

**Killeen Independent School District**  
**Clifton Park Elementary School**  
**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In the fall of 2021, two small schools merged to form one large school - the Clifton Park Jaguars - in a new building on 2nd Street. Two years after this merger, staff and students continue to make great gains in blending two distinctly different campus cultures.

Clifton Park has a diverse and large student population. At our highest enrollment, in December of 2022, we had 1036 students in Pre-K through fifth grades. Since that point, we have experienced an unexpected and fairly rapid decline; on the last day of school in May of 2022, we had only 963 students enrolled. With the district's staffing policy of assigning staff based on enrollment at or above 1000 students, this new number could negatively impact the number of professional support personnel on campus to meet the needs of students. We stand to lose an Assistant Principal position, a Counselor position, a full CIS position, and possibly teachers if our enrollment continues to decline.

Our number of students served by the special education department has grown. Nearly 24% of our students last year had an IEP (Individualized Education Plan); 80 students receive their FAPE in either the SKILLS or CASTLE 3 self-contained classroom. Six self-contained classrooms serve these students, and 18 staff members help to meet their daily needs. Our SPED identified students struggle to meet grade level standards, and finding teachers certified to teach SPED in Texas has become increasingly difficult. Last year we had a long term sub in two of the 10 teaching positions, which is a challenge.

Clifton Park's mobility rate last year was 30.52%, which was higher than the district's rate of 24%. Several of our new students came from other states; in the spring, approximately 70 out of 964 students were new to the state. In addition, nearly 50% of our students are identified as being at-risk of dropping out of school early. With our high mobility rate and half of the student population identifying as at-risk, additional support and interventions will be needed to close learning gaps. An At-Risk interventionist has been allocated to us by the district to support students during the intervention block, giving us a total of 3 interventionists.

## CLIFTON PARK DATA:

	EE	P3	PK	KG	01	02	03	04	05	Total	Percent
Enrollment	0	0	86	146	172	152	115	151	142	964	2.23%
Federal Ethnicity											
Hispanic	0	0	33	40	61	48	37	35	48	302	31.26%
Indian	0	0	1	0	2	1	0	2	0	6	0.62%

	EE	P3	PK	KG	01	02	03	04	05	Total	Percent
Asian	0	0	2	1	1	4	3	5	1	17	1.76%
Black	0	0	32	52	62	48	41	63	51	349	36.13%
Pacific Islander	0	0	0	5	2	7	4	2	3	23	2.38%
White	0	0	12	28	29	27	16	33	25	170	17.60%
Two or More Races	0	0	7	20	16	17	14	11	14	99	10.25%
Gender											
Male	0	0	37	73	81	76	58	82	79	486	50.31%
Female	0	0	50	73	92	76	57	69	63	480	49.69%
Federal Employee											
Civilian on Post	0	0	87	126	148	139	102	134	128	864	89.44%
Military (active)	0	0	0	20	25	13	13	17	14	102	10.56%
Federal Program											
504	0	0	0	4	4	8	8	11	17	52	6.33%
At-Risk (state)	0	0	59	34	77	94	61	70	81	476	49.38%
Dyslexia	0	0	0	0	10	12	15	16	15	68	7.04%
Homeless	0	0	2	2	2	3	0	2	1	12	1.24%
Unaccomp Youth	0	0	0	0	0	0	0	0	0	0	
Immigrant	0	0	0	1	1	1	1	2	2	8	0.83%
LEP (EL)	0	0	8	8	15	21	14	10	22	98	10.14%
Denial	0	0	0	0	1	0	2	0	1	4	0.41%
ESL	0	0	8	7	12	17	10	8	16	78	8.07%
Migrant	0	0	0	0	0	0	0	0	0	0	
Title I	0	0	87	146	173	152	115	151	142	966	100.00%
Other											
Free/Reduced	0	0	76	113	132	110	91	119	112	753	78.11%
TAG	0	0	0	2	2	6	3	8	7	28	2.90%
Special Ed											
Special Ed	0	0	10	20	43	39	36	41	35	224	23.86%
No Setting	0	0	6	10	8	3	7	4	0	38	3.73%
MainStream	0	0	3	3	18	15	13	14	12	78	9.02%
Resource	0	0	0	2	1	4	5	12	10	34	3.53%

	EE	P3	PK	KG	01	02	03	04	05	Total	Percent
Self-Contained	0	0	0	5	16	17	11	11	13	73	7.57%
Speech	0	0	9	17	34	26	23	20	15	144	14.91%

Attendance at Clifton Park has continued to be a challenge. Student attendance rates dropped from around 95% in 2019 to under 90% for the 21/22 school year; data indicates that many of these absences were due to lingering pandemic related issues. Throughout the 2022-2023 school year, many of our families struggled with absences related to illnesses, family situations, and various other reasons. This year our attendance rates increased only slightly to 92.22%. One known struggle is students coming to school late (tardy) or absent. As an early start school (we open our doors for breakfast at 7:00 AM), families often struggle to get their children up and to school on time. When students are brought to school after 9:30, they are absent. When they arrive before then but after 7:35, they are tardy. Last year, we shifted our schedule for students in grades 3-5 so that specials time was in the morning, and we believe this helped academically so that students are present for academic learning and intervention. Third grade, however, had Rtl time in the morning, and staff members expressed concern that this caused students who are chronically late to miss valuable intervention time.

Staff attendance was not as much of an issue as it was in 21/22, however there were still days leadership worked to make sure classrooms were covered by substitutes or even Instructional Assistants in the face of multiple teacher absences. There were days classes had to be dissolved and moved into other teachers' classrooms, or covered by various IA's, and this likely impacted student achievement throughout the year as instructional days were lost.

Professional staff at Clifton Park meets Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. The teachers have, at a minimum, a bachelor's degree, and have demonstrated competency in the subject or grade level they teach. All paraprofessionals have college degrees or 45 plus hours of college education. We work to attract and retain dedicated teachers and Instructional Assistants by providing a positive working environment, mentor training for new teachers, weekly Professional Learning Communities (PLC's), administrative support, and multiple professional development opportunities.

Clifton Park's teachers' ethnic diversity closely resembles that of its students, and many bring longevity and experience to the teaching pool.

Teachers by Ethnicity:	Clifton Park	
African American	12	
Hispanic	13	
White	37	
Asian	1	
Pacific Islander	0	
Two or more races	1	

<b>Teachers by Ethnicity:</b>	<b>Clifton Park</b>	
<b>Beg. To five years' teaching</b>	21	
<b>Six to 20 years' teaching</b>	43	

Last year we employed four first-year teachers, and began the year with a 5th grade vacancy. We secured a long term sub in September, but she quit with no notice in March, and the class was dissolved into the other 5th grade classes. This forced one of our science teachers to begin teaching both math and science, which was an unexpected challenge.

Of these four new teachers, three were alternatively certified. We have hired seven new teachers for the '23-'24 school year, six of which will be alternatively certified. In the past, data has shown that although they have excitement and a willingness to learn, alternatively certified teachers need continued support to positively impact student growth.

Even with our new additions, Clifton Park is blessed to retain most teachers and paraprofessionals each year. Time is spent at the beginning of each year with professional development centered around grade level and subject area teams getting to know each other and establishing norms. We are planning professional development this year for the following:

- using an Empowering Writers coach and resources to impact student writing in all grade levels (preparing to write in K-1; planning)
- launching guided math in 5th grade; continuing to strengthen guided math in 3rd and 4th grade
- expectations for balanced literacy with an emphasis on phonics instruction, grounded in the science of teaching reading
- understanding the components of and planning for quality small group instruction in reading/math, including guided reading and phonics intervention (K-3) as well as guided math
- RTI processes and proper documentation
- Training on Rtl interventions and documentation (to include IA's)
- Training on guided reading/guided math stations (to include IA's)
- designing quality lesson plans grounded in the gradual release of responsibility (GRR)
- continued implementation and strengthening of Restorative Practices
- strengthening trusting relationships between all staff and students to help our students monitor their progress in learning and self-regulation

With all of this in mind, we will focus on approaching our work with a growth mindset. We have seen incremental growth in most areas, and will continue to look at data around student achievement as the driving force behind decisions we make.

### Demographics Strengths

An analysis of the demographics of Clifton Park reveals the following areas of strength:

- The student population is culturally diverse

- The staff's diversity is beginning to better reflect that of the student body
- Most teachers have been teaching between six and 20 years
- GT population increased slightly from last year
- Special education students needing more restrictive placements are placed appropriately

Teachers will continue working toward the effective use of Professional Learning Communities (PLCs). A team of teachers and leaders was trained in the summer of 2022 at a Lead 4Ward PLC conference, and we continue to build upon this learning. We plan to send another team in the summer of 2024.

Professional development on Restorative Practices was given to teachers by NEDRP beginning summer of 2021, and new teachers to the campus will continue to receive the training over the summer. We believe that student AND staff growth is grounded in having the feeling that they belong to the classroom and school communities, so Restorative Practices will be woven throughout our work as a staff as well as what we do with students.

Communication between leadership and all staff is frequent. We utilize the S'More program to send weekly newsletters by email and Facebook posts on our private staff page. This newsletter includes timely topics, motivational quotes, pictures from the prior week that celebrate student or staff successes, and an agenda for the week. A calendar for the month is included and updated each week, as well. The S'More platform is also used by our counselors to communicate with families monthly with a newsletter that announces events, guidance topics and goals, and celebrates successes.

Staff members receive appreciation in many forms. We will continue to organize activities such as "holiday cheer" during the three weeks before Christmas break and use teacher appreciation week to celebrate all members of our team. A "sunshine committee" builds staff morale and celebrates accomplishments of staff members. We plan to organize monthly themed lunches to new teachers to build relationships and provide support, as well as monthly potlucks to build community among all grade levels. We work hard to build and maintain supportive relationships among all staff members at Clifton Park.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our mobility rate is higher than the district (by about six percentage points) and state (by over 10 percentage points) average, and these students experience gaps in their learning. **Root Cause:** The number of students identified as homeless or experiencing displacement from the home and into the home of guardians other than parents has increased. In addition, there has been a significant increase in rent within our zone which greatly affects our families.

**Problem Statement 2:** Average daily attendance is around 90%, and many of our students come to school much later than our 7:30 start time and miss morning instruction. **Root Cause:** The COVID pandemic continued to cause sickness as well as paranoia. Also, parents working nights or not at all contributes to the erratic punctuality of more students than in previous years.

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:**

Many factors contribute to the high percentage.



# Student Learning

## Student Learning Summary

STAAR data from 2023 was difficult to work with in terms of planning; scores were divided into three areas: likely to pass, likely to fail, and "zone of uncertainty". While we took comfort in those students in the "likely to pass" range, it was challenging to know whether those in the "zone of uncertainty" would land in the passing category once cut points were established. Accurate STAAR data became available on August 11, and we continue to analyze it and the impacts it has on instructional planning and Response to Intervention. The tables below show where our 3rd, 4th, and 5th grade students performed in comparison to years past. It is important to note that cut points were different, and that it was more difficult for students to fall in the "meets" or "masters" category than in years past. The table with scores from 2022 is left as a reference point.

## 3rd GRADE STAAR 2023

Grade 3 Reading STAAR: 2018-2023					Grade 3 Math STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters	Spring of	Students Tested	Approaches	Meets	Master
2018	XX	XX	XX	XX	2018	XX	XX	XX	XX
2019	XX	XX	XX	XX	2019	XX	XX	XX	XX
2020	---	---	---	---	2020	---	---	---	---
2021	118	64.41%	30.51%	14.41%	2021	118	46.61%	22.03%	9.3%
2022	158	69.62%	37.97%	19.62%	2022	158	62.66%	31.65%	11.3%
2023	106	72%	34%	10%	2023	106	69%	35%	10%

## 4th GRADE STAAR 2023

Grade 4 Reading STAAR: 2018-2023					Grade 4 Math STAAR: 2018-2023				
Spring of	Students Tested	Approaches	Meets	Masters	Spring of	Students Tested	Approaches	Meets	Masters
2018	XX	XX	XX	XX	2018	XX	XX	XX	XX
2019	XX	XX	XX	XX	2019	XX	XX	XX	XX
2020	---	---	---	---	2020	---	---	---	---
2021	90	51.11%	24.44%	11.11%	2021	88	56.82%	28.41%	14.7%

Grade 4 Reading STAAR: 2018-2023					Grade 4 Math STAAR: 2018-2023				
2022	136	68.38%	44.85%	18.38%	2022	136	53.68%	26.47%	14.7%
2023	141	72%	37%	9%	2023	143	63%	32%	12%

## 5th GRADE STAAR 2023

Grade 5 Reading STAAR: 2018-2022					Grade 5 Math STAAR: 2018-2022				
Spring of	Students Tested	Approaches	Meets	Masters	Spring of	Students Tested	Approaches	Meets	Masters
2018	XX	XX	XX	XX	2018	XX	XX	XX	XX
2019	XX	XX	XX	XX	2019	XX	XX	XX	XX
2020	---	---	---	---	2020	---	---	---	---
2021	N/A	N/A	N/A	N/A	2021	N/A	N/A	N/A	N/A
2022	120	78.33%	50%	32.50%	2022	120	68.33%	29.17%	10.00%
2023	132	75%	45%	21%	2023	132	66%	26%	9%
Grade 5 Science STAAR: 2018-2022									
Spring of	Students Tested	Approaches	Meets	Masters					
2018	XX	XX	XX	XX					
2019	XX	XX	XX	XX					
2020	---	---	---	---					
2021	N/A	N/A	N/A	N/A					
2022	120	61.67%	28.33%	9.17%					
2023	131	47%	18%	5%					

STAAR 2023 data summarized:

- 3rd made gains in the approaches categories of both reading and math (2.5 and 6.6, respectively)
- 4th made gains in the approaches category of reading (3.5) and significant gains in math (10 points)
- 3rd and 4th made gains in the "meets" category - 3.5 and 5.5 point gains, respectively, in spite of a more difficult to reach raw score
- With a more difficult to reach "masters" designation, both 3rd and 4th saw reductions in the percentage of students in that category

- 5th grade saw reduction in all three "passing" categories; science was particularly hard hit

It is important to note that with the redesign of STAAR (to STAAR 2.0) and with an accountability refresh put in place for 2023, comparing results from 2022 to 2023 will not be completely aligned. While we note drops in the "meets" and "masters" categories in several areas, we also see some gains to be celebrated. Those gains, though seemingly minimal, represent much work on the part of staff and students in the 22-23 school year.

### **Clifton Park Additional Student Achievement Data**

To help us assess student academic growth and teacher efficacy, Measures of Academic Progress (MAP) is given to all KISD kindergarten through fifth grade students for reading and math. Science MAP is taken by students in third through fifth grade, as well. These screeners are administered at the beginning, middle, and end of year.

Although all grade levels demonstrated growth, Kindergarten, 1st, and 2nd showed the most growth in reading and math MAP. However, these grade levels did not meet the expected end of year F&P reading levels. Below are the percentages of students below reading level as designated by F&P standards:

Kindergarten - 56%

First Grade - 56%

Second Grade - 64%

Third Grade - 63%

In May, a review of report cards showed an inordinately high number of retentions. These were students that failed math and/or reading with a grade lower than a 70; some will ultimately be placed in the next grade via ARD decision, but most will have to attend summer intervention to earn promotion.

Grade level retention rates are as follows:

First grade - 29 out of 157 students; 18% retained

Second grade - 24 out of 135 students; 17.8% retained

Third grade - 11 out of 104 students; 10.6% retained

Fourth grade - 11 out of 140 students; 7.9% retained

Fifth grade - 29 out of 129 students; 22.5% retained

These students' grades indicate that they are below grade level in math and/or reading, and will need targeted interventions and scaffolded support if they are placed in the next grade.

We continue to need improvement in the area of challenging all students to interact and think at high cognitive levels. In order to achieve this goal, we will assist teachers in aligning goals, targets, and tasks through work in PLCs and provided planning days with our CIS and Literacy Interventionist.

Our retention data also shows the need to support teachers in reading instruction and small group work. The decline in our Science MAP and Science STAAR data shows the need to improve hands-on experiences with students.

## Student Learning Strengths

### Strengths in Student Learning:

- Students show growth from beginning of year to end of year on MAP assessments in all grade levels but one
- 3rd grade math went from 43% meets/masters in 2022 to 45% in 2023, in spite of the STAAR 2.0 and accountability refresh changes
- 4th grade math went from 41% meets/masters in 2022 to 44% in 2023, in spite of the STAAR 2.0 and accountability refresh changes
- 5th grade math only dropped from 68% approaches/meets/masters in 2022 to 66%, in spite of having a teacher vacancy all year in math, resulting in subs and upheaval

Academic growth will continue to be a focus at Clifton Park through planning for strong instruction and using timely data to design impactful interventions. Recent changes to phonics instruction requirements in Texas will continue to shape our work; we have added a second reading interventionist to assist teachers in meeting the needs of struggling readers. Teachers in K-3 have recently completed Region 12 Reading Academy for teachers, and this has empowered them to identify and use research-based practices. Guided math practices have been implemented in 3rd and 4th grades, and 5th will be trained this summer. A continued focus on implementing these small group practices will allow teachers to target student needs.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Less than 40% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Reading. **Root Cause:** Students have lingering academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of 1st grade and all of second grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 2:** Just over 30% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Math. **Root Cause:** Students have academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of kindergarten and virtual first grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 3:** 18% of our 5th grade students met or mastered Grade Level Standard on STAAR Science. **Root Cause:** Planning and conducting hands-on experiences for science is not consistent in grades 1-5. Planning using backwards design is not consistent, and instructional time needed for science is often used for finishing up lessons or work in math and reading.

**Problem Statement 4:** Based on end-of-year F&P reading level assessment, 60% of our students in grades 1st-3rd are below grade level. **Root Cause:** Phonics is not being consistently taught in K-3rd, and students struggle with basic reading fundamentals. Consistent, quality small group instruction (balanced literacy model) is not being implemented in all classrooms.

**Problem Statement 5:** Significant learning gaps are present in students across all grade levels and subject areas. **Root Cause:** The extended COVID 19 pandemic and school closures along with students remaining in a remote learning environment, unengaged, has created unprecedented academic gaps for many students.

**Problem Statement 6:** Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small

group instruction with differentiated materials is not implemented in all grade levels; resource services account for an inordinately large percentage of students receiving core instruction from SPED teachers who are not experts in the content areas.

**Problem Statement 7:** Our emergent bilingual students (EB's) struggle to meet standards on STAAR reading and math assessments, as well as making growth on MAP reading screeners. **Root Cause:** Vocabulary development has not been a focus. Discourse to include speaking, listening, writing, and reading need to be addressed to meet all domains of TELPAS.

**Problem Statement 8:** With nearly 50% of students identified as At-Risk, teachers and staff struggle to provide meaningful small group interventions to the high number needing them. **Root Cause:** Significant gaps in learning exacerbated by the pandemic's attendance impact and a high mobility rate contribute to the high number of retentions and STAAR failures, which make up the bulk of our At Risk students' eligibilities.

**Problem Statement 9:** Although we cluster our GT students with high achievers, these students do not make expected growth at the rate expected (as seen in STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities are not a focus, and teachers tend to spend more instructional energy on struggling students. Differentiated instruction at higher levels needs to be a focus in teacher lesson plans.

**Problem Statement 10:** Analysis of student writing samples indicates that students are not prepared for the new constructed responses used on the '23 STAAR assessments. **Root Cause:** Vertical alignment is not strong in writing from Pre-K through 5th, and students struggle with getting thoughts and ideas organized and on paper.

**Problem Statement 11:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

**Problem Statement 12:** Teachers continue to struggle to challenge all students to interact and think at higher levels. **Root Cause:** Many students have significant learning gaps as a result of the pandemic or high mobility, and teachers tend to focus on "meeting them where they are at" and use less rigorous texts and materials, rather than planning for the level of rigor demanded by the TEKS.

# School Processes & Programs

## School Processes & Programs Summary

CUA (Curriculum Unit Assessments) and STAAR data indicate a disparity in student achievement across the board for schools across the state. While we are concerned about our STAAR "likely to pass" and "zone of uncertainty" rates this year, we are comforted in knowing that it is probable that many in the "zone" will end up in the "pass" category. We anticipate that much of our work this year will be in PLC's analyzing student work and data, planning in teams with fidelity, and working to ensure that all teachers deliver expert instruction and intentional, consistent, and targeted interventions. We believe that teaching students to track their own progress and cultivate a growth-mindset about their learning will help to motivate them to achieve at higher levels. We will need to support teachers in knowing how to do this.

Attendance is an important factor connected with student achievement. During the past few school years we have seen campus attendance drop from 95% (2020-2021) to 90.55% (2021-2022). With adjustments made in the master schedule to ensure students would not miss core academic instruction we saw attendance raise to 92.56% (2022-2023). We also believe that an emphasis on individual relationships served as a factor for students wanting to be at school and wanting to learn.

Our specials rotations will include PE (PK-5), music (K-5), library (K-2), and digital learning/keyboarding (K-5). the addition of library and digital learning classes will help our students to prepare for the new constructed responses on the online STAAR test meet required iStation and ST math minutes. Without the focus on keyboarding skills, our students will not be as prepared for the changes made to the STAAR test. The library rotation will allow time for students to explore and become more familiar with our library resources, and will take away the loss of instructional time for teachers to sign up to take students to the library. Specials blocks will be 50 minutes for all grades except pre-K; this time will allow teachers time to collaborate and plan in teams as well as to have weekly PLCs around analysis of student work and instructional practices.

Collaborative planning in all grade levels will occur weekly with a focus on teaching to the depth and complexity of the TEKS using district resources and sound instructional practices. With the assistance of our CIS's and Assistant Principals, PLCs will focus on analyzing student work to narrow gaps in achievement of student subgroups. Because data shows that 60% of our students in first through third grades are below grade level in reading, phonics will be a focus. Kinder through 5th grade have Comprehension Toolkit and Empowering Writers materials available, but these resources are not used consistently across grade levels, and an emphasis will be placed on teaching teachers how to use them. We see a need to provide teachers with more time for planning together collaboratively, and will set aside funds to allow for planning days each nine weeks, each grade level.

The Response to Intervention (RtI) process is initiated when a student shows signs of academic or behavior difficulty. At the beginning of school, classroom teachers receive a list of students already in the RTI process and review the information. The RTI coordinator reviews the different tiers, the teacher's role in RtI, and the purpose and function of the committee. This committee is made up of the classroom teacher, CIS, dyslexia teacher, counselor, ESL teacher and administrator. The special education teacher and diagnostician attend, when needed. We use CUA and MAP assessment data to guide RTI implementation and instruction so that all students make progress toward or meet grade level proficiency. Every grade level has an hour-long Response to Intervention block to allow for all interventions to take place at one time, and Instructional Aides and tutors work with grade levels' groups during that time.

Teachers and staff firmly believe in early intervention. Clifton Park funds 10 instructional aides for students in first through fifth grade, and these

aides will be trained in phonics intervention techniques as well as math. In addition, another .5 Curriculum Instructional Specialist (CIS) is funded to further support teachers and instruction. Last year, we implemented "Power Hour" during the spring semester to provide interventions and address learning gaps; we ran an altered schedule each Thursday in grades 3-5 so that aides, leadership staff, and tutors could spend two hours providing targeted interventions to students. We will continue Power Hour in the spring of 2024.

Beginning in September, Clifton Park will implement after school tutoring (provided by teachers and instructional assistants) two days a week, for students in first through fifth grade. Tutoring will be open for any student needing extra instruction. Additional tutors are paid to come in during the day and work with struggling students - these tutors are often retired teachers or adults with teaching experience. In addition to the before-mentioned tutors the district has provided funds to allow classroom teachers to participate in tutoring opportunities. We have tutors available several days a week for students in first through fifth grades.

To help our students build background knowledge, all grade levels will go on at least one field trip. Students build vocabulary and connections on these trips, and teachers are able to build on the experience in lessons throughout the year. In addition to the educational benefit of field trips, this is also an opportunity for teachers to build, bridge, and bond in relationships with students.

Gifted and Talented (GT) students are clustered together to enable mastery of grade level TEKS and benefit from differentiated teaching. Although teachers work towards using a designated enrichment time (during RtI) to provide challenging and engaging enrichment for these students, they are often not making expected growth according to MAP screeners and prior STAAR performance. In order to try and build on these students' natural curiosities, our interventionist and CIS will work with them at times to allow them to explore their interests. The CIS and Interventionist will collaborate with GT teachers at points during the year to look at student performance on CUA's and gauge next steps for higher mastery.

Our students identified as emergent bilinguals (EB), or English language learners (ELL) are served by two ESL teachers. These teachers work in collaboration with their classroom teachers to provide pull out and/or push-in services to provide support for early reading skills and vocabulary development. Our ELLs struggle to meet and master grade-level material, and our staff works to provide proper scaffolding and support. A renewed focus on the ELPs in our state curriculum will assist teachers with knowing how to support ESL students as they learn to master the English language as well as concepts taught in each grade level. In addition, our ESL teachers will begin hosting a monthly early literacy club for siblings of students and their parents; the goal is to build connections with our ESL families and their future jaguar students, and to give them strategies to help them build vocabulary and learn to be comfortable speaking the English language.

We have two Communities in Schools (CIS) representatives on campus to serve our at-risk students. The Communities in Schools program identifies challenges students face in class or at home and coordinates with community partners to bring outside resources into schools. They help provide for families with immediate needs like food or clothing as well as counseling and emotional support. The mission of Communities in Schools is to empower students to stay in school and become contributing members of society.

For the last few years, Clifton Park has spent a large amount of resources on technology. Each grade level has several ipad carts available, and each classroom will have a desktop computer available for use by any subs that need it for instruction. We will focus on intentionally using ipads and computers during RtI time in stations for targeted online interventions such as I-ready.

Our staff and students begin each school day at 7:30 with a news clip created by our counselors and students. This clip is played in every classroom, and is full of relevant school information, student recognition's, staff and student birthdays, and other motivational things to set the

tone for academic focus.

### School Processes & Programs Strengths

Having a viable curriculum, effective teachers providing expert instructional delivery, and an RTI process that looks at responding to individual student needs will result in academic growth for our students. A leadership team that is committed to growing and retaining a staff of collaborative, growth-mindset oriented individuals provides support daily for campus needs.

We use our staff to provide professional development on days the district has designated for that purpose. This helps to build our teachers' capacity and leadership abilities. We value our teachers' commitment to learning and empower them to grow each other.

Our staff has had foundational learning in and understanding of Restorative Practices. Our counselors attended training with NEDRP (National Educators for Restorative Practices) in the summer (2022) to become certified trainers in Restorative Practices. Counselors have been integral in the implementation and support of teachers in restorative practices and philosophies. In addition, our counselors assist staff in Trust Based Relational Interventions (TBRI), which our students who have experienced trauma need so they can better regulate emotions. Finally, counselors work with AP's to identify students who could benefit from T-Chat an online counseling service provider through Central Texas A&M University.

The Jaguar FundaMENTal program started in the fall semester with 12 students. Ther program grew to over 40 students after the first semester. Students were given an opportunity to have real, authentic conversations in a safe envrionment without fear of ridicule. Students also took pride in building school community and showing this pride through acts of service. These services included picking up trash around the campus during the campus beautification program and assiting with daily clean up during their respective lunch times.

Teachers sponsor after school clubs that are a reflection of their personal interests while allowing students an opportuntiy to connect with themselves and other students. Students who participate in clubs are giving certificates as a part of their end of year celebration. Research shows that when students participate in mulitple non-curriculum activietes are more invested in their schooling.

#### Program Strengths:

- One hour Rtl block for staff to work on targeted instruction for students identified as needing academic or behavioral interventions
- Specials rotations that incorporates campus needs (keyboarding/digital learning for K-5 and library for K-2) in addition to PE and music, and no instructional time is lost
- Students in all grades except pre-K will have 50 minutes of specials time daily; this allows teachers to have enough conference time for quality, collaborative planning with their teams as well as weekly PLCs to analyze student data and instructional practices
- Teachers in all grade levels have access to various forms of technology to include new iPads in mobile carts, desktops computers in primary classrooms, smart boards and projectors in each room, and Makerspace in the library.
- Teacher sponsored clubs giving students an outlet to engage with other liked minded people.
- Jaguar FundaMentals offering mentorship and guidance to students who may not have the support needed in their own personal lives.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** STAAR tests will continue to be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses. **Root Cause:** Keyboarding skills have not been taught, and are not part of the curriculum.

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).

**Problem Statement 3:** Students struggle to monitor and track their own academic progress independently. **Root Cause:** Teachers need professional development on how to provide students with the strategies or tools needed to track their own academic progress independently without all the teacher support.

# Perceptions

## Perceptions Summary

After two years as Jaguars, we are encouraged to see a growing community of unity. We continue to work on creating a positive, growth-mindset focused culture that contributes to academic excellence and social-emotional well-being for all stakeholders. We foster a student-centered environment that is nurturing and supportive and provides strong networks of positive role-models. As evidenced in survey data, Clifton Park possesses a strong sense of family among staff, students, family members, and community stakeholders; we will strive to build upon this strength as we grow.

Online surveys were conducted for parents and staff members. Responses were limited, but survey responses indicated that parents and guardians felt their students were in a safe environment and that their social-emotional needs were being met. Some responses included, "Great School, I love the admin and feel my child is in a safe environment," "Clifton Park feels like home", and "I feel my child's social and emotional needs are being addressed."

Parents have been an integral part of Clifton Park. We have a Parent Liaison that completed orientations for new parent volunteers. We had several volunteers that went on field trips over the course of the school year. Our Clifton Park STUCO (27 students) and KISD's Early College High School (20 students) volunteered during annual field day. We had about 5 consistent volunteers throughout the school year and are working to increase this number next year.

We look forward to providing quarterly parent events to showcase student success and foster parent engagement in the school culture. These events will be planned with an academic focus - reading night, math night, etc. - and will sometimes involve a student performance group, such as a choir performance or club project display. Our goal is to maintain our commitment to a family-centered culture that enables academic success for all students.

To increase family support of our ESL program and to foster success in our emergent bilingual population, our ESL teachers held in person presentations with parents that were better attended than previous years. Home visits and personal telephone call invitations were made to increase family participation. We will continue to work on unique ways to include EB parents and provide additional support to them for their students.

We will continue to build our mentoring program in order to assist with student behavior and academic success. A mentoring program that started in 22-23 school year was Fundamentals for boys in grades 3rd-5th grade (40 students.) This program was overseen by Community and Schools. This program supported at-risk boys by encouraging community service and teaching vital life skills for a continual growth mind set.

Our counselors, assistant principals, and principal will meet with parents to address behavior and academic needs as well as encouraging attendance to ensure students are making progress. Students will receive monthly character lessons, daily social emotional lessons, and students who exemplify a specific character trait are celebrated at a monthly luncheon.

As we continue to build a growth-mindset across campus, we will celebrate student successes. For example, the leadership team recognizes students displaying growth mindset with a "prize patrol" quarterly. In addition, students with the most growth on mid and end of year MAP assessments will be presented with a "Growth Mindset Super Star" Award during our Honors Award Ceremony.

Teachers at Clifton Park have had training in Relationship Centered Learning (RCL). All teachers were required to attend NEDRP training. Teachers use RCL to encourage classroom cultures that support all students in social-emotional regulation and increased sense of belonging. Two of our counselors attended the NEDRP training to be certified RCL trainers, and will continue to implement strategies for working with students who have experienced trauma. The social emotional well-being of our students continues to be a high priority. We look forward to using these practices with fidelity. Our next level of work is to support teachers and staff with consistency in RCL language and treatment agreements in classrooms and campus wide throughout the entire school year.

As a Restorative Practices campus, Clifton Park works hard to educate the whole child, and views mistakes as learning opportunities for both staff members and students. Discipline referrals for the 2022-2023 school year were 847 vs 769 from the previous school year; although this is an increase, only 170 students out of 1036 received referrals, and 130 of those students received multiple referrals. A total of ten students were sent to DAEP in spite of multiple interventions attempted. We will continue our positive character programs and restorative practices to encourage and model positive behavior to decrease our number of discipline referrals. We work collaboratively with students and parents after the first two discipline referrals; at that point, students are formally monitored using behavior Rtl tracking. APs and counselors meet with parents and teachers to develop behavior plans (using BIPs if students are SPED or 504), so that every resource is used to positively influence students' behaviors.

Our staff will continue work around strengthening Restorative Practices and relationship-centered learning. Establishing classroom communities within the larger school community is our first priority; studies show that students that feel connected to their peers, teachers, and school are engaged and show achievement at higher levels. We will focus on creating systems-wide behavior incentives; if our students feel pride for our building and have a connection to why their behavior matters, they will be more likely to follow our simple expectations: be SAFE, be RESPECTFUL, and be RESPONSIBLE at all times at Clifton Park. An example of a relational system implemented was our Jaguar Fundamental Mentor Program. The program served our at-risk boys' population (grades 4-5) by giving them support, guidance and leadership skills to assist them in being successful here at Clifton Park.

Assistant Principals and Counselors will continue to work collaboratively to provide positive reinforcement and reduce discipline referrals. This partnership greatly contributes to students making better choices and keeps them in their classroom learning environment. We will continue to provide support for teachers in their use of RCL and how they can strengthen relationships with all students. We will have a total of four full-time counselors (one is funded through Title funds). This will help to improve behavior campus-wide, and will continue to be crucial to continuing to help our students with social-emotional regulation.

We will continue to have student clubs to support academic, social, and emotional growth. Student Council, yearbook and various after school clubs also help with reinforcing positive behavior. Our staff members lead clubs such as art, flag football, volleyball, running club, science olympiad, Jaguar Fundamentals, and archery club. Students sometimes have ideas for clubs, and if they find a staff member willing to sponsor the club, it's created.

Clifton Park will focus on implementing procedures to help staff and students navigate emergency situations. The safety and security of our students and staff is our top priority. We have one safety lock down drill each semester, monthly fire drills and one annual tornado drill. We have reviewed plans from schools of the same size to help assist in planning and implementing safe procedures. The state has implemented daily exterior door checks and each room in the building has safety bags. Safety money was spent on providing more safety gear, such as walkies to have better communication throughout the building.

College and Career Readiness is embedded in student learning throughout the year to make world wide connections. Our school wide theme this year is, "Building Brighter Futures." A College and Career week will be implemented this year. Students will be exposed to various career fields and college opportunities in order to encourage a focus for academic growth and future goals.

Clifton Park Elementary School commits to empower each student that walks through our doors to grow academically, emotionally, and socially, in order to meet their full potential. We believe that we are preparing students to be successful in the future as adults, and that is achieved by all stakeholders sharing a common vision. By continuing to focus on reaching our goals and the needs of students, we will continue to create a shared culture of excellence and build Brighter Futures.

### **Perceptions Strengths**

Administration is proactive in approaches to address student and parent concerns.

RCL is a strong framework for creating positive classroom communities embedded within a larger school community. Students benefit from the positive classroom culture, and will learn that their actions impact everyone in their community.

After school clubs foster relationships between students and staff members that are new to them. These relationships may develop into motivators for student effort and mentor possibilities.

We have a strong counseling team of four counselors; through guidance lessons, SEL, and group meetings, they will proactively work to teach students how to thrive within a community.

The characteristics of Family and Community Involvement at Clifton Park Elementary were addressed in our end of survey. Some strengths are listed below:

- The majority of families indicate that staff members and families treat each other with respect.
- Families indicate that the quality of instruction their student(s) received is excellent to very good.
- 100 % Parents, staff, and students indicate that the school is safe.
- School administrators are responsive when parents have a complaint.
- Families indicate that their children enjoy coming to school

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Relationship Centered Learning, such as treatment agreements and restorative language, are not consistently implemented in all classrooms. **Root Cause:** Further professional development is needed on effective relationship-centered learning strategies.

**Problem Statement 2:** Less than 10% of our parents participated in our spring survey, which indicates that they are not as involved in partnering with Clifton Park staff to improve as we need for them to be. **Root Cause:** Parents may not think we value their input and do not wish to spend the time necessary to complete a survey.

**Problem Statement 3:** Students struggle with social/emotional regulation, which impacts their ability to reach their academic potential. **Root Cause:** Students inability to manage emotions and communicate in a positive manner due to potential trauma or lack of modeling positive interactions.

**Problem Statement 4:** Although we had an increase in parent volunteers (going on field trips and helping with field day), we had fewer than five parents that came to volunteer and help in classrooms consistently. **Root Cause:** Our parent liason has only been in the position for one year and is working to build the program up.

# Goals

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 1:** In reading, at least 50% (edit after STAAR scores are released) of Clifton Park students will meet grade level standards by the end of the 2023-24 school year, which is an increase from 44% in 2022.

**Evaluation Data Sources:** MAP data and CUAs; STAAR scores

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We see some growth;

## Strategy 1 Details

**Strategy 1:** To increase reading achievement, students will be provided high quality phonics instruction and intervention. TEKS-aligned instruction will be delivered using resources that are culturally diverse and promote equity. Online programs that provide additional reading practice and support will be utilized during RtI and station learning.

**Strategy's Expected Result/Impact:** Reading achievement and students reading on-grade-level will increase ; MAP data overall and CUA scores in grades 3-5 will show growth.

**Staff Responsible for Monitoring:** TTESS Appraisers, CISs, Interventionists

**Problem Statements:** Demographics 4 - Student Learning 1, 4, 5

**Funding Sources:** Online program/resource to support literacy (story-works, 3rd-5th) - 211 - ESEA, Title I Part A - 211.11.6299.OL.144.30.000 - \$3,811.50, Earbuds for students to use with online programs - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$1,000, Decodable readers for phonics instruction and intervention (Benchmark Intervention package) - 166 - State Comp Ed - 166.11.6329.00.144.30.AR0 - \$14,223.55, Head sets and replacement cases and ipad cables to use with ipads for online intervention time - 211 - ESEA, Title I Part A - 211.11.6399.00.144.30.000 - \$6,650, 20 ipads to use for online interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.144.30.000 - \$10,590, ipad cart for new ipads - 211 - ESEA, Title I Part A - 211.11.6394.00.144.30.000 - \$4,556.45, I-Ready online resource to supplement reading instruction - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$3,550, Novels for 5th grade - "Refugee" - 211 - ESEA, Title I Part A - 211.11.6399.00.144.30.000 - \$142.79

## Strategy 2 Details

**Strategy 2:** Teachers, Interventionists and Instructional Assistants will be provided professional development on how the science of teaching reading impacts instruction and interventions in reading. Staff will be taught how to identify struggling readers and next steps to intervene.

**Strategy's Expected Result/Impact:** Teachers will become more effective in instruction and planning intentional interventions, and IA's will become more effective in delivering targeted interventions. As a result, MAP and STAAR growth should increase for all students.

**Staff Responsible for Monitoring:** CISs, TTESS Appraisers, Interventionists

**Problem Statements:** Demographics 3 - Student Learning 1, 4, 5, 6, 8

**Funding Sources:** Subs for teachers to observe small group phonics instruction/guided reading groups - 211 - ESEA, Title I Part A - 211.11.6116.00.144.30.000 - \$3,000, Books on Interventions; will be used to support teachers and CIS's in planning quality interventions - 211 - ESEA, Title I Part A - 211.13.6329.00.144.30.000 - \$400

### Strategy 3 Details

**Strategy 3:** To increase reading growth, teachers will provide daily phonics lessons (K-3) and small group guided reading, along with research based interventions. They will focus on filling in gaps in foundational phonics, vocabulary knowledge and comprehension. Instructional aides and a reading interventionist will pull small groups throughout the day and during RtI to assist teachers in delivery of targeted interventions for identified students.

**Strategy's Expected Result/Impact:** Phonics assessments will show growth in phonemic awareness; MAP data will show progress in reading. We anticipate STAAR reading scores will increase in the "meets standards" category.

**Staff Responsible for Monitoring:** Classroom teachers, Interventionists, CIS, TTESS appraisers

**Problem Statements:** Demographics 4 - Student Learning 4, 5

**Funding Sources:** Seven Instructional Assistants to assist with interventions - 211 - ESEA, Title I Part A - 211.11.6129.00.144.30.000 - \$202,700, Two Reading Interventionists (phonics) - 211 - ESEA, Title I Part A - 211.11.6119.00.144.30.000 - \$160,944, Online subscription for NewsELA - 211 - ESEA, Title I Part A - 211.11.6299.OL.144.30.000 - \$6,593, Supplies to reinforce phonics instruction (teacher boxes and organizational strategies; kinder i-spy bingo vocabulary builder) - 211 - ESEA, Title I Part A - 211.11.6399.00.144.30.000 - \$5,245.26

### Strategy 4 Details

**Strategy 4:** Our CISs will plan with teachers weekly in ELAR, and student work and data will be analyzed. Leadership will continue to partner with Empowering Writers to coach teachers in the dovetailing of reading and writing instruction. Walk throughs and coaching walks will be done during reading instruction, during both focused and guided instruction, to provide feedback to teachers about practices.

**Strategy's Expected Result/Impact:** Alignment between curriculum, resources and tasks; tighter alignment will result in gaps closing and stronger CUA performance for 2nd-5th graders

**Staff Responsible for Monitoring:** Principal, AP's, CISs, Interventionists

**Problem Statements:** Demographics 3 - Student Learning 4, 5, 10

### Strategy 5 Details

**Strategy 5:** Tutors will be hired to come in during the day to work with struggling students on phonics (1-2) and reading (3-5) during RtI time.

**Strategy's Expected Result/Impact:** Students identified as needing this additional support will show growth on MAP reading screener; growth will be seen on reading STAAR assessment for those in 4th and 5th grades. Retention rate for students in grades 1-5 will drop.

**Staff Responsible for Monitoring:** CIS, Teachers, TTESS appraisers

**Problem Statements:** Demographics 1, 4 - Student Learning 1, 2, 4, 5

**Funding Sources:** Temporary Tutors for Reading Support During the School Day - 211 - ESEA, Title I Part A - 211.11.6125.CA.144.30.000 - \$22,000

### Strategy 6 Details

**Strategy 6:** Teachers will participate in weekly PLCs designed to focus on student work and data analysis. These sessions will be led by our CISs and with input from interventionists; the focus will be on closing gaps in student achievement.

**Strategy's Expected Result/Impact:** Teachers will become comfortable analyzing student work and data and using it to inform next steps and meaningful, timely interventions.

**Staff Responsible for Monitoring:** CISs, TTESS Appraisers, Interventionists

**Problem Statements:** Demographics 3 - Student Learning 6, 12 - School Processes & Programs 2

**Funding Sources:** Salary and benefits for an interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.144.30.000 - \$80,250

### Strategy 7 Details

**Strategy 7:** Teachers will conference with students to set academic goals with progress tracking so students learn to monitor progress.

**Strategy's Expected Result/Impact:** Students will develop a growth mindset around their own progress.

**Staff Responsible for Monitoring:** TTESS appraisers, CISs, Teachers

**Problem Statements:** School Processes & Programs 3

**Funding Sources:** Materials to help students track and see academic growth - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$1,000

### Strategy 8 Details

**Strategy 8:** Teachers will be provided opportunities to observe each other and the interventionists working with students in small groups (including guided reading); subs will be provided for these 1/2 days. PLC conversations and debriefings will happen to share findings and discuss trends that result in stronger interventions delivered to all students.

**Strategy's Expected Result/Impact:** Teachers will gain knowledge about best practices by watching strong teachers in action; reading interventions will strengthen in all classrooms

**Staff Responsible for Monitoring:** CISs, Interventionists, TTESS Appraisers

**Problem Statements:** Demographics 3, 4 - Student Learning 8, 12 - School Processes & Programs 2

**Funding Sources:** subs for teacher planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.144.30.000 - \$10,000

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Our mobility rate is higher than the district (by about six percentage points) and state (by over 10 percentage points) average, and these students experience gaps in their learning. **Root Cause:** The number of students identified as homeless or experiencing displacement from the home and into the home of guardians other than parents has increased. In addition, there has been a significant increase in rent within our zone which greatly affects our families.

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:** Many factors contribute to the high percentage.



## Student Learning

**Problem Statement 1:** Less than 40% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Reading. **Root Cause:** Students have lingering academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of 1st grade and all of second grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 2:** Just over 30% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Math. **Root Cause:** Students have academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of kindergarten and virtual first grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 4:** Based on end-of-year F&P reading level assessment, 60% of our students in grades 1st-3rd are below grade level. **Root Cause:** Phonics is not being consistently taught in K-3rd, and students struggle with basic reading fundamentals. Consistent, quality small group instruction (balanced literacy model) is not being implemented in all classrooms.

**Problem Statement 5:** Significant learning gaps are present in students across all grade levels and subject areas. **Root Cause:** The extended COVID 19 pandemic and school closures along with students remaining in a remote learning environment, unengaged, has created unprecedented academic gaps for many students.

**Problem Statement 6:** Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels; resource services account for an inordinately large percentage of students receiving core instruction from SPED teachers who are not experts in the content areas.

**Problem Statement 8:** With nearly 50% of students identified as At-Risk, teachers and staff struggle to provide meaningful small group interventions to the high number needing them. **Root Cause:** Significant gaps in learning exacerbated by the pandemic's attendance impact and a high mobility rate contribute to the high number of retentions and STAAR failures, which make up the bulk of our At Risk students' eligibilities.

**Problem Statement 10:** Analysis of student writing samples indicates that students are not prepared for the new constructed responses used on the '23 STAAR assessments. **Root Cause:** Vertical alignment is not strong in writing from Pre-K through 5th, and students struggle with getting thoughts and ideas organized and on paper.

**Problem Statement 12:** Teachers continue to struggle to challenge all students to interact and think at higher levels. **Root Cause:** Many students have significant learning gaps as a result of the pandemic or high mobility, and teachers tend to focus on "meeting them where they are at" and use less rigorous texts and materials, rather than planning for the level of rigor demanded by the TEKS.

## School Processes & Programs

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).

**Problem Statement 3:** Students struggle to monitor and track their own academic progress independently. **Root Cause:** Teachers need professional development on how to provide students with the strategies or tools needed to track their own academic progress independently without all the teacher support.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 2:** In math, at least 40% (edit after STAAR scores are released) of Clifton Park students will meet grade level standards by the end of the 2023-24 school year which is an increase from 29% in 2022.

**Evaluation Data Sources:** MAP data and CUAs; STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> To improve math achievement, students will be provided instruction that is tightly aligned to the curriculum and with tasks that match the rigor and complexity of the TEKS. Teachers will strengthen their skills to give support through small group guided math and will utilize online skills-based interventions. Hands-on manipulatives will be used to help reinforce mathematical concepts.</p> <p>Professional development will be provided in August to disaggregate the assessment data from the previous school year, to understand the implications of that data, and to develop a targeted plan for providing meaningful and timely interventions for students demonstrating achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in math will be evident. MAP, CUA, and STAAR data will show improvement across the board from 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CISs, At Risk Interventionist, TTESS appraisers</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 2, 5 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Two Instructional Aides for math interventions - 166 - State Comp Ed - 166.11.6129.00.144.30.AR0 - \$52,184, Teacher training - ST math (to utilize reports, lessons, and interventions) - 166 - State Comp Ed - 166.13.6299.00.144.30.AR0 - \$1,954.50</p>
Strategy 2 Details
<p><b>Strategy 2:</b> To increase achievement for special education students in math, collaborative teaching strategies will be implemented in grades 2-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in these students' MAPS math scores and increase in meets standard on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Co-teaching teams, CISs, TTESS appraisers</p> <p><b>Problem Statements:</b> Student Learning 6</p>
Strategy 3 Details
<p><b>Strategy 3:</b> To help students comprehend math word problems, teachers will lead guided math groups daily, and will utilize and refer back to training received from Eliza Thomas (3rd-5th). Teachers will provide explicit instruction in math vocabulary and focus on fluency in the language of mathematicians; math lessons will incorporate the use of manipulatives to help students move from concrete understanding of concepts to abstract.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability to solve complex math problems; increased STAAR, MAP, and CUA scores.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, TTESS appraisers, At Risk Interventionist</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 7, 8, 12</p> <p><b>Funding Sources:</b> I-ready math online resource for math activities - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$3,550, Instructional supplies for hands-on math activities - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$3,665.45</p>

#### Strategy 4 Details

**Strategy 4:** Teachers will gain insight into efficacy of collaborative planning and teaching practices through data protocols completed at the end of each unit. Some PLCs will focus on data from the protocols, and discussion and task analysis will drive reflection on and improvement of instructional techniques.

**Strategy's Expected Result/Impact:** increased CUA scores, tighter alignment between targets and tasks in math instruction

**Staff Responsible for Monitoring:** Principal, CISs, TTESS appraisers

**Problem Statements:** Demographics 3 - Student Learning 5, 8, 12 - School Processes & Programs 2

#### Strategy 5 Details

**Strategy 5:** Tutors will be hired to come during the day (RtI time) to work with struggling students in math.

**Strategy's Expected Result/Impact:** Teachers will see a narrowing of gaps in identified students' learning as evidenced by formative and summative assessments.

**Staff Responsible for Monitoring:** Teachers, CISs

**Problem Statements:** Demographics 1, 4 - Student Learning 2, 5, 7, 8

**Funding Sources:** Temporary tutors to come during RtI time for math - 211 - ESEA, Title I Part A - 211.11.6125.CA.144.30.000 - \$6,000

#### Strategy 6 Details

**Strategy 6:** After school tutoring, provided by teachers and IA's, will be available for identified students; snacks will be provided.

**Strategy's Expected Result/Impact:** Teachers will see a narrowing of gaps in identified students' learning as evidenced by formative and summative assessments. Students' grades will improve as a result of closing gaps in learning.

**Staff Responsible for Monitoring:** Teachers, CISs

**Problem Statements:** Demographics 4 - Student Learning 5, 8, 11

**Funding Sources:** Healthy snacks and water for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.144.30.000 - \$4,000

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** Our mobility rate is higher than the district (by about six percentage points) and state (by over 10 percentage points) average, and these students experience gaps in their learning. **Root Cause:** The number of students identified as homeless or experiencing displacement from the home and into the home of guardians other than parents has increased. In addition, there has been a significant increase in rent within our zone which greatly affects our families.

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:** Many factors contribute to the high percentage.

### Student Learning

**Problem Statement 2:** Just over 30% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Math. **Root Cause:** Students have academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of kindergarten and virtual first grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 5:** Significant learning gaps are present in students across all grade levels and subject areas. **Root Cause:** The extended COVID 19 pandemic and school closures along with students remaining in a remote learning environment, unengaged, has created unprecedented academic gaps for many students.

**Problem Statement 6:** Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels; resource services account for an inordinately large percentage of students receiving core instruction from SPED teachers who are not experts in the content areas.

**Problem Statement 7:** Our emergent bilingual students (EB's) struggle to meet standards on STAAR reading and math assessments, as well as making growth on MAP reading screeners. **Root Cause:** Vocabulary development has not been a focus. Discourse to include speaking, listening, writing, and reading need to be addressed to meet all domains of TELPAS.

**Problem Statement 8:** With nearly 50% of students identified as At-Risk, teachers and staff struggle to provide meaningful small group interventions to the high number needing them. **Root Cause:** Significant gaps in learning exacerbated by the pandemic's attendance impact and a high mobility rate contribute to the high number of retentions and STAAR failures, which make up the bulk of our At Risk students' eligibilities.

**Problem Statement 11:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

**Problem Statement 12:** Teachers continue to struggle to challenge all students to interact and think at higher levels. **Root Cause:** Many students have significant learning gaps as a result of the pandemic or high mobility, and teachers tend to focus on "meeting them where they are at" and use less rigorous texts and materials, rather than planning for the level of rigor demanded by the TEKS.

### School Processes & Programs

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 3:** In Science, at least 35% (edit after STAAR scores are released) of fifth grade students at Clifton Park will meet grade level standards by the end of the 2023-24 school year, which is an increase from 30% in 2022.

**Evaluation Data Sources:** MAP results, CUAs, STAAR scores

Strategy 1 Details
<p><b>Strategy 1:</b> To continue to improve science engagement and achievement, students will be provided hands-on experiences 50% of the time. This hands-on learning will help with vocabulary development and comprehension of difficult concepts. Online resources will be utilized to enhance instruction and for interventions to help students connect reading and science to science skills and vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> better vertical alignment, seen in science MAP scores in 3-5; increased "meets standard" rate on STAAR in 5th</p> <p><b>Staff Responsible for Monitoring:</b> CISs, TTESS appraisers</p> <p><b>Problem Statements:</b> Student Learning 3, 9</p> <p><b>Funding Sources:</b> Online subscription for Brain Pop to engage students and build vocabulary - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$1,897.50, Instructional supplies for hands-on labs and experiences - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$2,900, Stemsscopes for K-3 - 166 - State Comp Ed - 166.11.6299.00.144.30.AR0 - \$3,000, Pebble Go for research and vocabulary building - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$600</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Each grade level will experience live creatures during the spring so that children get to witness life cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a more robust science vocabulary and will make deeper connections between science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Teachers</p> <p><b>Problem Statements:</b> Student Learning 3, 9</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Each grade level will plan at least one science, or related social studies, based field trip experience that focuses on concepts that are difficult to replicate in the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make deeper connections between science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Teachers</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3, 9</p> <p><b>Funding Sources:</b> Science based field trips - 166 - State Comp Ed - 166.11.6494.00.144.30.AR0 - \$10,500, Science based field trips - entry fees (zoo, sweet berry farms, Mayborn museum, CTC planetarium) - 166 - State Comp Ed - 166.11.6412.00.144.30.AR0 - \$8,500</p>

#### Strategy 4 Details

**Strategy 4:** Teachers will plan collaboratively for science lessons weekly, with a focus on content area vocabulary. 5th grade teachers will regularly provide spiral review opportunities for students to engage with previously taught science concepts and skills.

**Strategy's Expected Result/Impact:** Vertical alignment of use of scientific vocabulary will be seen and students' science MAP scores will show growth from BOY to EOY.

**Staff Responsible for Monitoring:** Teachers, TTESS appraisers, CISs

**Problem Statements:** Demographics 3 - Student Learning 3, 5, 8, 9

**Funding Sources:** Supplemental Practice and Review - online resource for 5th grade (iReady) - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$1,725

#### Performance Objective 3 Problem Statements:

##### Demographics

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:** Many factors contribute to the high percentage.

##### Student Learning

**Problem Statement 3:** 18% of our 5th grade students met or mastered Grade Level Standard on STAAR Science. **Root Cause:** Planning and conducting hands-on experiences for science is not consistent in grades 1-5. Planning using backwards design is not consistent, and instructional time needed for science is often used for finishing up lessons or work in math and reading.

**Problem Statement 5:** Significant learning gaps are present in students across all grade levels and subject areas. **Root Cause:** The extended COVID 19 pandemic and school closures along with students remaining in a remote learning environment, unengaged, has created unprecedented academic gaps for many students.

**Problem Statement 8:** With nearly 50% of students identified as At-Risk, teachers and staff struggle to provide meaningful small group interventions to the high number needing them. **Root Cause:** Significant gaps in learning exacerbated by the pandemic's attendance impact and a high mobility rate contribute to the high number of retentions and STAAR failures, which make up the bulk of our At Risk students' eligibilities.

**Problem Statement 9:** Although we cluster our GT students with high achievers, these students do not make expected growth at the rate expected (as seen in STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities are not a focus, and teachers tend to spend more instructional energy on struggling students. Differentiated instruction at higher levels needs to be a focus in teacher lesson plans.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 4:** In correlation to the revision of the STAAR writing assessment (STAAR 2.0), we will work to provide writing instruction that prepares students to construct quality written responses in all content areas. We will see an improvement in rubric scores for constructed responses on CUAs in 2023-24 as compared to 2022-23.

**Evaluation Data Sources:** CUA scores for constructed responses

Strategy 1 Details
<p><b>Strategy 1:</b> To strengthen student writing, teachers and leadership will continue to plan using Empowering Writers and writer's workshop model. CIS's will work with teacher teams to plan and deliver writing instruction and interventions; writing standards will be addressed vertically.</p> <p><b>Strategy's Expected Result/Impact:</b> Students writing performance will improve as evidenced by student work analysis in PLCs and CUA constructed response data.</p> <p><b>Staff Responsible for Monitoring:</b> CISs, TTESS Appraisers, Literacy Interventionist</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4, 10, 12 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Empowering Writers consultant to work with teachers in October and February - 211 - ESEA, Title I Part A - 211.13.6299.00.144.30.000 - \$10,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> To improve quality of writing instruction, leadership team members will conduct coaching walks and walk throughs in classrooms to provide feedback on implementation of the writer's workshop model. PLC time will be utilized to analyze student writing samples across content areas and make ties to instructional practices and quality resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Student writing will improve - not only in sentence structure and conventions, but in the art of creating organized and coherent compositions.</p> <p><b>Staff Responsible for Monitoring:</b> TTESS Appraisers, CISs, Literacy Interventionist</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 10 - School Processes &amp; Programs 2</p>
Strategy 3 Details
<p><b>Strategy 3:</b> In order to build capacity for the STAAR test's online constructed responses, students in grades K-5 will be taught keyboarding skills each week during specials rotations. They will go to a keyboarding lab at least once every six days and develop proficiency with typing so they are prepared to type quality constructed responses.</p> <p><b>Strategy's Expected Result/Impact:</b> constructed responses on CUAs and STAAR will be more robust because students are not fatigued by the "hunt and peck" method of typing.</p> <p><b>Staff Responsible for Monitoring:</b> leadership, computer aide</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Typing/Keyboarding Program - 211 - ESEA, Title I Part A - 211.11.6299.OL.144.30.000 - \$5,000</p>

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

### Student Learning

**Problem Statement 1:** Less than 40% of 3rd, 4th, and 5th grade students met or mastered Grade Level Standard on STAAR Reading. **Root Cause:** Students have lingering academic gaps as a result of the COVID pandemic's impacts (including a punctuated end of 1st grade and all of second grade experience for these children, increased mobility of families including those new to the state and the curriculum, and sporadic attendance), and staff struggle to provide consistent, needs-based interventions with fidelity.

**Problem Statement 4:** Based on end-of-year F&P reading level assessment, 60% of our students in grades 1st-3rd are below grade level. **Root Cause:** Phonics is not being consistently taught in K-3rd, and students struggle with basic reading fundamentals. Consistent, quality small group instruction (balanced literacy model) is not being implemented in all classrooms.

**Problem Statement 10:** Analysis of student writing samples indicates that students are not prepared for the new constructed responses used on the '23 STAAR assessments. **Root Cause:** Vertical alignment is not strong in writing from Pre-K through 5th, and students struggle with getting thoughts and ideas organized and on paper.

**Problem Statement 12:** Teachers continue to struggle to challenge all students to interact and think at higher levels. **Root Cause:** Many students have significant learning gaps as a result of the pandemic or high mobility, and teachers tend to focus on "meeting them where they are at" and use less rigorous texts and materials, rather than planning for the level of rigor demanded by the TEKS.

### School Processes & Programs

**Problem Statement 1:** STAAR tests will continue to be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses. **Root Cause:** Keyboarding skills have not been taught, and are not part of the curriculum.

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).



**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 5:** By the end of the 2023-24 school year, a minimum of an 8% increase on the EOY Universal Screeners (MAP) will be seen in both reading and math for grades K-5.

**Evaluation Data Sources:** MAP data

Strategy 1 Details
<p><b>Strategy 1:</b> Our ESL teachers will collaborate with grade level teams weekly to design lessons that focus on scaffolding high level TEKS to help ELL students comprehend grade level texts. The teachers will work in small groups in and out of the classroom, at times using online resources such as Pebble Go and Brain Pop to engage students and provide independent, targeted practice and vocabulary enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP data will show high levels of growth from BOY to EOY</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers, CISs, TTESS Appraisers</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> supplies to support ESL students - 165/ES0 - ELL - 165.11.6399.00.144.25.ES0 - \$1,202.50, Culturally diverse reading materials for ELL students - 165/ES0 - ELL - 165.11.6329.00.144.25.ES0 - \$500, Brain pop Spanish - 165/ES0 - ELL - 165.11.6299.OL.144.25.ES0 - \$1,897.50, 5 ipads to allow students to utilize summit K-12 and other online supplemental programs - 165/ES0 - ELL - 165.11.6394.00.144.25.ES0 - \$1,790</p>
Strategy 2 Details
<p><b>Strategy 2:</b> GT enrichment (ongoing projects based on student interest) will be provided for students identified as GT during the intervention block. Students will work in small, collaborative groups and will focus on project-based learning. Some of this learning will involve live creatures that they can observe in various states of their life cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> TPSP projects will demonstrate student mastery of concepts studied; STAAR mastery level will increase</p> <p><b>Staff Responsible for Monitoring:</b> CISs, GT Teachers</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> Instructional Supplies for enriching and extending math and STEM concepts for GT students - 177 - Gifted/Talented - 177.11.6399.00.144.21.000 - \$1,050 , Field trip to the Science Mill to participate in STEM activities - 177 - Gifted/Talented - 177.11.6412.00.144.21.000 - \$232.50, Bus to Science Mill field trip - 177 - Gifted/Talented - 177.11.6494.00.144.21.000 - \$772, Training to certify teachers in GT to support students - 177 - Gifted/Talented - 177.13.6299.00.144.21.000 - \$1,570.50, Live creatures for life cycle studies - 177 - Gifted/Talented - 177.11.6399.00.144.21.000 - \$2,150</p>

### Strategy 3 Details

**Strategy 3:** Students served by special education will be provided support in collaborative teaching (CT) classrooms. Staff will be provided ongoing training and mentoring in how to provide high quality instruction with appropriate scaffolding structures. Staff will also receive ongoing coaching in providing targeted, intentional interventions.

**Strategy's Expected Result/Impact:** Gaps in present levels of performance and expected grade level performance will close; students will show growth on MAP screeners from BOY to EOY. Retention rate should drop.

**Staff Responsible for Monitoring:** SPED teachers, CISs, Interventionists, TTESS Appraisers

**Problem Statements:** Student Learning 6

### Performance Objective 5 Problem Statements:

#### Student Learning

**Problem Statement 6:** Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels; resource services account for an inordinately large percentage of students receiving core instruction from SPED teachers who are not experts in the content areas.

**Problem Statement 7:** Our emergent bilingual students (EB's) struggle to meet standards on STAAR reading and math assessments, as well as making growth on MAP reading screeners. **Root Cause:** Vocabulary development has not been a focus. Discourse to include speaking, listening, writing, and reading need to be addressed to meet all domains of TELPAS.

**Problem Statement 9:** Although we cluster our GT students with high achievers, these students do not make expected growth at the rate expected (as seen in STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities are not a focus, and teachers tend to spend more instructional energy on struggling students. Differentiated instruction at higher levels needs to be a focus in teacher lesson plans.

#### School Processes & Programs

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 1:** By the end of 2023-24 school year, 100% of professional staff members will attend professional development in areas that will help student achievement and align with data collected for the Teacher Incentive Allotment undertaking.

**Evaluation Data Sources:** Sign-in sheets; agendas; Strive record

Strategy 1 Details
<p><b>Strategy 1:</b> In addition to coaching walks and walk throughs, the campus leadership team will participate in calibration coaching walks to ensure that all feedback given to teachers is uniform.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased clarity around GRR phases; quality of instruction will improve across campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, TTESS Appraisers, CISs</p>
Strategy 2 Details
<p><b>Strategy 2:</b> In order to continue to build capacity to leverage PLC time, a team of teachers and leaders will attend a Lead 4Ward/DuFour PLC conference in November (near Austin). This learning will be brought back to the campus and used to strengthen weekly PLC time and continue to build strong grade level teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become more adept at maximizing PLC time to analyze student artifacts and data to drive instructional (and interventional) planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIS, lead teachers</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 6, 9 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Hotel, transportation, and registration fees for a team of teachers/admin to attend summer 2024 Lead 4Ward/DuFour PLC conference - 211 - ESEA, Title I Part A - 211.13.6411.00.144.30.000 - \$13,986, Hotel, transportation, and registration fees for a team of teachers/admin to attend summer 2024 Lead 4Ward/DuFour PLC conference - 211 - ESEA, Title I Part A - 211.23.6411.00.144.30.000 - \$3,000</p>
Strategy 3 Details
<p><b>Strategy 3:</b> As we strive to build teacher capacity, a team of teachers (two per grade level, approximately) will attend the Lead 4Ward conference in the summer of 2024. These teachers will bring back vital learning to their teams, and "out of the box" thinking about working with student data and artifacts will help teams to approach</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthening of teacher teams; ability to collaborate to use student artifacts and data to determine next steps</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIS's</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 6, 9 - School Processes &amp; Programs 2 - Perceptions 1</p>

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:** Many factors contribute to the high percentage.

### Student Learning

**Problem Statement 6:** Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels; resource services account for an inordinately large percentage of students receiving core instruction from SPED teachers who are not experts in the content areas.

**Problem Statement 9:** Although we cluster our GT students with high achievers, these students do not make expected growth at the rate expected (as seen in STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities are not a focus, and teachers tend to spend more instructional energy on struggling students. Differentiated instruction at higher levels needs to be a focus in teacher lesson plans.

### School Processes & Programs

**Problem Statement 2:** Teachers are not consistently analyzing student work samples and looking at common formative (CUA) data together to drive next steps in instruction and interventions. **Root Cause:** There is not enough uninterrupted, common planning time available in the day for teachers to have the collaborative conversations necessary to plan for quality instruction and make plans for next steps (interventions).

### Perceptions

**Problem Statement 1:** Relationship Centered Learning, such as treatment agreements and restorative language, are not consistently implemented in all classrooms. **Root Cause:** Further professional development is needed on effective relationship-centered learning strategies.

**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** At least 90% of Clifton Park parents will attend one or more of our parents/school events for the 2023-24 school year.

**Evaluation Data Sources:** Parent totals at parenting/school events, sign in sheets

Strategy 1 Details
<p><b>Strategy 1:</b> Parents will be provided information through parenting events for supporting student academic growth. These events will be held each nine weeks at a minimum, and will include grade-level specific support for parents in literacy, math, and science. We fund a Parent Liaison, and early literacy classes will be led monthly in partnership with the counselors to enable our future students to be ready for pre-k.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be better able to support their child's academic needs at home</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Parent Liaison</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5, 8</p> <p><b>Funding Sources:</b> Refreshments for parenting events (family reading/science nights) - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.144.24.PAR - \$1,201, Supplemental supplies for Family Nights as well as parent classes and events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.144.24.PAR - \$2,800, Salary and Benefits for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.144.30.000 - \$39,122, High-capacity popcorn machine, for snacks for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.144.24.PAR - \$1,400, Parent training - Box Cars and One-Eyed Jacks consultant for math night - 211 - ESEA, Title I Part A - 211.61.6299.00.144.30.000 - \$600, Supplies for students and parents to use at math night and for reinforcement of math concepts at home - 211 - ESEA, Title I Part A - 211.61.6399.00.144.30.000 - \$4,838.40, Books and reading materials to support parents - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.144.24.PAR - \$895</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Interested parents and guardians will be given volunteer orientations by our Parent Liaison on how to effectively support our academic program by volunteering. Orientation sessions will be presented at various times throughout the week and after school so that attendance will be maximized.</p> <p><b>Strategy's Expected Result/Impact:</b> A team of volunteers that support students' academic needs will be formed; parent involvement in school functions will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 4</p>
Strategy 3 Details
<p><b>Strategy 3:</b> A schoolwide focus on Restorative Practices will be communicated to our parents and guardians. Our counselors will offer sessions to parents on the theories behind Restorative Practices and how they can encourage student successes. Willing mentors for students needing this support will be identified through these parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and decrease number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> Snacks needed for parent training sessions on Restorative Practices - 211 - ESEA, Title I Part A - 211.61.6499.00.144.30.000 - \$906.60</p>

#### Strategy 4 Details

**Strategy 4:** ELL parents will be provided additional academic and parent support through research-based parenting education designed specifically for ELL students and parents; this support will be provided by our ESL teachers. Bi-yearly early literacy events will assist ELL parents and young children (non-students) with proficiency in English.

**Strategy's Expected Result/Impact:** Increased parent involvement by our ELL parents and increased student achievement as a result of building parents' capacity to help their children with academics at home and at school

**Staff Responsible for Monitoring:** ESL teachers, Counselors, Parent Liaison, Leadership

**Problem Statements:** Student Learning 7

**Funding Sources:** Supplies for ELL parent literacy training/event - 263 - ESEA, Title III Part A - 263.61.6399.LE.144.25.000 - \$150, Instructional supplies for early literacy club for ELL families - 263 - ESEA, Title III Part A - 263.61.6399.LE.144.25.000 - \$665, Refreshments for ELL parent events - 263 - ESEA, Title III Part A - 263.61.6499.LE.144.25.000 - \$340

#### Performance Objective 1 Problem Statements:

##### Demographics

**Problem Statement 1:** Our mobility rate is higher than the district (by about six percentage points) and state (by over 10 percentage points) average, and these students experience gaps in their learning. **Root Cause:** The number of students identified as homeless or experiencing displacement from the home and into the home of guardians other than parents has increased. In addition, there has been a significant increase in rent within our zone which greatly affects our families.

**Problem Statement 4:** Nearly 50% of our student population is identified as At-Risk; additional support and interventions will be needed to close learning gaps. **Root Cause:** Many factors contribute to the high percentage.

##### Student Learning

**Problem Statement 5:** Significant learning gaps are present in students across all grade levels and subject areas. **Root Cause:** The extended COVID 19 pandemic and school closures along with students remaining in a remote learning environment, unengaged, has created unprecedented academic gaps for many students.

**Problem Statement 7:** Our emergent bilingual students (EB's) struggle to meet standards on STAAR reading and math assessments, as well as making growth on MAP reading screeners. **Root Cause:** Vocabulary development has not been a focus. Discourse to include speaking, listening, writing, and reading need to be addressed to meet all domains of TELPAS.

**Problem Statement 8:** With nearly 50% of students identified as At-Risk, teachers and staff struggle to provide meaningful small group interventions to the high number needing them. **Root Cause:** Significant gaps in learning exacerbated by the pandemic's attendance impact and a high mobility rate contribute to the high number of retentions and STAAR failures, which make up the bulk of our At Risk students' eligibilities.

##### Perceptions

**Problem Statement 4:** Although we had an increase in parent volunteers (going on field trips and helping with field day), we had fewer than five parents that came to volunteer and help in classrooms consistently. **Root Cause:** Our parent liaison has only been in the position for one year and is working to build the program up.

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 1:** By June 2024, Clifton Park will have decreased the number of students receiving a discipline referral by 10% from 2023. In addition, the number of students receiving multiple referrals will lessen, as well, as our SEL practices and restorative classrooms become more prevalent.

**Evaluation Data Sources:** Discipline referral reports monthly

Strategy 1 Details
<p><b>Strategy 1:</b> All staff will be coached and supported in continuing to implement and build upon Restorative Practices. Emphasis will be placed upon building community in both the school and in classrooms. Restorative Practices will be implemented in every classroom as well as in transitions, cafeteria and recess time, as evidenced from observations from counselors and administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Student behavior will improve as they learn to be successful contributors to their classroom communities as well as the larger school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 1, 3</p> <p><b>Funding Sources:</b> Low cost incentives for positive behavior gains - 211 - ESEA, Title I Part A - 211.11.6498.00.144.30.000 - \$589</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Core Essentials program will include monthly character lunches, counselor provided guidance lessons, student celebrations, and a character trait curriculum. Student leadership skills will be developed through student council and after school club opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals, improvement in student academic growth as seen in MAP and CIRCLE data</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Leadership</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will be offered choices of after school clubs to increase self-esteem and school pride. After school clubs will include yearbook, advanced choir, Science Olympiad team, drone team, art club, and sports clubs. These clubs will motivate students to exhibit good behavior and self-regulation so that they can participate.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals as shown in the end of year discipline report; lower retention rate as students feel more engaged in their school experience and make connections to their peers</p> <p><b>Staff Responsible for Monitoring:</b> Teacher sponsors, counselors, leadership team</p> <p><b>Problem Statements:</b> Perceptions 3</p>

#### Strategy 4 Details

**Strategy 4:** Because Clifton Park will provide daily specials classes for all grade levels, opportunities will be abundant for teachers to work with students on teamwork and social emotional regulation strategies. Specials classes will include PE, music, keyboarding, and library rotations. In these classes, students will strengthen their teamwork skills, learn how to self-regulate their behavior, and develop skills that support their classroom learning.

**Strategy's Expected Result/Impact:** Decreased number of discipline referrals overall; strengthening of students' understanding of how library resources help them daily and contribute to their learning

**Staff Responsible for Monitoring:** Specials teachers; APs

**Problem Statements:** Perceptions 1, 3

#### Performance Objective 1 Problem Statements:

##### Demographics

**Problem Statement 3:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With six recently hired alternatively certified teachers on staff, we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

##### Perceptions

**Problem Statement 1:** Relationship Centered Learning, such as treatment agreements and restorative language, are not consistently implemented in all classrooms. **Root Cause:** Further professional development is needed on effective relationship-centered learning strategies.

**Problem Statement 3:** Students struggle with social/emotional regulation, which impacts their ability to reach their academic potential. **Root Cause:** Students inability to manage emotions and communicate in a positive manner due to potential trauma or lack of modeling positive interactions.



**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** During the 2023-24 school year, Clifton Park will effectively manage resources and operations 100% of the time so that student and staff learning are maximized.

**Evaluation Data Sources:** Expenditures are reconciled in TEAMS and all monies are spent according to spending deadlines.

Strategy 1 Details
<p><b>Strategy 1:</b> To ensure student growth, teachers will utilize schedules that maximize student learning. Weekly PLC meetings will allow for student work and data analysis. Daily RtI time will be provided to ensure all students make growth toward meeting challenging grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy will be seen across grade levels; teachers will collaborate and analyze instructional practices using student data. Teams will develop common formative assessments and track student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CISs, TTESS Appraisers</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The Clifton Park Site-Based Decision Making Committee will meet seven times during the year to make decisions in regards to planning, budgeting, curriculum, staffing patterns, professional development, and school organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Members will have an increased knowledge of the inner-workings of school processes; as a result, teachers will stay at Clifton Park to contribute to the work on growing and strengthening our campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic. Key staff will attend PD on best practice strategies for providing targeted interventions during tutoring with the intention of training others and facilitating the implementation of what was learned.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Funding Sources:</b> Training with Lead 4 Ward on spiraled interventions, Rockin' Review conference - 211 - ESEA, Title I Part A - 211.13.6411.00.144.30.000 - \$5,000</p>

# 2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Principal	Jennifer Carranza	Principal
Classroom Teacher	Benita Love	PK4 Teacher
Classroom Teacher	Ebony Kelley	Kindergarten Teacher
Classroom Teacher	Kayla Ridgeway	1st Grade Teacher
Classroom Teacher	Janneth Johnson	2nd Grade Teacher
Classroom Teacher	Jenny Thomas	3rd Grade Teacher
Classroom Teacher	Tabbatha Gray	4th Grade Teacher
Classroom Teacher	Sarah Barnum	5th Grade Teacher
Classroom Teacher	Vacant Vacant	SPED Teacher
Business Representative	Sabine Johnson	Business Representative
Community Representative	Beth Matkin	Community Member
District-level Professional	Joyce Hodson	District-Level Professional
Parent	Jared Penland	Parent
Parent	Adriane Jackson	Parent
Paraprofessional	x x	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Classroom Teacher	Sharissa Wills	Music Teacher
CIS	Colleen Zepeda	Curriculum Instructional Specialist
AP	x x	Other School Leader (Title I)
Non-classroom Professional	Brittany Shiller	Counselor