Clifton Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Public Presentation Date: January 9, 2023

Mission Statement

The school board, faculty and staff members of Clifton ISD recognize the unique role that Clifton ISD has in serving as the primary educational provider in our community. We strive to meet the diverse needs of all students, create a desire for lifelong learning and encourage our students to become a member of the broader Clifton community.

Vision

Let's Be Great Together!

Value Statement

Clifton ISD recognizes the unique needs of students and strives to meet the social, emotional, physical, and educational needs of all students.

Clifton ISD recognizes the responsibility shared with parents in educating children. Clifton ISD will value the role of parents and caregivers by providing multiple opportunities for educational involvement.

Communication between schools, administrations, school board, community, families, and students will be open and two-way. Staff, parents, and community will be given an opportunity to be involved in decision-making as we work together through district and campus committees.

Clifton ISD students will be prepared for success in their personal future in the 21st century.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clifton is situated at the junction of State Highway 6 and Farm Road 219, thirty-five miles northwest of Waco in southern Bosque County. Clifton ISD began as *Clifton Academy* in 1860 as a small log cabin along the bank near the bend of Clear Branch and was one of the first public buildings in the town. Around 1870, a three-story school known as, "Rock School" served the community for more than twenty years on the east banks of the Bosque River. As railway expansion moved into Clifton, the "Wooden School" and the beginning of the formal *Clifton Public School* system was built around 1892 on the site of the former Clifton Elementary until 2018 when it moved to its present location on Key Avenue. Clifton ISD's district and campus facilities currently sit on approximately 58 acres with the campuses contained within the boundaries of Farm Road 3220, Key Avenue, Maple Street and Avenue Q.

Per the United States Census Bureau, Bosque County makes up 983 square miles with a population of 18.6 per square mile, an estimate of 18,500 residents from the 2020 Census data. Twenty-five percent of the population under 18 years of age and 25% of the population 65 years of age or older. 94% of the Bosque County population is White alone, while 75.7% identifed White alone, not Hispanic or Latino, and almost 20% of the population was identified as Hispanic or Latino with approximately 14% of household languages for ages 5 years+ is something other than English.

For the 5 year estimate, 7% of the population are defined as Veterans (Veterans are men and women who have served (even for a short time), but are not currently serving, on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard, or who served in the U.S. Merchant Marine during World War II. People who served in the National Guard or Reserves are classified as veterans only if they were ever called or ordered to active duty, not counting the 4-6 months for initial training or yearly summer camps. All other civilians are classified as nonveterans. While it is possible for 17 year olds to be veterans of the Armed Forces, ACS data products are restricted to the population 18 years and older. For the complete definition, go to ACS subject definitions "Veteran Status."), and another 7% are identified as Foreign-born Persons (The foreign-born population includes anyone who was not a U.S. citizen or a U.S. national at birth. This includes respondents who indicated they were a U.S. citizen by naturalization or not a U.S. citizen. For the complete definition, go to ACS subject definitions "Citizenship Status.").

Eighty-eight percent of the residents 25 years+ of Bosque County are a High School graduate or higher, and the median household income of Bosque County is estimated to be approximately $57,300 ($28,400 per capita) with 12.5% of persons identified as in poverty. Approximately 18.5% of the population have a Bachelor's degree or higher, 87.6% of households have a computer, and almost 75% of households have a broadband Internet subscription service.

STUDENT, STAFF, AND TEACHER SALARY DISTRIBUTION information can each be found through the Profile section of the Texas Performance Reporting System, please click each of the hyperlinks to the left.

In the 2021-22 school year, Clifton ISD consisted of 3 campuses with enrollment totalling of 1,024 students up from the previous year of 961. The district enrolls learners from Clifton and the surrounding areas in accordance with the attendance zone established through the Bosque County Appraisal District, including transfers from area school districts as a result of our District of Innovation plan and transfer policy.

In the 2021-22 school year, females made up 48% of the learners and males represented 52%. Our economically disadvantaged percentage was obtained using the National School Lunch Program criteria for Free and Reduced Lunch). The foreign language spoken by students and families within the Emergent Bilingual group is Spanish (18% of CISD students' households). All three campuses within Clifton ISD are Title I Schoolwide campuses and prioritization of funds are based on student enrollment.

Clifton ISD served 186 learners that qualified for special education services, which represents 18% of our population. There were 114 learners with Section 504 plans/accommodations, which was 11% of the total enrollment. Students with Dyslexia make up 6.3% of the population. Our 45 gifted and talented learners constituted 4% of the district population. Clifton ISD identified 44% of our learners as at-risk of dropping out of school as defined through the TEC Section 29.081, which includes 3.8% of students identified as Homeless based on the McKinney Vento Homeless Assistance Act and the Residency Questionairre. Clifton ISD has seen a growth in Military Connected students to almost 6% from 1.6% in the year prior. The mobility rate (1 year delayed information reporting) also increased from 8.3% (19/20) to 11.8% (20/21).

Clifton ISD experienced a higher than average (compared to the state) turnover rate for teachers during the 2021-2022 school year. The retention rate of Clifton ISD was 78.4%, down from 89.3% for the 20/21 school year. The average salary for all district positions: teachers, professional support, campus administration, and central administration are below the state average from $3,000 for professional support to $27,000 for central administration positions. The average teacher salaries at Clifton ISD for regular duties is about $5,000 less than the state average.

Demographics Strengths

- Centrally located within Bosque County
  - Transfer enrollment has increased from 47 to 76 learners in 4 years at snapshot (Oct. '21) and 82 learners by the end of the school year
  - Clifton ISD for the 22/23 school year has approximately 100 transfer students at snapshot (Oct '22)
- Learning environments promote inclusion with certified educational aides and teachers supporting classes
- Almost 70% of faculty and staff reside in Clifton and the surrounding areas
- Clifton ISD employees 3 Full-Time Counselors (1 per campus) plus a Full-time Librarian with a trained Educational Aide for Library support
- 52.4% of Teachers employed by CISD have 11 years or more experience (state average
  - Average years experience of Teachers is 15 years (state is 11.1 years)
  - Average years experience of Teachers with Clifton ISD 7.3 years (state is 7.2 years)
- Average class sizes below state averages for all grades and content areas:

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.3	18.7
Grade 1	15.0	18.7
Grade 2	12.2	18.6
Grade 3	16.4	18.7
Grade 4	17.9	18.8
Grade 5	18.8	20.2
Grade 6	16.1	19.2
Secondary:		
English/Language Arts	9.3	16.3
Foreign Languages	13.7	18.4
Mathematics	15.6	17.5
Science	15.0	18.5
Social Studies	15.2	19.1

- Clifton is one of 24 Texas Culture Arts Districts
- The official Norwegian Capital of Texas since 1997 through designation of the Texas Legislature
  - Clifton students participate annually in Norwegian heritage festivities
- Clifton is one of 40 Certified Retirement Communities in the state of Texas
  - Clifton ISD supports retiree and volunteer opportunities in a variety of capacities across the district

Problem Statements Identifying Demographics Needs

Problem Statement 1: Clifton ISD, like many Texas districts, is struggling to hire/retain certified professionals. **Root Cause:** There is an ongoing teacher shortage, fewer education graduates entering the teacher pipeline, and a high demand for teachers, substitutes, and staff.

Problem Statement 2: There is a need to ensure that Clifton ISD communications and programs are supporting dual-language families. **Root Cause:** Approximately 18% of families have an identified home language of Spanish

Student Learning

Student Learning Summary

Clifton ISD will continue data monitoring using the same prgorams from 2021-2022. The variety and selection of tools help support and track learner growth and specific areas of need:

- Tracking engagement levels in Google Classroom through LittleSis
- NWEA MAP Growth (Grades K-8: Beginning of Year, Middle of Year, and End Of Year)
- STAAR Optional Beginning of Year Assessments (CHS EOC Courses only)
- STAAR Optional Interim Assessments (Grades 3-8, EOC Courses)
- Study Island
- Online programs such as: RAZ kids, iXL, Legends of Learning, GetMoreMath, No Red Ink, Achieve 3000
- LAS - Language Testing
- TELPAS
- STAAR/STAAR EOC/STAAR Alt2
- TEKS Resource System Instructional Alignment, Resources, and Assessment Components
- Assignments and Engagement Levels of Learners from Teacher Observation data
- T-TESS Evaluation process
- Survey Data
- Progress Monitoring Tools
- Student Learning Objectives and goal attainment
- Referral and Progress Data for Specialised Services of Support - Special Education/Dyslexia/GT/504/English Learner
- Data Collection for House Bill 4545 - Tutoring/Documentation of Learner Growth and Accelerated Learning Committee Meetings (ALCs)

2022 Academic Accountability

Districts and Campuses with students enrolled on the Texas Student Data System Public Information Management System (TSDS PEIMS) October Snapshot as reported in the Fall 2021-22 collection are assigned a state accountability rating. School districts are rated based on the aggregated results of students in their campuses, while campuses are rated based on the performance of of their students. Texas provides an annual academic accountability ratings to its public school districts and are based on performance on state standardized tests; graduation rates; and college, career, and military readiness outcomes. The ratings examine student achievement, school progress, adn wheter districts and campuses are closing achievement gaps among various student groups.

Districts and Campuses Rating Labels:

- A, B, or C: Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- Not Rated: Senate Bill 1365: Assigned in 2022 for overall performance to districts and campuses that do not meet the performance target to earn at least a C.

The Clifton ISD 2022 rating labels are as follows:

School	Grades			Overall		Student Achievement		Academic Growth		
District / Campus Name	Type	Served	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating
CLIFTON ISD	All Campuses		62.00%	B	86	B	87	B	88	
CLIFTON H S	High School	09 - 12	51.70%	B	85	B	86	B	82	
CLIFTON MIDDLE	Middle School	06 - 08	66.70%	B	85	B	81	B	87	
CLIFTON EL	Elementary	EE - 05	66.10%	C	77	C	77	B	81	

*To Read more about Senate Bill 1365 click here

Clifton ISD did not receive the Distinction Designation for Postsecondary Readiness.

STAAR

The state has four performance labels for learners that take a STAAR assessment. The labels and definitions are in the table below.

Did Not Meet	Approaches	Meets	Masters
Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.	Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students are expected to succeed in the next grade or course with little to no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Given the impact of COVID-19, Governor Greg Abbott used his statutory authority as the governor of Texas under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year which included all spring administrations of STAAR during the 2019-2020 school year. 2021-2022 Assessment Calendar & 2022-2023 Assessment Calendar The updates calendars continue to lengthen the assessment window for each assessment. For the 2021-2022 and Fall 2022 school year, the English I and II assessments were to be given on specific dates. The Fall 2023 assessments will be the last of the multiple choice formating and beginning in Spring 2023, the STAAR Redesign will be in effect will an overlapped assessment window beginning mid-April 2023. From Spring

2019 to Spring 2022, the Clifton ISD experienced the effects of interrupted instruction as a result of COVID-19 in several tested areas.

The full report of STAAR Performance Data can be found here through TEA's Texas Performance Reporting System

School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	

The full report of College, Career, and Military Readiness data can be found here through TEA's Texas Performance Reporting System - *this information and accountability information is based on the Class of 2021 **not** the most current graduating class.*

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	64.1%	56.9%	*	46.2%	61.8%	*	*	-	-	77.8%	50.0%	80.0%
2019-20	63.0%	61.2%	78.7%	*	73.7%	87.0%	*	*	-	*	90.9%	65.6%	*
Only College Ready (Annual Graduates)													
2020-21	41.0%	42.0%	35.4%	*	19.2%	44.1%	*	*	-	-	0.0%	22.2%	0.0%
2019-20	44.4%	44.8%	62.7%	*	52.6%	69.6%	*	*	-	*	0.0%	53.1%	*
Only Career / Military Ready (Annual Graduates)													
2020-21	12.5%	12.9%	16.9%	*	26.9%	8.8%	*	*	-	-	77.8%	27.8%	80.0%
2019-20	9.6%	10.6%	14.7%	*	21.1%	15.2%	*	*	-	*	90.9%	12.5%	*
College Ready and Career / Military Ready (Annual Graduates)													
2020-21	11.7%	9.2%	4.6%	*	0.0%	8.8%	*	*	-	-	0.0%	0.0%	0.0%
2019-20	9.1%	5.8%	1.3%	*	0.0%	2.2%	*	*	-	*	0.0%	0.0%	*

Clifton ISD's **2020/21** graduating class was 65 students with a graduation rate of 98.4%. Clifton ISD reported a 0.7% dropout rate. (Graduation Profile)

- Special Education Graduates: 13.8%
- Economically Disadvantaged Graduates: 55.4%
- Emergent Bilingual(EB)/English Learner (EL) Graduates: 7.7%
- At-Risk Graduates: 32.3%
- CTE Completers: 41.5%

For the Foundation High School Program: Distinguised Level Achievement (DLA) was earned by 95.4% and No Endorsement was earned by 4.6% of the Class of 2021

Thirty-seven students earned credit based on CCMR criteria. CCMR Related Indicators report and Other Postsecondary Indicators report

- 20 students (31.0%) of learners received credit for at least 3 hours in ELAR or Mathematics or 9 hours in any subject for a dual credit course.
- 8 students (12%) received an approved industry-based certification which almost double the percentage from last year.
- 10.8% of graduates completed an AP/IB course, while
  - For grades 11-12 during this time, 6.5% of students participate in an AP/IB course and 55.6% of those partipating met the criterion for AP/IP Results
- 9.2% of graduates completed and received credit for college prep courses
- 91% of graduates participated in the Texas Success Initiative Assessment (TSIA) which was the same percentage as prior year.
  - Clifton ISD's participation rate is 33% above the state and 19% above the region
- Clifton High School hosts school day testing for SAT and is a Saturday testing site for ACT with a combined 63.1% of graduates participating.
  - 26.2% of the graduates were at/above the SAT/ACT Criterion (3% higher than the state average and 8% higher than the regional average).
  - For all examinees during this time frame, Clifton ISD had 41.5% of students scoring at/above the criterion which was almost 9% above the state and almost 13% above the regional average.
  - The average SAT score for annual graduates was a 999 for all subjects (3 points below state average), 514 for the English Language Arts and Writing section (10 points above state average) and 485 for the Mathematics Section (13 points below state average)
  - The average ACT score for annual graduates was 22.9 for all subjects (2.9 poitns above the state average), English Language Arts section 23.6 (4 points above state average), Mathematics section 20.6 (0.7 points above the state average), and Science section 23.2 (2.9 points above state average)
- Clifton ISD graduates were all under the three following Foundation H.S. Programs: No Endorsement (6.7%), Endorsement (17.3%), and Distinguished Level Achievement (DLA) (76%). Students identified as economically disadvantaged made up 43% of the graduating class and those identified as at-risk comprised 17%. The class of 2020 also had 15% of graduates receiving Special Education Services and 3% were identified as Emergent Bilingual.
  - 11% of students who receive special education services earned an advanced degree diploma

Legislative Updates

There are also several mandates from Legislative Session 86: House Bill 3, Senate Bill 11 and Legislative Session 87: House Bill 4545 that will

be embedded in our goals and strategies moving ahead this school year.

The strategies around House Bill 3 (added to the District Improvement Plan) will also include the implementation of the state elementary Reading Academies along with a math goal focusing on how we are responding to learners for intervention needs and how we are tracking progress of math growth in our elementary learners. The College, Career and Military Readiness (CCMR) goal will focus on increasing the number of certifications our high school learners have access to as well as an increase in the passing rates.

EARLY CHILDHOOD

- Annual goals for aggregate student growth on Grade 3 Math and Reading STAAR
- Annual targets for students in each group evaluated under Closing the Gaps domain
  - Targeted professional development for classroom teachers in Kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs.
- Annual targets that may be set for students in bilingual or ESL programs.

COLLEGE, CAREER AND MILITARY READINESS

- Annual goals for aggregated student growth on CCMR readiness indicators evaluated under the student achievement domain
- Annual targets for students in each group evaluated under closing the gaps domain

The strategies around Senate Bill 11 (added to the District Improvement Plan) will include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and Trauma training.

COMPENSATORY EDUCATION - Instructional methods and scheduling for students not achieving satisfactory scores using the Texas Education Agency's State Compensatory Education guidelines to use additional state funds. Clifton ISD uses the program guidelines to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. Within Comp. Ed, Clifton ISD follows:

- Beginning in the 2021-2022 school year, House Bill 4545 established new requirements for accelerated instruction for students who do not pass the STAAR assessment (receive Approaches):
- Retention and Retesting Requirements

    A student in grade 5 or 8 are no longer required to be retained at the same grade level based on STAAR.
    Grade placement committees have been eliminated, though school systems still have the flexibility to retain students if deemed appropriate locally.
    In grades 5 and 8, there is now only one mathematics and reading testing opportunity. Prior law incorporated two retesting opportunities for students, if the students did not perform satisfactorily on the initial assessment.

The optional STAAR EOC assessments for Algebra II and English III will no longer be offered.

- Accelerated Learning Committees

The accelerated learning committee must be comprised of:

- The principal or the principal's designee
- The student's parent or guardian
- The teacher of the subject of an assessment on which the student failed to pass.

No later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.
The plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student.
The plan must be documented in writing with a copy provided to the student's parent or guardian.
If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.

- Supplemental Instruction Requirements
  - Deliver targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas.
  - Be provided *in addition to* instruction normally provided to students in the grade level in which the student is enrolled.
  - Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
  - Not be scheduled such that a student is removed from any of the following:
    - Instruction in grade-level content for the foundation curriculum
    - Instruction in enrichment curriculum for the grade level in which the student is enrolled
    - Recess or physical activity that is available to other students enrolled in the same grade level.
  - Be provided for no less than 30 hours total during the summer or subsequent school year. If provided during the subsequent school year, it should include instruction no less than once per week.
  - If a student does not pass both math and reading STAAR tests, they will need to meet the 30 hour requirement for each of the two subject areas.
  - Utilize effective instructional materials designed for supplemental instruction.
  - Be delivered in an 1-on-1 or small group environment, with no more than 3 students in a small group (with a parent waiver for classes requiring more students)
  - Be provided by an individual with training in aligned instructional materials and under the LEA's oversight. Ideally, the same individual provides tutoring continuously for the student's entire supplemental instruction period.
- Clifton ISD offers extendend learning opportunities through before and afterschool tutorials, "accelerated learning" support/remediation each summer, and an Emergent Bilingual summer program following state guidance.
- Clifton ISD uses intervention class periods for reading and mathematics at all three campuses.

School Progress Summary

Academic Growth

B

82 out of 100

Academic growth shows the amount of growth students make from year to year.

Relative Performance

B

88 out of 100

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

Academic Growth Details

	# of Tests	Points Earned
0 Points	205	0.0
1/2 Point	87	43.5
1 Point	563	563.0
Total	855	606.5

Relative Performance Details

STAAR and College, Career, or Military Readiness Average Score

54

Not Rated	C	B	A

0   40   48   56   100
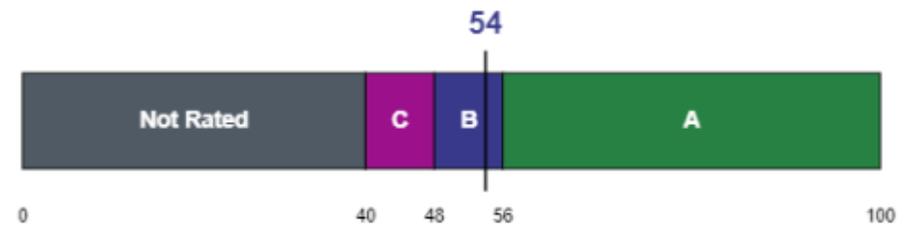
2021-22 Economically Disadvantaged: 62.0%

The view further details about Clifton ISD's Academic Growth Scores click [here](#).

Student Learning Strengths

- CTE Coherent Sequence of Courses in Program of Study for Concentrators & Completers in all 5 Endorsement Areas: Arts & Humanities, Business & Industry, Public Service, STEM, and Multi-Disciplinary Studies
    - TEA has increased the number of Industry-Based Certifications for 2022-2024 plus beginning with 2023 annual graduates a Military Enlistment Data Collection form and process has been updated
    - Clifton High School offers school-day SAT and Texas Success Initiative Assessment
    - CHS is an ACT testing site for weekend administrations
- STAAR performance levels for all subjects collectively is above the state average for approaches, at the state average for meets, and 1% below the state average for masters
    - Clifton ISD was at/above the state average for the Master's Performance Level in 11 STAAR Tested Levels/Content Areas and at/above the regional average for the Master's Performance Level in 14 STAAR Tested Levels/Content Areas (20 total tests available)
- PreK classrooms have low student to teacher ratio using Prekindergarten Aligned curriculum with Spanish-speaking professionals and Emergent Bilingual push-in services.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tier II and III services. **Root Cause:** Knowledge and understanding of evidence based learning strategies and targeted interventions. Lack of interventionist/specialists roles.

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Need to strengthen alignment across the district with reading, writing and math skills focused on early intervention and identification of needs due to the impacts of interrupted education and attendance with the pandemic.

Problem Statement 3: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** Need to strengthen alignment and understanding across the district with implementation of the district curriculum and resources.

Problem Statement 4 (Prioritized): There is a need to focus on coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Need to increase facilities, multiple resources, and instructional capacity to expand the CTE program and focus on career, life readiness and certifications offered.

Problem Statement 5 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Need to select cohesive data sources across the district to show evidence of learner growth.

Problem Statement 6: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause:** The residual effects of COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each six weeks (or learners coming and going during the 6 weeks) for instruction.

Problem Statement 7: There is a need to provide a strong focus on high quality Tier 1 instruction and research-based classroom intervention. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and data driven targeted interventions.

Problem Statement 8: There is a need to target specific reading , writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs.

Problem Statement 9: There is a need to focus on digital tools and resources PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies and overabundance unaligned digital tools and resources used to monitor learner academic and social emotional growth.

Problem Statement 10: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of understanding of aligned data sources across the district being used to show evidence of learner growth and support of learners goals.

Problem Statement 11 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Students have diversified needs heightened with the COVID-19 learning continuum gaps, strengths, and interests.

District Processes & Programs

District Processes & Programs Summary

Clifton ISD utilizes the District Site-Based Decision Making Committee along with the campus SBDM committees to lay out plans for the school year. Due to the impact of COVID-19, the CISD leadership team will continue to meet throughout the school year in order to monitor progress, gather feedback and discuss any changes or modifications we may need to make as a district during the year for instruction or safety practices. As always, it will continue to be essential for us to maintain high levels of safety for face-to-face learning this year and safety procedures and plans have been put in place to help support these needs. We continue to get guidance from the state and our school board about masks for staff and learners and will continue to follow the structures put in place to support safety from the decisions being made. For the 2021-2022 school year, Clifton ISD and each campus began to share information more frequently on the district and campus websites as well as through board meetings, Google Meets events, emails, newsletters and Talking Points messaging. Clifton ISD's Back to School Plan was updated with the help of district surveys and district leadership team input while following state and local education and health guidelines. It is essential to maintain a high level of safety for all Clifton ISD learners, faculty, staff and visitors this school year. Procedures and plans have been implemented to support these needs. Clifton ISD will continue the implementation of a variety of communication means in both English and Spanish to ensure any changes or modifications are communicated based on the district student information system (Ascender SIS) contact information.

OVERVIEW OF CLIFTON ISD

Inspired by Jimmy Casas book *Culturize*, CISD strives to support all stakeholders to LIVE YOUR EXCELLENCE by creating a culture of excellence through our district vision: *Let's Be Great Together!* Clifton ISD works to design and implement programs that work to transform education to better address the needs of learners and educators. "Culturize: To cultivate a community of learners by behaving in a kind, caring, honest, and compassionate manner in order to challenge and inspire each member of the school community to become more than they ever thought possible." - Jimmy Casas, [Culturize: Every Student. Every Day. Whatever It Takes.](#) It is the district's goal to provide a supportive learning environment while focusing on continuous improvement that results in excellence of each child at Clifton ISD. Clifton ISD utilizes *Creating a New Vision for Public Education in Texas* as part of the Texas Association of School Administrators to continue the conversation and further development of digital learning, learning standards, assessments and accountability of learning, organizational changes and the partnerships cultivated between local and state entities.

Clifton ISD serves learners through specialized programs related to individualized learner needs and interests. The districts offers a variety of program and supplemental supports including, but not limited to: Career and Technical Education, Gifted and Talented education programs, coding, and STEM challenge/project based learning.

The community is focused on providing digital and physical learning environments that promote engagement, develop and implement aligned curriculum to support all learners, support a strong assessment and accountability system for learning and feedback, and build strong local, state and global partnerships.

Dedicated to program effectiveness for maximized learning, Clifton ISD continually works to design, develop and evaluate each program annually as required by state and federal requirements. Program evaluations ensure local, state, and national guidelines are met including

staffing, certifications, professional learning, resources, and budgeting are delivered with efficiency and equity. The programs produce the intended outcomes demonstrating results that are equal to or exceed state or national performance as it pertains to learner participation, achievement, certifications, and endorsements.

As a Texas Education Agency designated District of Innovation district, CISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community. The District of Innovation components are being reviewed and applied for again this year through TEA and the District Leadership team with input from the Site-Based Committee will work on this process. The DOI will be updated and submitted for approval in Spring 2023 to the Texas Commissioner of Education.

Curriculum, Instruction, and Assessment

CISD adheres to the scope and sequence of the specific core subject area curriculum within the TEKS Resource System and utilize the assessment systems within to align our assessments with rigor and specificity according to state standards. Implementing TEKS Resource Systemsupports the pacing of each instructional unit from TEKS Resource System to further support core content areas. We also contract with the Regional Service Center for support with this alignment by subscribing to TExGuides, and Discovery Education to support the planning. Clifton ISD assessments/testing using online platforms in an effort to support and transition to STAAR "2.0" in 2023. Clifton ISD utilizes Eduphoria to reinforce success in the classroom through Forethought, Aware & Strive applications in order to connect the lesson planing process to student outcomes to professional goals. Clifton ISD adopts instructional materials in accordance to the Commissioner's allowable materials and collaborates with content teachers for the selection of materials using the Texas Resource Review for detailed, comprehensive reviews of instructional materials. Supplemental materials are selected according to content and grade level appropriateness, as well as campus/district aligned.

Staff Recruitment and Retention

The district has designed a New Teacher professional development days prior to the start of the school year. In addition, new teachers meet with the Curriculum Director, Campus Administrators, and Grade/Content Chairs for professional learning designed to help with planning, curriculum, assessment, and general knowledge new teachers need to adjust to CISD. Clifton ISD values professional learning communities and utilizes district and campus scheduling of professional and early release days to support teacher collaboration. The district also designs summer staff development with the input from teachers based on their needs and student needs to support learning for all teachers and paraprofessionals in the district. Clifton ISD campuses host their own teacher in-service weeks prior to the beginning of the school year to refine and reinforce campus performance objectives and utilize staff development days for continual monitoring. CISD participates in job fairs through ESC Region 12 and Tarleton State University, along with posting employment opportunities on educational service center's job boards, TASA, THSCA, and surrounding colleges/universities to pursue a wide variety of applicants. Clifton ISD utilizes content exam support materials for educators to prepare for certification exams and reimburses the certification cost of a passed exam for professionals adding additional certifications. Clifton ISD Principals support new teachers and those new to the district through the Professional Learning Model and mentor support through content alignment. Each campus strives to have common planning time by grade and/or content to support collaboration. All three campuses have the majority of teachers receiving above the required 450 minutes per two weeks conference time. Clifton ISD's salary schedule is comparable with neighboring district's and offers advance steps for teachers above 20 years. Clifton ISD has distributed a retention stipend the past two years.

School Organization

The goals, objectives, and strategies for the district are aligned with TEA's Strategic Priorities. Campuses have reserved PLC time during the day that allows for communication of campus an district goals and create plans that align with the TEKS and campus/district goals. With a focus on the importance of collaborative planning, the district has reserved 6 early release days and 17 teacher inservice days in the year in which PLCs are able to plan for instruction for the following six weeks period. This time is valued by the teachers and kept sacred by administrators to support the content learning time without unnecessary interruptions. Campuses have various committee in which teachers have a voice in decision making and school practices, allowing for leadership opportunities throughout the year. Clifton ISD's Campus Administrators create campus schedules to maximize learning time and ensure that qualified candidates serve assigned instructional periods. Each special program/ organization and administrator at the district and campus level are responsible for their budgets using an electronic system that requires additional approval tracks by either the Principal, Business Manager or Superintent.

Technology

Clifton has a 1:1 initiative for Chromebooks at all campuses. All CISD classrooms have been equipped with a desktop computer, document camera, and interactive display. Clifton Elementary classrooms also have built in audio capabilities connected to the interactive display. Teachers and staff are issued a chromebook/laptop to support digital learning. CISD employs technology staff members to manage over 1,500 devices, technology infrastructure and security; they also serving as instructional technologist to support the dynamic needs of curriculum utilized at CISD. CISD participates in an annual cybersecurity audit to identify areas of compliance and growth. Clifton ISD completes technology (Chromebook) replacement every 3 years to ensure that students have access to the most up-to-date devices. Instructional and Administrative software programs are integrated using the Student Information system, so single-signon through Google or Clever allow for teachers, students, and staff members access quickly.

Student Services

Clifton ISD houses our own Special Education Department (does not use cooperative service arrangements) and provides services through two certified Diagnostitians, a Licensed Specialist in School Psychology, a Speech Language Pathologist and a Speech Langauge Pathologist Associate. The district utilizes IDEA-B and IDEA-B Preschool funding for salaries within the Special Education Department. Clifton ISD contracts for additional services for Occupational and Physical Therapy. An Early Childhood Special Education full-day classroom at Clifton Elementary plus an elementary level and secondary level functional academics program to support not only content but lifeskills instructional goals of learners. Clifton ISD utilizes a modified bus for transportation of students served in Special Education as necesary that has a wheelchair lift and an additional aide for both the morning and afternoon routes. Clifton ISD employees three specially trained teachers for Dyslexia including two that are also trained in Special Education to support a modified Dyslexia program at both CES and CMS. Clifton ISD's Special Education Department, in coordination with each campus, assigns teachers and paraprofessionals to support learners through both inclusion and resources classes. Each campus has dedicated Special Education Teachers for case management.

Clifton ISD employees three certified School Counselors (one per campus), in addition to, a contracted Licensed Professional Counselor - Associate to support students in response to COVID19 for mental health and behavioral support. The school counselors offer servies designed to increase student wellness, improve academic performance, and increase participation in postsecondary education. Our counselors support students in their academic, career, and social-emotional development through collaboration of school faculty and staff, parents, and partnerships

with local and regional organizations, along with their peers. Clifton ISD utilizes guidance curriculum to serve as Tier I support for all students which includes lessons and group activities. School counselors also participate in individual student planning and responsive services. Clifton ISD Counselors serve as the Section 504 coordinators for each of their assigned campuses. [Gifted and Talented Student](#) identification has remained steady over the past few years. Clifton Elementary is served through a pull-out program, while at the seondary level students receive in class enrichment supports plus had a dedicated time to collaborate on student interest projects. Each Clifton ISD teacher has completed or is in the process of completing the state 30 hour G/T Basics programs or the annual 6-hour update based on their role within the district.

Emergent Bilingual (English as a Second Language) students are served in alternative, pull-out and content-based instructional programs. Teachers who serve students identfied as emergent bilingual receive specialized training and complete additional certification. Clifton ISD supports teachers who seek certification through the District ESL Director, state available virtual training, and the ESC12 preparation course for the examination. All teachers receive annual updates for supporting EB students and have opportunties to attend content-specific trainings hosted at ESC12. Clifton ISD has annually submitted an ESL waiver for our English Language Arts Reading teachers who are not ESL certified serving EB students through the Alternative Language Program and work with the teachers needing the certification in the above process, too. Classes served by non-certified teachers currently have English Language Development support from other certified staff members.

Clifton ISD reimburses the cost of the test fee for staff members who add Special Education, English as a Second Language, and Gifted and Talented Certifications to their general certification upon successful performance for positions where the certification is **not** a requirement or a reassignment is necessary.

Student intervention services are assigned at all grade levels based on performance through benchmark and state assessments. Students identified as At-Risk using the State Compensatory Education guidelines for programs and services to supplement the regular education program through responsive campus schedules which are created to support the closing of the achievement gap between students identfied at-risk and their peers. Clifton ISD utilizes the SCE funding to support all three Title I, Schoolwide campuses with dedicated interventionists, teachers assigned class periods of intervention support, and core content instructional programs (print and technology-based) that create differentiated skill learning plans for students. Clifton ISD identified a need to add interventionists specializing in mathematics in response to a decline in math performance and COVID-19 learning loss. Clifton ISD also identified the need for additional interventionists specializing in reading after the completion of the Texas Reading Academies (part of HB3) and the dynamic needs of K-2 versus 3-5 learners, and in response to COVID-19 learning loss for the secondary level.

Clifton ISD ensures meeting the Matence of Effort for Special Education Services annually and uses the IDEA B and IDEA B, Preschool funding for salaried positions for the Special Education Director, District LSSP, District Diagnostitian, and Paraprofessional that are assiged to monitor and support the Special Education bus routes in the morning and afternoon.

Clifton ISD uses the Carl D. Perkins Career & Technical Education Act of 2006 and the update with [Perkins V](#) through a shared service agreement with Educational Service Center - Region 12 and collabration with the district's CTE Coordinator that is typically served through the High School Assistant Principal's role. Clifton ISD ensures equitable access to career and technical education courses through a collaborative comprehensive needs assessment with ESC 12 and information about the program in the student handbooks under Career and Technical Education (CTE) and other work-based programs at the secondary level. Clifton ISD offers career and technical educaiton programs in the following areas:

1. Business and Industry
2. Public Service

SAFETY UPDATES

- There are numerous steps that have been put in place due to the impact of COVID-19. These steps and information for stakeholders can be found on our district website under About Us > *Response to Coronavirus*. The Elementary and Secondary School Emergency Relief postings can also be found here. [Response to Coronavirus Link](#) There is a button link on the main district webpage for *ESSER III - Required Postings*, too.
- We will continue to implement pieces from Senate Bill 11, which we started last year. These include: Updating the Threat Assessment protocols, Parental Involvement, Mental Health Support, Safety Planning and Security Personnel. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including SHAC and the District Leadership Team. There is also a note to ensure we include the following information about security personnel in the district improvement plan along with having it as a part of our CISD Student Code of Conduct. Clifton ISD will participate in Trauma-Sensitive Schools and Civilian Response to Active Shooter Events (CRASE) Training in Fall 2022.
  - Clifton ISD provides information to staff and students regarding: suicide prevention including parental/guardian notification procedure; conflict resolution programs; violence preparation programs; bullying prevention, and dating violence prevention.
    - Dating violence will not be permitted at Clifton ISD; procedures and methods of reporting dating violence include: the anonymous Threat Assessment Form on the school website, informing teacher/campus administrator/counselor, and the addition of the STOPit app.
    - Clifton ISD campus administrative personnel/counselors work to develop protocols within their school day to provide the safest learning environment if a student feels they have been victimized. Additional resources can/will be provided as best fits the student.
- Clifton ISD ensures sufficient security and protection of students, staff and property through securing campus facilities through key card access with automatically locked exterior doors and video monitoring. Clifton ISD campuses utilized an entry system to verify access of all visitors to disctict/campus offices and each office is equipped with a lock down button for added security which overrides point of access for entry. At this time, CISD does not employee School Resource Officers (SROs) and School Resource Deputies (SRDs). Clifton Police Department performs campus and district facilities checks routinely both during school hours and after.
  - Clifton ISD will be adding Silent Panic Alert Technology through a mobile and computer-based panic button application using the Fall 2022 Texas Education Agency (TEA) guidelines for the SPAT Grant Program that will:
    - Allow a manually triggered alert by campus staff
    - An automatic alert when a district employee dials 911 within the school system
    - With any alert, a location of the originator included
    - An automatic notification process to designated administrators, staff, and public safety agencies
    - The continuation of the current system that initiates exterior door access
  - Clifton ISD will be reviewing and updating, as necessary, our school facilities for safety and security in accordance withGovernor Abbot's School Safety Standards Rule from June 2022. To view the one-page summary document please click here and the 19

- Clifton ISD has continued contractual agreement with Canine Contraband Detection Services for canine detection of contraband items through unannounced visits to campus at least every six weeks (eight times per school year).

[Finance](#) Clifton ISD received an A and a perfect score for the FIRST (The state's school financial accountability rating system is called the School Financial Integrity Rating System of Texas (FIRST). It ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. FIRST is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.) Clifton ISD's per pupil spending was almost $14,500 just below the state average.

District Processes & Programs Strengths

- CISD utilized the scope and sequence along with planning resources through TCMPC for systematic monitoring of delivery of instruction.
- Scheduled planning days and PLC time at all campuses.
- ESL, Special Education, Gifted and Talented, and Dyslexia Programs are integrated in an inclusive learning environment
- One-to-One Technology for All Learners
  - Digitally Integrated Learning Opportunities
  - Device Support
  - CISD employs 3.5 Technology Specialist located one per campus
- District and campus communication through single access point for website, social media, text messaging, and call-outs "Thrillshare" with IOS and Android application
- Parent and Family Engagement Communication through Student Information System linked messaging service for automatic translation for sender/recipient "Talking Points"
- District and Campus Safety & Security
  - Video Surveillance
  - Keycard access for exterior doors and offices
  - District door exterior door sweeps and exterior door numbering
  - Aligned safety protocols using the Emergency Operations Plan guidelines
  - Clifton PD presence at district and campus events and for additional walkthroughs
  - District contract with canine contraband detection services
  - Anonymous reporting system through mobile and computer-based application "Stop-it"
  - Vinyl privacy window coverings
- Clifton ISD employees a counselor per campus plus a contracted professional that serves the district
- Students identified as at-risk participate in school-day classroom support instruction time to close learning gaps
  - Clifton Elementary and Middle School utilizes a daily 45-60 minute block where students move between Tier II and Tier III

instructional supports
- ◦ Clifton Middle School has Reading and Math "Lab" courses as well as a "Science Tech" period for additional support
- ◦ Clifton High School offers a schedule that includes an additional Reading period, an additional "EOC" math option, and a Learning Resource Center where students receive support based on individual needs

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Clifton ISD, like many Texas districts, is struggling to hire/retain certified professionals. **Root Cause:** There is an ongoing teacher shortage, fewer education graduates entering the teacher pipeline, and a high demand for teachers, substitutes, and staff.

Problem Statement 2: There is a need to focus on digital tools and resources PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies and overabundance unaligned digital tools and resources used to monitor learner academic and social emotional growth.

Perceptions

Perceptions Summary

Due to the impact of COVID-19, we know continual adjustments will be made to best support our students, staff, and families. We realize that relationships and engagement are key in learning and we are continuing to do our best to prepare for whatever uncertainty this year may hold. There are also many feelings or beliefs among our staff and families with how to best support learning this year and we are trying to ensure we provide the most equitable, aligned and accessible learning for all of our learners. We will need to continue building and strengthening relationships and provide support for social emotional needs. We will also need to continue our goals with cultural responsive teaching and ensure we have structural foundations within all of our district systems that focus on equity, equality and inclusivity for all.

School Culture and Climate Surveys

Clifton ISD has began implementing routine survey intervals through an anonymous collection system for parents, staff, and secondary-level students. The first survey was an End of Year survey with a Beginning and Middle of Year planned for the 2022/2023 school year. The district will continue to utilize surveys to implement changes throughout the district.

The End of Year Survey was completed by a total of 235 participants.

- Parent/Guardian Survey had 189 participants with almost 38% representing CES, 19% representing CMS and 43% representing CHS.
  - Overall Clifton ISD received Agree/Strongly Agree majority rankings in all 15 questions, about 20% of parents/guardians respondents left additional feedback for various questions, 33% of respondents shared what they liked about their child's school, and 23% of respondents shared additional comments or suggestions. These responses were reviewed by campus and district leadership teams.
- Faculty/Instructional Aides/Office Staff/Auxiliary Employees Survey had 46 participants with 50% representing CES, 24% representing each CMS and CHS, and 2% from Cafeteria, Maintenance, or Transportation.
  - Overall Clifton ISD received Agree/Strongly Agree majority ranking in 13 of the 15 questions, with near even of Agree/Strongly Agree and Disagree/Strongly Disagree for Communication and Support from Supervisor/Administration to properly perform assigned duties. Thirty-two percent of respondents provided feedback on various aspects within the survey and 63% of respondents identified what they like most about their campus. These responses were reviewed by campus and district leadership teams.

The Beginning of Year Survey will be included as part of the registration process and emailed out to high school students at the start of the school year.

Parent and Family Engagement

The district has several opportunities for family engagement. 1) Mandatory academic advising for all CMS and CHS students/parents 2) Parent Conferences/report card pick up at the end of first six weeks for Clifton Elementary. 3) Communication strategies including: teacher web pages, principal emails, web postings, Remind, Facebook, Twitter and Instagram postings 4) Parent Teacher Organization at Clifton Elementary 5) Open House-Curriculum Fair at CMS and CHS. 6) Family Literacy Night at CES. 7) Fall Festival at CES. 8) Family Numeracy Night at CES. 9) College/Career Night for CMS & CHS. 10) ESL Parent and Family Nights. 11) Rosetta Stone Nights for ESL parents.

Each campus as well as the district has a site-based decision making team that includes parents, community and business representatives and teachers to have input on parent and family initiatives for the district and campuses as well as the PFE policies and School-Parent Compacts.

Perceptions Strengths

- High Focus on Safety within Learning Environments
- High Focus on All Learners Success after Graduation and Beyond
- High Focus on Academics and Expectations for Learning
- Value Collective Engagement
- Value Strong Student, Staff and Family Relationships
- Value Authentic Communication
- Continual Process for Receiving Input

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to focus on parent and student support of technology integration utilized within the classroom. **Root Cause:** Impact of COVID-19 and the technology shift of all K-12 classrooms.

Problem Statement 2: There is a need to ensure parent and family engagement activities and resources link to student learning. **Root Cause:** There is a need for resources that can be not only shared, but modeled for parent/family understanding of usage.

Problem Statement 3 (Prioritized): There is a need to increase and align process and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity.

Problem Statement 4 (Prioritized): There is a need to build awareness on student support and services due to the impact of COVID-19 and/or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals, and additional need for TIER 3 services.

Priority Problem Statements

Problem Statement 1: There is a need to increase and align process and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 1: Continued need to focus on safety and inclusivity.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a need to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tier II and III services.

Root Cause 2: Knowledge and understanding of evidence based learning strategies and targeted interventions. Lack of interventionist/specialists roles.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 3: Need to strengthen alignment across the district with reading, writing and math skills focused on early intervention and identification of needs due to the impacts of interrupted education and attendance with the pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 4: Need to select cohesive data sources across the district to show evidence of learner growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to focus on coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

Root Cause 5: Need to increase facilities, multiple resources, and instructional capacity to expand the CTE program and focus on career, life readiness and certifications offered.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 6: Students have diversified needs heightened with the COVID-19 learning continuum gaps, strengths, and interests.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to build awareness on student support and services due to the impact of COVID-19 and/or other life experiences for learners and staff.

Root Cause 7: The impact of COVID-19 on individuals, and additional need for TIER 3 services.

Problem Statement 7 Areas: Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Revised/Approved: March 21, 2022

Goal 1: Clifton ISD will provide not only foundational math and reading curriculum, but one that is enriched, accelerated, and well-rounded; assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: All PK-12th grade learners will be provided high quality Tier I instruction to meet the challenging State academic standards (TEKS).

High Priority

HB3 Goal

Evaluation Data Sources: * Tier I instructional strategies with aligned content supports
* House Bill 3 implementation of reading goals and Reading Academies will occur
* House Bill 3 implementation of math goals supporting intervention and tracking data
* House Bill 3 implementation of career, college and military readiness alignment and growth in certifications
* Lead4Ward Mentor & Coaching Training and Resources for Campus Administrators and Teacher-Leaders, as needed
* Campus Master Schedules for teacher planning and instructional time

Strategy 1 Details	Formative Reviews		
Strategy 1: Clifton ISD will utilize technology-based instructional programs to support student intervention and enrichment of content.	**Formative**		
Strategy's Expected Result/Impact: Student performance will increase on assessed TEKS areas and data disaggregation will identify student strengths and weaknesses. **Staff Responsible for Monitoring:** Teachers, Principals **Problem Statements:** Student Learning 1, 2 **Funding Sources:** TEKS Resource System with Lead4ward integration - 199-Local Funds, Achieve3000, NoRedInk, Legends of Learning - 211- Title 1, Part A, Compensatory Education instructional programs that automatically remediate and accelerate learner plans - 199-Local Funds	**Jan**	**Apr**	**June**
	0%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tier II and III services. **Root Cause**: Knowledge and understanding of evidence based learning strategies and targeted interventions. Lack of interventionist/specialists roles.

Student Learning
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Need to strengthen alignment across the district with reading, writing and math skills focused on early intervention and identification of needs due to the impacts of interrupted education and attendance with the pandemic.

Goal 1: Clifton ISD will provide not only foundational math and reading curriculum, but one that is enriched, accelerated, and well-rounded; assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners and support data-driven instructional practices.

Evaluation Data Sources: * Data analysis protocols through our Professional Learning Communities (PLCs) structures and processes.
* Lead4Ward data analysis support for Eduphoria Aware Assessments
* Content and/or Grade Level Mentors and Lead Teachers
* Learning loss will be addressed to target academic and social-emotional needs using ESSER funds
* Student Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: CISD will use various tools to measure learner success with access to increased training and resources.	**Formative**		
Strategy's Expected Result/Impact: * Provide resources and training - proficiency levels of English Learners and plan appropriate classroom strategies	**Jan**	**Apr**	**June**
* Provide resources and training to campus educators - Professional Learning Communities (PLC), Response to Intervention process (RTI) * Provide resources and specific training - appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GT learners * Provide resources and training - content specific instructional/supplemental materials, assessments, and vertical alignment * Implement specific tutoring plans, per House Bill 4545 - learners who have not met standard on state assessments and are in need of additional learning support **Problem Statements:** Student Learning 1, 2, 5 - Perceptions 3 **Funding Sources:** Instructional Software: TEKS Resource System & Aligned Components with data integration - 199-Local Funds, Instructional Software: Compensatory Education - 199-Local Funds, Instructional Software: Achieve3000, NoRedInk, Legends of Learning - 211- Title 1, Part A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tier II and III services. **Root Cause**: Knowledge and understanding of evidence based learning strategies and targeted interventions. Lack of interventionist/specialists roles.
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Need to strengthen alignment across the district with reading, writing and math skills focused on early intervention and identification of needs due to the impacts of interrupted education and attendance with the pandemic.

Student Learning
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Need to select cohesive data sources across the district to show evidence of learner growth.

Perceptions
Problem Statement 3: There is a need to increase and align process and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity.

Goal 1: Clifton ISD will provide not only foundational math and reading curriculum, but one that is enriched, accelerated, and well-rounded; assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 3: CISD campuses will provide targeted interventions to accelerate student performance in areas of identified academic need.

Evaluation Data Sources: * National, State, Regional, and District norms for student assessments (including, but not limited to: SAT, ACT, TSIA2, ASVAB, STAAR, NWEA MAP Growth & Reading Fluency, CLI Circle PreK, T-KEA)
* Master Schedule for intervention time/class periods
* Accelerated Instruction time and participation before and after school and summer offerings

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended learning time will be offered through before school and after school tutorials.	**Formative**		
Strategy's Expected Result/Impact: Increase percentage of student mastery of expectations and content.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Principals **Problem Statements:** Student Learning 2, 5 **Funding Sources:** Staffing for additional duties - 199-Local Funds	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Edmentum/Courseware will be used as credit (recovery) for learners needing accelerated and targeted learning support.	**Formative**		
Strategy's Expected Result/Impact: Increase the graduation rate and keep students on track to graduation.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Principals **Problem Statements:** Student Learning 5	0%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Summer School will be available for accelerated instruction for students identified as at-risk of dropping out of school.	**Formative**		
Strategy's Expected Result/Impact: Increase the graduation rate and keep students on track to graduation. Support student achievement in identified academic areas of need to close achievement gap.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Principals, Curriculum Director	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Need to strengthen alignment across the district with reading, writing and math skills focused on early intervention and identification of needs due to the impacts of interrupted education and attendance with the pandemic.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Need to select cohesive data sources across the district to show evidence of learner growth.

Goal 2: Clifton ISD will increase positive communication resulting in the creation of a positive culture and an environment of mutual respect.

Performance Objective 1: District personnel will participate in customer service, communication and classroom management training.

Evaluation Data Sources: EduHero training reports, Campus In-Service and PLC agendas

Strategy 1 Details	Formative Reviews		

Strategy 1: Clifton ISD will utilize EduHero through ESC Region 6 for digital professional development opportunities based on comprehensive needs assessments and board goals.
    Strategy's Expected Result/Impact: Communication strategies and aligned processes will result in improved perception survey results.
    Staff Responsible for Monitoring: Principals, Curriculum Director, Superintendent
	Formative		

	Jan	**Apr**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: Clifton ISD will increase positive communication resulting in the creation of a positive culture and an environment of mutual respect.

Performance Objective 2: Clifton ISD will utilize surveys to identify campus perceptions for values, communication, and involvement opportunities.

    Evaluation Data Sources: District and Campus Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses will share an Education Excellence survey three times during the school year.	**Formative**		
Strategy's Expected Result/Impact: Campuses will use respondent percentage/student representation data to identify areas of strength and weakness for values, communication, involvement and offerings available.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, Superintendent **Problem Statements:** Student Learning 5 - Perceptions 4			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Need to select cohesive data sources across the district to show evidence of learner growth.

Perceptions
Problem Statement 4: There is a need to build awareness on student support and services due to the impact of COVID-19 and/or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals, and additional need for TIER 3 services.

Goal 3: Clifton ISD will increase opportunities for parental engagement at all campuses.

Performance Objective 1: Develop and utilize a variety of outreach strategies to ensure communication and engagement with parents regarding instruction, school activities, and news in accordance with the Clifton ISD Family Engagement Policy.

    Evaluation Data Sources: Number of postings to district website, number of Talking Points messages posted, number of parent engagement opportunities held at each campus, parent conferences (PK-5)-sign-in sheets, survey responses

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaboratively develop, review, and update the District Parent and Family Engagement Policy with parents and community members to better meet the changing needs of the students, parents and school.	**Formative**		

Strategy's Expected Result/Impact: Increase in collaboration, decision-making, and engagement opportunities for families and community.
    Staff Responsible for Monitoring: Curriculum Director, Superintendent
 	
    Title I:
    4.1
	Jan	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities for families in all schools to understand academic standards, curriculum, and expectations and how to better help students through mentoring and academic support.	**Formative**		
Strategy's Expected Result/Impact: Create opportunities to build relationships between families and school and help parents understand how to help build literacy and numeracy at home. **Staff Responsible for Monitoring:** Teachers, Principals, Curriculum Director, Superintendent	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of CES parents will participate in a parent/teacher conference at the end of the 1st six weeks.	**Formative**		
Strategy's Expected Result/Impact: Increase 2-way communication between parents and teachers and create a partnership for student learning **Staff Responsible for Monitoring:** Teachers, Principal	Jan	Apr	June

Strategy 4 Details	Formative Reviews
Strategy 4: Offer a flexible number of Title I parent meeting to inform parents of engagement opportunities, knowledge of curriculum, and rights in decision-making related to the education of their children.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Increase on parental involvement and decision-making at district and campus levels. **Staff Responsible for Monitoring:** Principals, Curriculum Director, Superintendent **Title I:** 4.2			

Strategy 5 Details	Formative Reviews
Strategy 5: ESL Family Nights will be held each six weeks to help engage and inform our families of upcoming events, important dates, and ways to support students academically at home.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Allow families to learn about their child's school and learning expectations and allow them to ask questions in a familiar, comfortable environment. **Staff Responsible for Monitoring:** EL Teachers, Principals, ESL Director, Superintendent **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5 **Funding Sources:** Emergent Bilingual Family and Student Support/Outreach - 199-Local Funds			

Strategy 6 Details	Formative Reviews
Strategy 6: Provide opportunities for ESL parents to learn, use, and acquire English during weekly Rosetta Stone parent nights.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Allow parents to better support language acquisition of students by learning English. **Staff Responsible for Monitoring:** ESL Director, Curriculum Director **Title I:** 2.4			

Strategy 7 Details	Formative Reviews
Strategy 7: 100% of CMS and CHS students/parents will participate in Academic Advising at the beginning of the school year.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Increase parent and student understanding of college pathways and graduation requirements. **Staff Responsible for Monitoring:** Principals			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Need to select cohesive data sources across the district to show evidence of learner growth.

Goal 3: Clifton ISD will increase opportunities for parental engagement at all campuses.

Performance Objective 2: Engage families and the community to support student achievement and enhance district goals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue weekly enrollment updates and upcoming events to share district information with key community leaders and post on district website for parents and others to view.	**Formative**		
Strategy's Expected Result/Impact: * "Newsletter" provides timely information to parents and community stakeholders	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize survey feedback for responsive implementation of instructional programs, student learning support, and parent/guardian communication strategies.	**Formative**		
Strategy's Expected Result/Impact: * Increase parent participation in growth of Clifton ISD student achievement * Increase prompt open-lines of communication between CISD and parents/guardians	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Clifton ISD will recruit, support and retain teachers and principals.

Performance Objective 1: Clifton ISD will have a teacher retention rate that is equal to or greater than the teacher retention average for ESC Region 12.

   Evaluation Data Sources: Teacher retention data; Exit Surveys; PLC meeting notes; T-TESS walk through and evaluation data; Mentor Meeting Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Clifton ISD will utilize professional learning communities to support new teachers with planning, curriculum, assessments, and campus expectations.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: New teachers will grow and learn under the mentorship of veteran teachers, causing an increase in the teacher retention rate in CISD. **Staff Responsible for Monitoring:** Team/Department Lead Teachers, Principals, Curriculum Director **Funding Sources:** Professional Development Training and Materials - 255- Title II			

Strategy 2 Details	Formative Reviews		
Strategy 2: PLC meetings will be held on a regular basis at the campus level.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Collaborating to work together toward student achievement and meeting the goals of the campus and district. **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Clifton ISD will request the completion of anonymous exit surveys/interviews for all employees leaving the district.	**Formative**		
Strategy's Expected Result/Impact: Feedback helps the campus and district learn from past experiences and seek to become better.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Supervisor, Human Resources Director			

Strategy 4 Details	Formative Reviews		
Strategy 4: Foreign Language, Mathematics, and Science teachers will be paid a stipend.	**Formative**		
Strategy's Expected Result/Impact: Support teachers in high-needs areas and decrease the turnover in these areas.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent **Funding Sources:** - 199-Local Funds			

Strategy 5 Details	Formative Reviews		
Strategy 5: Advanced degree stipends paid to professional staff who have a degree above that required of their position.	**Formative**		
Strategy's Expected Result/Impact: Incentive for higher learning to create a positive impact on student achievement and increase campus leadership opportunities. **Funding Sources:** - 199-Local Funds	Jan	Apr	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate the practice of Reinforcement and Refinement as part of the T-TESS Summative Evaluation process with CISD teachers and staff to learn areas of strengths and concerns in a timely manner to create a culture of support.	**Formative**		
Strategy's Expected Result/Impact: Increase the positive culture, goal setting, and teacher retention in CISD. **Staff Responsible for Monitoring:** Principals **Funding Sources:** - 255- Title II	Jan	Apr	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide summer professional development to specifically target student and teacher needs, including updates with TEKS Resource System planning and assessment creation.	**Formative**		
Strategy's Expected Result/Impact: Teachers will adhere to the scope and sequence of the state curriculum to better prepare students for mastery of standards. Teachers will align resources and assessments to meet the specificity of the TEKS. **Staff Responsible for Monitoring:** Curriculum Director **Funding Sources:** - 255- Title II	Jan	Apr	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide access to Implementing TEKS Resource System, TExGuide with ESC 13, and Discovery Education for all teachers to support planning and student engagement in lessons aligned to TEKS Resource System curriculum.	**Formative**		
Strategy's Expected Result/Impact: Increase in student engagement and levels of standard mastery; more in depth and specific planning for student learning. **Staff Responsible for Monitoring:** Principals, Curriculum Director **Funding Sources:** Annual Subscription for Curriculum Services - 211- Title 1, Part A	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Generated by Plan4Learning.com

41 of 52

District #018901
January 6, 2023 2:25 PM

Goal 5: Clifton ISD will increase the number of students that are College, Career or Military Ready.

Performance Objective 1: As measured by the Student Achievement Domain of the 2022 Accountability system; the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain
measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR will be increased by 2% as calculated with one point is given for each annual graduate who accomplishes any one of the CCMR indicators.

HB3 Goal

Evaluation Data Sources: Annual graduates demonstrate college, career, or military readiness in any one of the following ways: Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics; Earn Dual Course Credits; Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination; Earn an Associate Degree; Complete an OnRamps Dual Enrollment Course; Earn an Industry-Based Certification; Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness; Enlist in the Armed Forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines (is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces).

Strategy 1 Details	Formative Reviews		
Strategy 1: Clifton ISD will review instructional programs for the 2022-2024 Industry Based Certifications to identify student interests and offerings to increase completion of endorsement areas.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Clifton ISD will increase offerings and support of certification programs to prepare students to be career ready upon high school completion. **Staff Responsible for Monitoring:** Principals, Counselor, CTE Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: TxVSN will be used to gain HS credits for at-risk students and to obtain Dual Credit.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the opportunities for students to gain college credit through flexible scheduling; students will become college-ready through rigorous curriculum and content **Staff Responsible for Monitoring:** Counselor, Principal	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Clifton ISD will increase the number of students that are College, Career or Military Ready.

Performance Objective 2: Clifton ISD will provide in-school opportunities for all learners to participate in post-secondary assessments.

HB3 Goal

Evaluation Data Sources: * Participation Rates for National Tests
* District/Campus Calendar for Assessment Dates

Strategy 1 Details		Formative Reviews		
Strategy 1: Students will take the Texas Success Initiative Assessment (TSI) to assess college-readiness and help create college pathways for students.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will have a better understanding of each student's strengths and areas of concern in relation to college and career readiness skills and be able to provide targeted intervention and enrichment based on the data. **Staff Responsible for Monitoring:** Counselor, Principal				

Strategy 2 Details		Formative Reviews		
Strategy 2: National Junior Honor Society and Academy Math/Science 8th graders will take the PSAT 8 and all 10th graders will take the PSAT during the fall semester to assess college readiness skills and align instruction to strengths and areas of need.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Engage students in early college and career awareness to help them understand their own progress and set goals and create plans to monitor their growth. **Staff Responsible for Monitoring:** Counselors, Principals				

Strategy 3 Details		Formative Reviews		
Strategy 3: All seniors at CHS will take the ASVAB.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the percentage of students who are college, career, and military ready. **Staff Responsible for Monitoring:** Counselor, Principal				

Strategy 4 Details		Formative Reviews		
Strategy 4: Clifton ISD will be a school-day site for SAT testing.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Providing school-day assessment will increase participation of students who otherwise would be unavailable to attend a Saturday testing site. **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - 199-Local Funds		0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 6: Clifton ISD will ensure a safe, secure and healthy environment that promotes students' physical and mental well-being.

Performance Objective 1: Clifton ISD will ensure preparedness to effectively respond to all emergencies that might affect safety and/or security of students and staff by training all staff in using standard response protocols and use the training/drilling guidelines for campus exercises.

Evaluation Data Sources: * Clifton ISD Emergency Operating Procedures drill log
* Staff Certification/Attendance Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: The Clifton ISD District Leadership team will complete training through the Federal Emergency Management Agency (FEMA) on the National Incident Management System and an Introduction to Incident Command System by	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: * District Leadership Team & Safety/Security Committee will be training on standard response protocols and command systems in case an emergency arises for coordination of response. **Staff Responsible for Monitoring:** Superintendent **Problem Statements:** Perceptions 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: All Clifton ISD staff members will participate in training for the Civilian Response to Active Shooter Events (CRASE) and Stop the Bleed Training in Fall 2022.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: * Standard response protocols and actions to support staff awareness and direction if we were to encounter an active shooter event at CISD. * Coordination with local and state authorities to familiarize themselves with our campuses and building layouts. **Staff Responsible for Monitoring:** Superintendent			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is a need to increase and align process and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity.

Goal 6: Clifton ISD will ensure a safe, secure and healthy environment that promotes students' physical and mental well-being.

Performance Objective 2: Clifton ISD will promote students' physical and mental well-being through the promotion of a healthy school environment.

Evaluation Data Sources: * Legislative mandates; including but not limited to: SB123 (Social emotional learning skills), SB 168 (Trauma-informed methods), SB 179 (counselor duties)
* SHAC Committee Agenda/Minutes
* Trauma-Informed Care Training for CISD Staff Participation
* Counselor roles and responsibilities in accordance the Texas Model for Comprehensive School Counseling Programs (pg 119)
* Physical Education courses and offerings grades PK-12

Strategy 1 Details	Formative Reviews		
Strategy 1: Clifton ISD Counselors will conduct guidance lessons during the school year.	**Formative**		
Strategy's Expected Result/Impact: * Guidance curriculum helps students develop competencies that align with the knowledge, attitudes and skills appropriate for their developmental level.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, Principals			
Problem Statements: Student Learning 1 - Perceptions 4 **Funding Sources:** Counselors - 199-Local Funds			

Strategy 2 Details	Formative Reviews		
Strategy 2: In response to COVID19, Clifton ISD will support additional student mental health through the addition of a contracted Licensed Professional Counselor-Associate.	**Formative**		
Strategy's Expected Result/Impact: * Utilizing a Tier 3 Support Staff, campus counselors can increase Tier 1 and Tier 2 services of students.	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tier II and III services. **Root Cause**: Knowledge and understanding of evidence based learning strategies and targeted interventions. Lack of interventionist/specialists roles.

Perceptions
Problem Statement 4: There is a need to build awareness on student support and services due to the impact of COVID-19 and/or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals, and additional need for TIER 3 services.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $957,000.00
Total FTEs Funded by SCE: 1.25
Brief Description of SCE Services and/or Programs

Clifton ISD identifies students using the at-risk eligibility criteria through campus counselors and administration. Clifton ISD funds a percentage of, based on schedules, staff salaries to provide support services through smaller classes, class periods such as: Enrichment, Intervention, Learning Resource Center, and Reading and/or Math Lab. CISD employs staff that have the primary role of Interventionist for Reading and/or Math, along with providing specific research-based training to these individuals annually. Clifton ISD serves students identified as Emergent Bilingual through language acquisition and support services, specific to their learner group needs. Clifton ISD supplements the regular education program through remediation and support services using the aforementioned classes in addition to technology applications linked to benchmark data for student level scaffolding in core subject areas. Clifton ISD purchases a subscription to a Multi-Tiered Response to Intervention program to track student progress within Intervention. Edmentum Courseware is available to students identified as at-risk of dropping out of school for credit recovery and course acceleration, Edmentum Study Island provides core content TEKS aligned scaffolding based on learner present levels, and programs like Achieve3000 and iXL, provide differentiated math, science, and literacy supports to accelerate learners through targeted academic interventions. Clifton ISD purchases Leveled Literacy Intervention kits and materials to support K-5 reading intervention and trains teachers annually on the usage of those materials.

Personnel for District Improvement Plan

Name	Position	FTE
CES "IE" Period Teachers	Comp Ed Teaching Period	0.125
CHS LRC	Comp Ed Teaching Periods	1
CMS "Enrichment" Period Teachers	Comp Ed Teaching Period	0.125

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Clifton ISD completes a Comprehensive Needs Assessment with support from Educational Service Center Region 12 for training opportunities, Region 15 for template, and the Texas Education Agency's Collaborative Comprehensive Needs Assessment toolkit. Clifton ISD also utilizes additional questions to consider from 806 Technologies, Plan4Learning.

The Traditional 8 areas are:

- Demographics
- Student Achievement
- District Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- District Context and Organization
- Technology

Within the needs assessment, Clifton ISD reviews the data above collectively within the CNA process:

- Academic Achievement - Grades, universal screening measures, state testing data, and teacher observations are examples of measures of student learning and achievement. The district and the campus disaggregating data by demographic variables, such as age, ethnicity, or access to an intervention to review campus/district equity of services and student performance. The district and campuses may also look at the student to teacher ratio to grade and content areas.
- Staff Quality - Staff attendance and turnover rates, as well as opportunities for professional development and mentoring with new staff are all potential measures. Paraprofessional, Teacher, and Administrative certifications and additional degrees are also identified within this area. Some Clifton ISD staff are funded from grant programs which also require an evaluation of program use and effectiveness.
- School Climate/Safe & Healthy Schools - School climate is defined as the quality and character of school life (National School Climate Center). School climate may be assessed through surveying students, parents, staff, and community members and reviewing attendance and discipline data. Clifton ISD consults with the district's Student Health Advisory Council and the Clifton ISD Safety and Security Committee.
- College & Career Readiness/Graduation Rate/Dropout Reduction - This includes identifying barriers to secondary graduation and post-secondary achievement.
- Parent & Community Engagement - This includes how many opportunities there are for involvement and attendance in these functions and decisions. It may include the availability of language interpretive services for specific languages that may be more prevalent in a school community since the lack of interpretive services would inhibit engagement. Mapping existing partnerships within the community is also

important in assessing community involvement and resources.
- District/Campus Commitments - This includes effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

And completes the Multiple Measures of Data summaries within improvement plans:

- Demographics
- Student Learning
- District Processes & Programs
- Perceptions

The CNA process is completed in the summer typically aligned with preliminary STAAR score release.

2. Campus Improvement Plan

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Clifton ISD does not have any schools using the Targeted Assistance option for Title I, Part A.

Title I Personnel

Name	Position	Program	FTE
Bus Driver	Bus Driver	ESSER III (CISD)	0.5
Early Childhood Paraprofessional	Early Childhood Paraprofessional	Title I, Part A (CES)	1.0
Elementary Paraprofessional	Elementary Paraprofessional	Title I, Part A (CES)	1.0
Emergent Bilingual Paraprofessional	Emergent Bilingual Paraprofessional	Title I, Part A (CMS)	1.0
Math Interventionist	Math Intervention	Title I, Part A (CMS/CHS)	1.0
Math Interventionist	Math Interventionist	ESSER III (CES)	1.0
Part-time Technologist	Part-Time Technologist	ESSER III (CHS)	0.5
Reading Interventionist	Reading Intervention	Title I, Part A (CES)	1.0
Reading Interventionist	Reading Interventionist	ESSER III (CES)	1.0
Reading/ Math Interventionist	Reading/Math Intervention	ESSER III (CMS)	1.0

District Funding Summary

			199-Local Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TEKS Resource System with Lead4ward integration		$0.00
1	1	1	Compensatory Education instructional programs that automatically remediate and accelerate learner plans		$0.00
1	2	1	Instructional Software: Compensatory Education		$0.00
1	2	1	Instructional Software: TEKS Resource System & Aligned Components with data integration		$0.00
1	3	1	Staffing for additional duties		$0.00
3	1	5	Emergent Bilingual Family and Student Support/Outreach		$0.00
4	1	4			$0.00
4	1	5			$0.00
5	2	4			$0.00
6	2	1	Counselors		$0.00
				Sub-Total	$0.00
			211- Title 1, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Achieve3000, NoRedInk, Legends of Learning		$0.00
1	2	1	Instructional Software: Achieve3000, NoRedInk, Legends of Learning		$0.00
4	1	8	Annual Subscription for Curriculum Services		$0.00
				Sub-Total	$0.00
			255- Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Professional Development Training and Materials		$0.00
4	1	6			$0.00
4	1	7			$0.00
				Sub-Total	$0.00

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 District Improvement Plan:

| Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Tiffany Jones	1/5/2023
Child Abuse and Neglect			Tiffany Jones	1/5/2023
Coordinated Health Program	SHAC Committee		Tiffany Jones	1/5/2023
Decision-Making and Planning Policy Evaluation	Superintendent		Tiffany Jones	1/5/2023
Disciplinary Alternative Education Program (DAEP)			Tiffany Jones	1/5/2023
Dropout Prevention			Tiffany Jones	1/5/2023
Dyslexia Treatment Program	Special Education Director		Tiffany Jones	1/5/2023
Title I, Part C Migrant	ESC 12 SSA		Tiffany Jones	1/5/2023
Pregnancy Related Services			Tiffany Jones	1/5/2023
Post-Secondary Preparedness			Tiffany Jones	1/5/2023
Recruiting Teachers and Paraprofessionals			Tiffany Jones	1/5/2023
Student Welfare: Crisis Intervention Programs and Training			Tiffany Jones	1/5/2023
Student Welfare: Discipline/Conflict/Violence Management			Tiffany Jones	1/5/2023
Texas Behavior Support Initiative (TBSI)			Tiffany Jones	1/5/2023
Technology Integration			Tiffany Jones	1/5/2023
Job Description for Peace Officers, Resource Officers & Security Personnel			Tiffany Jones	1/6/2023

Addendums

CLIFTON ISD

2021-22 Total Student Enrollment: **1,024**   Schools: **3**

PROFILE   **OTHER RESOURCES** ⌄

DISTRICT PROFILE

Overall Rating

(B)
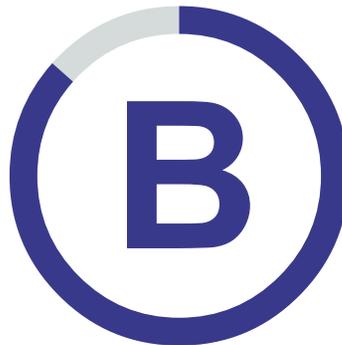
86 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

Address:
1102 Key Ave
Clifton, TX 76634

Phone:
(254) 675-2827

Superintendent Name:
Mr Andy Ball

🌐 DISTRICT WEBSITE
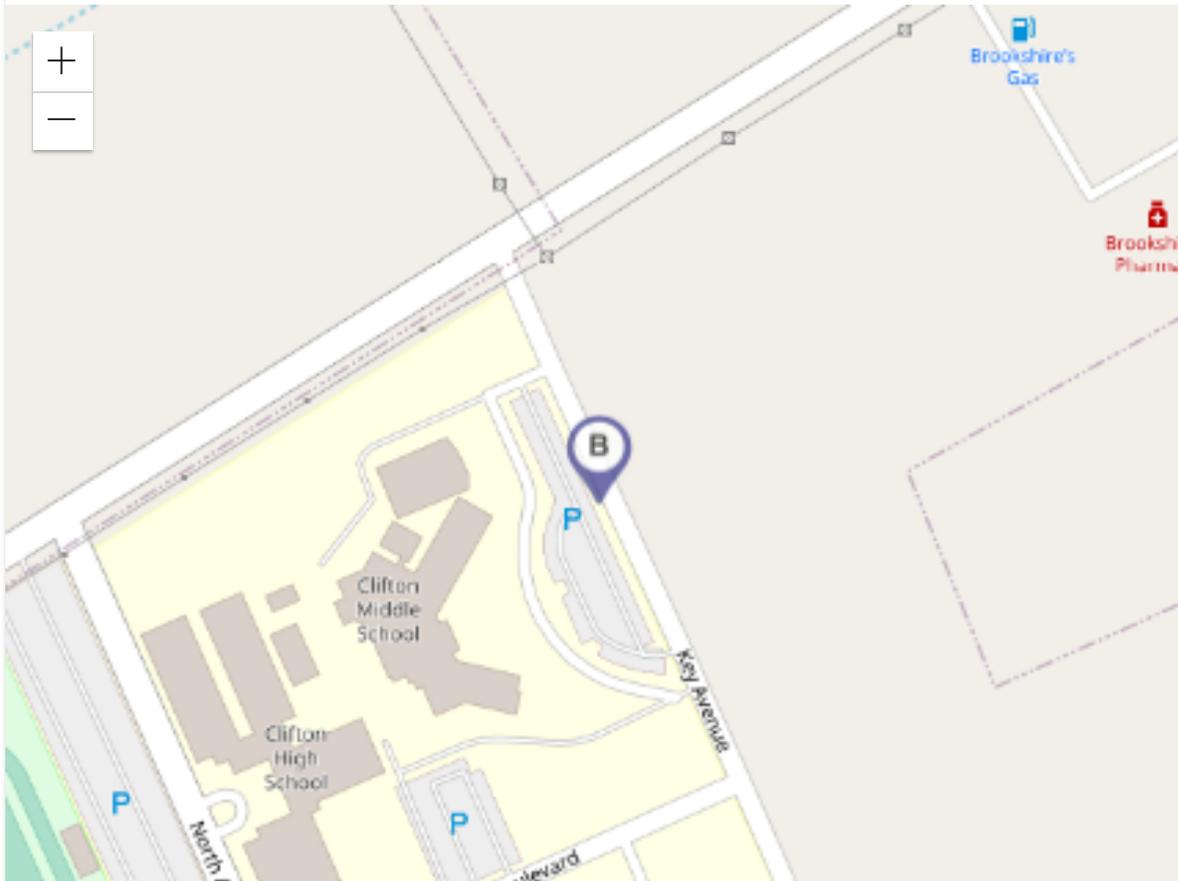
Map data © OpenStreetMap contributors, CC-BY-SA   Powered by Esri

Student Information 2021-22

Total Student Enrollment

1,024

Student Enrollment by Race/Ethnicity

Race/Ethnicity	Percentage
African American	1.5%
Hispanic	37.1%
White	54.3%
American Indian	0%
Asian	0.9%
Pacific Islander	0.1%
Two or More Races	6.2%
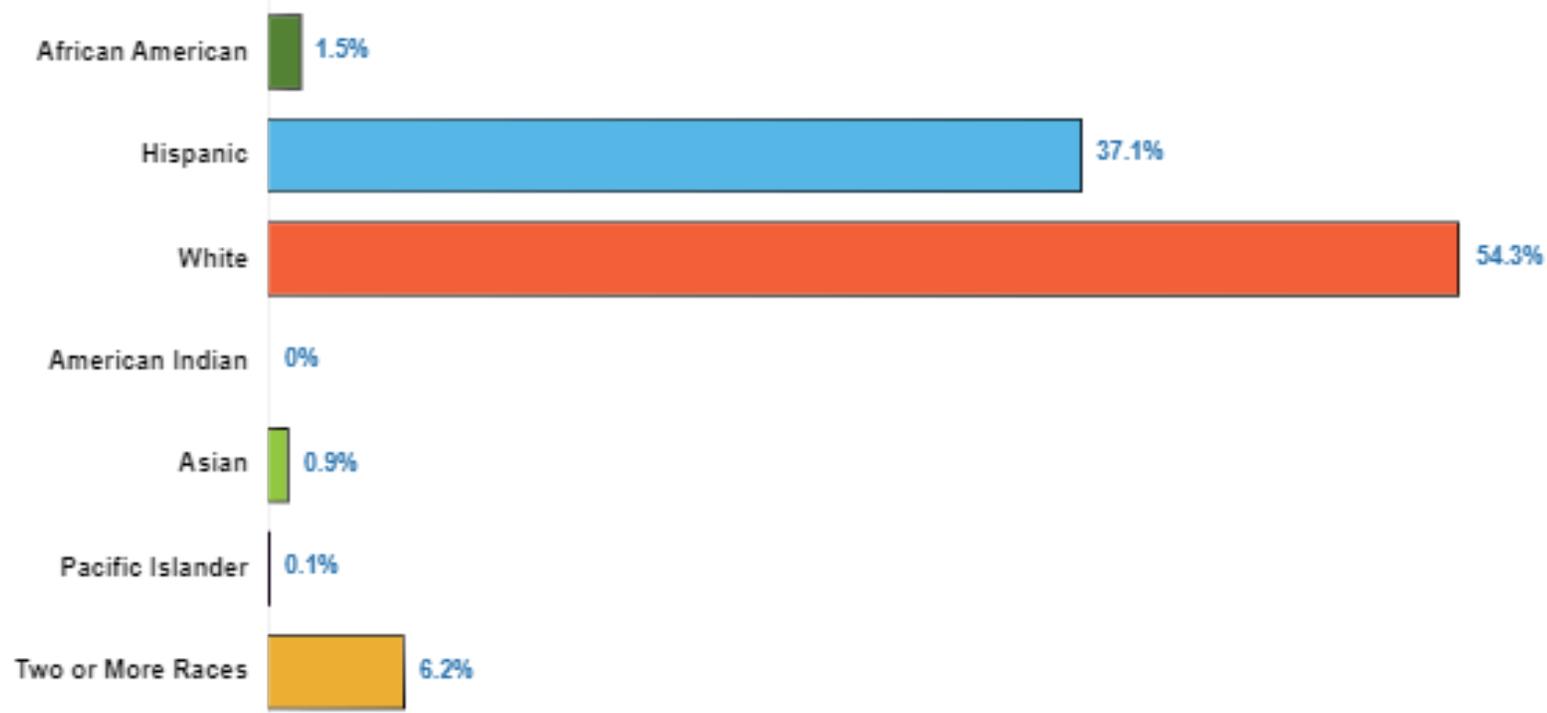
Student Enrollment by Type

Economically Disadvantaged

62.0%

Special Education

18.2%
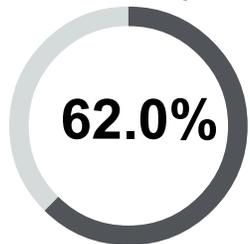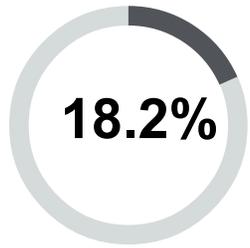
Emergent Bilingual/English Learners

8.1%
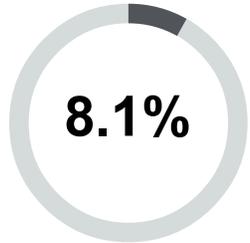
TELL ME MORE   DIG INTO THE DATA

Staff Information 2021-22

Number of Students Per Teacher

12.6

Number of Full-time Staff

164.9

Number of Full-time Teachers

81.4

Average Teacher Salary
  $53,770

Teachers by Years of Experience,

Category	Percentage
Beginning Teachers	4.2%
1 to 5 Years	23.1%
6 to 10 Years	20.1%
11 to 20 Years	22%
21 to 30 Years	21.9%
> 30 Years	8.6%
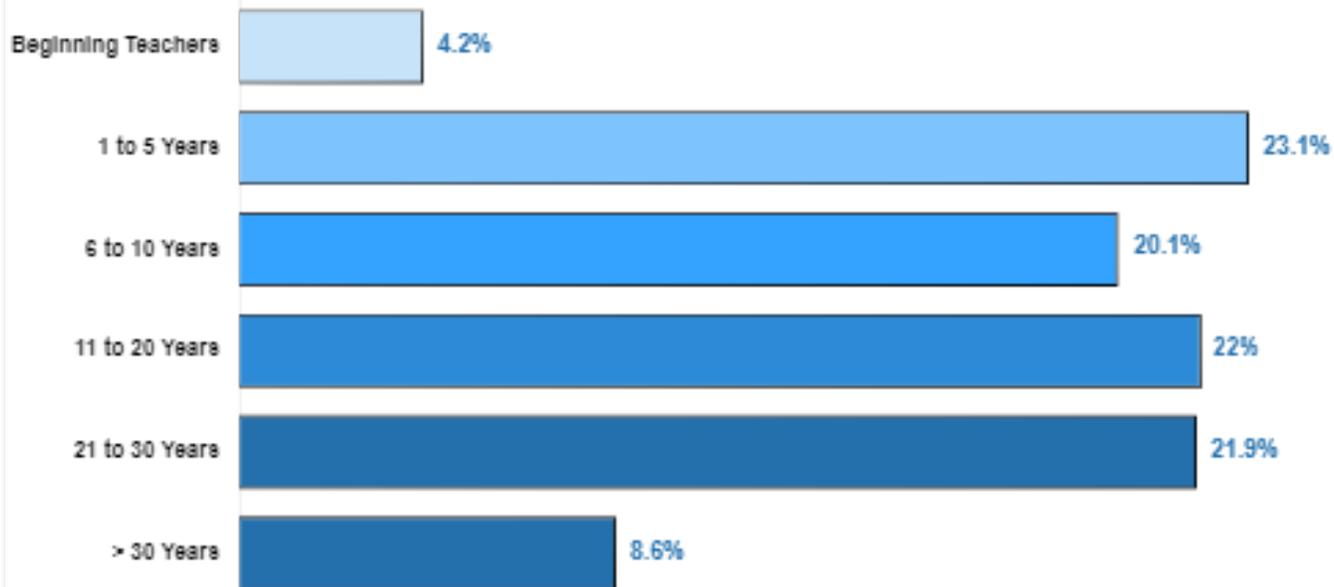
Teachers by Race/Ethnicity

Race/Ethnicity	Percentage
African American	0%
Hispanic	6.1%
White	93.9%
American Indian	0%
Asian	0%
Pacific Islander	0%
Two or More Races	0%

TELL ME MORE   DIG INTO THE DATA

🏆 Distinction Designations

Postsecondary Readiness

TELL ME MORE

<p style="text-align:center">Texas Education Agency</p>

2022 Accountability Ratings Overall Summary
CLIFTON ISD (018901) - BOSQUE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**86**	B
Student Achievement		**87**	B
STAAR Performance	50	82	
College, Career and Military Readiness	57	86	
Graduation Rate	100	100	
School Progress		**88**	B
Academic Growth	71	82	B
Relative Performance (Eco Dis: 62.0%)	54	88	B
Closing the Gaps	**62**	**80**	B

Distinction Designations

X **Postsecondary Readiness**

Reading

All Students	At Meets 2016-2017	At Meets 2017-2018	At Meets 2018-2019	At Meets 2019-2020	At Meets 2020-2021	At Meets 2021-2022
Subject Reading						
Grade 3: Reading	44%	60%	26%	--%	33%	57%
Grade 4: Reading	35%	44%	44%	--%	34%	41%
Grade 5: Reading	49%	54%	57%	--%	33%	60%
Grade 6: Reading	42%	36%	31%	--%	32%	29%
Grade 7: Reading	50%	57%	57%	--%	57%	66%
Grade 8: Reading	54%	63%	61%	--%	58%	74%
English I EOC	53%	46%	52%	--%	63%	53%
English II EOC	--%	49%	41%	--%	51%	60%
All Grades Reading	48%	51%	45%	--%	46%	55%

Students by Instructional Group	Economically Disadvantaged			Special Education			Emergent Bilingual		
	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022
Subject: Reading									
Grade 3: Reading	15%	25%	47%	--%	0%	35%	--%	17%	50%
Grade 4: Reading	23%	16%	36%	60%	19%	14%	--%	18%	45%
Grade 5: Reading	51%	20%	43%	22%	0%	41%	--%	0%	13%
Grade 6: Reading	13%	15%	21%	15%	38%	10%	--%	--%	0%
Grade 7: Reading	42%	37%	51%	27%	25%	40%	--%	--%	-%
Grade 8: Reading	58%	38%	67%	11%	27%	63%	--%	--%	67%
English I EOC	34%	49%	37%	8%	33%	32%	13%	14%	33%
English II EOC	24%	39%	46%	6%	14%	20%	11%	--%	-%

Math

All Students	At Meets 2016-2017	At Meets 2017-2018	At Meets 2018-2019	At Meets 2019-2020	At Meets 2020-2021	At Meets 2021-2022
Subject: Math						
Grade 3: Math	44%	56%	37%	--%	42%	48%
Grde 4: Math	35%	32%	37%	--%	25%	13%
Grade 5: Math	52%	54%	35%	--%	30%	42%
Grade 6: Math	39%	44%	33%	--%	48%	22%
Grade 7: Math	53%	56%	57%	--%	29%	38%
Grade 8: Math	--%	45%	59%	--%	56%	38%
Algebra I EOC	39%	43%	55%	--%	53%	38%
All Grades Math	41%	47%	44%	--%	42%	34%

Students by Instructional Group	Economically Disadvantaged			Special Education			Emergent Bilingual		
	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022
Subject: Mathematics									
Grade 3: Mathematics	27%	25%	38%	--%	0%	40%	--%	17%	17%
Grade 4: Mathematics	28%	14%	7%	60%	19%	0%	--%	18%	0%
Grade 5: Mathematics	20%	20%	29%	33%	0%	18%	--%	10%	25%
Grade 6: Mathematics	15%	34%	16%	15%	38%	0%	--%	--%	9%
Grade 7: Mathematics	45%	21%	29%	27%	13%	40%	--%	--%	-%
Grade 8: Mathematics	50%	53%	38%	11%	41%	13%	--%	--%	33%
Algebra I EOC	39%	38%	29%	17%	11%	17%	50%	40%	50%

Science

All Students	At Meets 2016-2017	At Meets 2017-2018	At Meets 2018-2019	At Meets 2019-2020	At Meets 2020-2021	At Meets 2021-2022
Subject: Science						
Grade 5: Science	52%	45%	41%	--%	24%	51%
Grade 8: Science	49%	63%	62%	--%	55%	53%
Biology	50%	58%	57%	--%	68%	59%
All Grades Science	50%	55%	53%	--%	52%	54%

Students by Instructional Group	Economically Disadvantaged			Special Education			Emergent Bilingual		
	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022
Subject: Science									
Grade 5: Science	30%	10%	33%	22%	0%	18%	--%	0%	13%
Grade 8: Science	48%	38%	42%	11%	32%	13%	--%	--%	50%
Biology EOC	34%	57%	44%	9%	23%	42%	--%	--%	-%

Social Studies

All Students	At Meets 2016-2017	At Meets 2017-2018	At Meets 2018-2019	At Meets 2019-2020	At Meets 2020-2021	At Meets 2021-2022
Subject: Social Studies						
Grade 8: Social Studies	52%	71%	36%	--%	42%	29%
US History EOC	77%	77%	73%	--%	86%	69%
All Grade Social Studies	65%	74%	57%	--%	63%	49%

Students by Instructional Group	Economically Disadvantaged			Special Education			Emergent Bilingual		
	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022	At Meets 2019	At Meets 2021	At Meets 2022
Subject: Social Studies									
Grade 8: Social Studies	26%	24%	19%	11%	27%	25%	--%	--%	17%
U.S. History EOC	69%	79%	59%	40%	33%	31%	--%	--%	-%

Writing

All Students	At Meets 2016-2017	At Meets 2017-2018	At Meets 2018-2019	At Meets 2019-2020	At Meets 2020-2021
Subject: Writing					
Grade 4: Writing	28%	30%	32%	--%	26%
Grade 7: Writing	44%	59%	51%	--%	36%
All Grade Writing	36%	43%	42%	--%	31%

Students by Instructional Group	Economically Disadvantaged		Special Education		Emergent Bilingual	
	At Meets 2019	At Meets 2021	At Meets 2019	At Meets 2021	At Meets 2019	At Meets 2021
Subject: Writing						
Grade 4: Writing	18%	12%	60%	19%	--%	9%
Grade 7: Writing	33%	23%	18%	25%	--%	--%