data

Strategy 1

Facilitate campus level Teacher Teams meetings that address student needs to build capacity among teachers and use data to make instructional decisions. Teams will use CLI Circle, report card, and Essential Skills 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 Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Facilitate Teacher Team meetings that focus on active engagement strategies that will improve students' social emotional skills.

Strategy's Expected Result/Impact: 90% mastery of objectives in Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Facilitate purposeful planning/Teacher Team 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 Social Emotional as reported on the CLI Circle report

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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% 2025-2026 = 92.78%	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.
2	Referrals, suspensions, and expulsions are not practiced at the Early Childhood level. A total of 5 MTSS meetings were held during the 25-26 focusing on behavior concerns.	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.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Clifton's 2025-2026 attendance rate was 92.78%, below the district goal of 94%, and the campus chronic absenteeism rate was 21.3%. Attendance has remained below the campus/district goal over multiple years, indicating a persistent need to increase consistent student attendance.	Families may experience multiple barriers to consistent attendance, including limited understanding of the impact of frequent absences on early childhood learning, student illness, and other family or logistical barriers. The campus needs a more systematic, data-driven attendance intervention process that identifies individual attendance barriers early and provides targeted support to families.

Performance Objective 3

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

Evaluation Data Source: 26-27 Circle performance data

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 26-27 school year.

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 1

Funding Sources: Campus advertising materials 199 - General Funds, $1,500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Strategy 2

New teachers will be assigned effective mentors for the first two years.

Strategy's Expected Result/Impact: The campus will be fully staffed during the 26-27 school year.

Staff Responsible for Monitoring: Administrators

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	To ensure equitable access to high-quality early childhood instruction, Clifton must continuously attract, develop, and retain effective educators who implement developmentally appropriate, data-driven instructional practices that support student growth and success.	The need for ongoing, job-embedded professional learning, mentoring, and coaching to strengthen instructional practices and support teacher effectiveness and retention.

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 Source: See Saw, kinvolved, and/or Smore Reports

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% of parents receive shared information

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A, $2,500

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

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 Source: Attendance percentage at hosted evening activities/events.

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 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

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 Source: Attendance records from hosted meetings, activities, and events

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

Problem Statements: Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

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

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Performance Objective 4

Campus will host monthly family engagement activities focusing on academic content areas and Increase average participation to 20%..

Evaluation Data Source: Event attendance records

Strategy 1

Invite parents to monthly family engagement activities.

Strategy's Expected Result/Impact: 20% average attendance of families at campus evening activities

Staff Responsible for Monitoring: administrators

Problem Statements: Perceptions 1

Funding Sources: Materials for family engagement activities, classes, events 199 - General Funds, $5,000, Parent Liaison Salary 211 - Title I-A, $28,500

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although Clifton provided more than 70 family engagement opportunities during the 2025-2026 school year, participation in evening family engagement activities averaged approximately 20% of families. The campus needs to increase meaningful family participation and strengthen two-way family-school partnerships.	Current family engagement opportunities and communication practices have not consistently removed barriers to participation or provided families with engagement options that align with their schedules, needs, interests, and preferred methods of communication. The campus needs to use family feedback and participation data to design more accessible and meaningful engagement opportunities

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Campus needs (student data, staffing, budget, attendance, family engagement, safety and security) are discussed at the Title 1 meetings and at the end of year Campus Improvement Committee meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee. An open invitation invites the school community to the Title 1 meetings.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

1.2 Location for Evidence of Multiple Meetings Held

Title 1 informational meeting (two at the beginning of the year and 2 at the end) invites were sent to families via campus and district platforms, posted in the front office and parent center, and posted in the family bulletin boards. Campus Improvement Committee meetings are held 4 times per school year. All documentation is housed on the district approved site (plan4learning-crate).

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA (student data, staffing, budget, attendance, family engagement, safety and security) is discussed at the Title 1 meetings and at the end of year Campus Improvement Meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee that meets 4 times per school year.

An open invitation invites the school community to the Title 1 meetings.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

2.2 Stakeholders 1114(b)(2)

The plan (student data, staffing, budget, attendance, family engagement, safety and security) and family compact are discussed at the Title 1 meetings and at the end of year Campus Improvement Meeting. Parents, community members, business representatives, district representatives, and teachers are invited and elected to be part of the Campus Improvement Committee. An open invitation invites the school community to the Title 1 meetings. Input/feedback is invited at all Title 1 meetings. Stakeholders are invited to share during the meeting and a QR code is provided so feedback can be given at any time.

26-27 - September 3 and September 4

25-26 - April 29 and April 30

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted in English on the campus website. Printed English copies are also available in the office upon request. The Clifton parent liaison is available to assist with translation upon request. She is present and translates Title 1 and Campus Improvement Committee meetings.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Campus improvement plan is updated with evidence four times per school year.

Data is reviewed at every campus improvement committee meeting. Needs are addressed. Data, progress, and improvement are discussed. Documentation is uploaded and housed with the the plan program.

End of year data is reviewed at the end of year CIC and Title 1 meetings and the needs and plan are discussed.

Title I Personnel

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