

Killeen Independent School District
Clifton Park Elementary School
2023-2024 Formative Review with Notes



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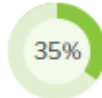

Goals




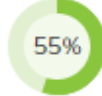
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.





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

Strategy 1 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers, CISs, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 4, 5</p>	<p>Nov November Evidence of Progress</p>  <p>New Benchmark phonics program implemented K-3; PD's and observations have helped teachers to learn how to use the program for maximum benefit to students. Istation is utilized in K-5 daily; reports are run monthly and used to update RtI groups.</p> <p>Jan January Evidence of Progress</p>  <p>Benchmark phonics has been implemented in K-3 and is being monitored; we had district fidelity walks recently and saw two second grade classrooms where they should be in the pacing. Appraisers have been in classrooms doing walk-throughs during this time and reading instruction; a check-list was developed for Benchmark and is giving good feedback to teachers in K-1. IStation is a resource that we are learning more about and teachers are building capacity to use the resources within the program. PLC's have been held to allow teachers time in a work-shop setting to run reports and look at next steps for tier one interventions.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CISs, TTESS Appraisers, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5, 6, 8</p>	<p>Nov November Evidence of Progress</p> <p> PD's given have been centered on the Benchmark resource.</p> <p>Jan January Evidence of Progress</p> <p> Continued learning about the Benchmark resource has helped teachers to feel confident about phonics instruction and students are learning valuable skills. Two interventionists work with teacher teams in K-2 to pull students during RtI time that are identified as struggling based on MAP and Phonics assessment data. IA's have not been given training, however.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, CIS, TTESS appraisers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 4, 5</p>	<p>Nov November Evidence of Progress</p> <p> We have done Benchmark training and observations. Interventionists have met with teacher teams during PLC and in PD's.</p> <p>Jan January Evidence of Progress</p> <p> Work is progressing nicely. Conversations had today about working with K and 1st grade paras to provide interventions in the classrooms with teacher guidance and resources provided from Istation and CIRCLE (pre-K). Upper grades (3-5) do small groups in reading rather than guided reading or pull-out.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, AP's, CISs, Interventionists</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 5, 10</p>	<p>Nov November Evidence of Progress</p> <p> Weekly planning happens with teacher teams and CIS's. EW consultant was with teams last week and work centered around analysis of teacher artifacts used during EW lessons; teams in K and 1 observed the consultant teach a lesson and debriefed around observation. She will visit again in Feb. and build on teacher artifact strength and modeling in 2-5.</p> <p>Jan January Evidence of Progress</p> <p> Teacher planning happens weekly at a minimum; most grades plan together several days a week on their own and this shows in the weekly session with CIS's. EW will come to the campus for a final time on Feb. 22; work is underway to plan that day. She will model lessons for 4th and 5th using the resource; lower grades will put together a gallery walk of teacher AND student artifacts from EW lessons taught. CIS's conduct GBF (Get Better Faster) coaching sessions with teachers around instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CIS, Teachers, TTESS appraisers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4, 5</p>	<p>Nov November Evidence of Progress</p> <p> Ms. Thomas has been tutoring in 1-3; Ms. Mowell will begin tutoring in 3-5 in January.</p> <p>Jan January Evidence of Progress</p> <p> Ms. Thomas has come all year; Ms. Mowell and Ms. Wooten just began with older students. Mowell and Wooten are focusing on 4th and 5th grades - getting ready for STAAR reading and writing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 6 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CISs, TTESS Appraisers, Interventionists</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Student Learning 6, 12 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> We have had a few artifacts around student work analysis; mainly CUA protocol discussions and other data.</p> <p>Jan January Evidence of Progress</p> <p> PLC's are becoming time to have workshop learning for teachers using new resources and student data (Istation, Benchmark assessments). PLC's and provided extended PLCs in 3-5 have centered around preparation for STAAR. Teacher teams have become more confident in this time being productive and in having the collaboration that helps their students to grow.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Teachers will conference with students to set academic goals with progress tracking so students learn to monitor progress.</p> <p>Strategy's Expected Result/Impact: Students will develop a growth mindset around their own progress.</p> <p>Staff Responsible for Monitoring: TTESS appraisers, CISs, Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p>N/A Teachers may have begun this in their classrooms (hopefully) but it has not been a center of PLC or after school special focus.</p> <p>Jan January Evidence of Progress</p> <p> In grades 3-5, this is happening in RtI time using the plans put in place for STAAR preparation. Teachers in 3-4 particularly are seeing gains in students; 5th is working hard to do this with targeted data. Teachers are beginning to do this around Istation use and growth in all grades.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 8 Details	Reviews
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: CISs, Interventionists, TTESS Appraisers</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 8, 12 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress N/A This semester planning days were funded; observations will be given during the spring PLC.</p> <p>Jan January Evidence of Progress  Teachers in 3, 4, and 5 have been able to observe a CIS (Renee) model lessons. Feedback has been very positive and the coaching from GBF has also yielded some great results. CIS's have been observing teachers. This strategy has been tweaked to use these funds for subs to allow teachers to collaborate around student data for RtI grouping and learning to do this using appropriate data.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Growth in math will be evident. MAP, CUA, and STAAR data will show improvement across the board from 2022.</p> <p>Staff Responsible for Monitoring: Teachers, CISs, At Risk Interventionist, TTESS appraisers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Progress has been made in alignment between target and task. Manipulatives are not consistently used in some grade levels and classrooms within. PD needed for leadership and teachers to know "next steps" for data disaggregation and using it to determine quality interventions.</p> <p>Jan January Evidence of Progress</p> <p> 3rd grade math has worked hard to continue to implement quality guided math practices. 4th and 5th struggle but have implemented some things. We have recorded a few 3rd grade math teachers to show upper grades what it can look like. Planning in upper grades (5th) has been disjointed in some ways; work is being done to observe math lessons to determine disconnects in planning and instruction. Work continues in trying to get upper grades to including manip</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: To increase achievement for special education students in math, collaborative teaching strategies will be implemented in grades 2-5.</p> <p>Strategy's Expected Result/Impact: Growth in these students' MAPS math scores and increase in meets standard on STAAR</p> <p>Staff Responsible for Monitoring: Co-teaching teams, CISs, TTESS appraisers</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 6</p>	<p>Nov November Evidence of Progress</p> <p> We were able to hire one SPED teacher (to fill one of two vacancies) and she was trained in November for collaborative teaching. At this time, co-teach teams are not functional; inclusion/resource SPED teachers (3 of 4 allocations) struggle to meet the needs of nearly 100 students in PK-5.</p> <p>Jan January Evidence of Progress</p> <p> Second grade has a working partnership (Johnson/Marino-Vega). We are working with staff to build capacity to do this in 3-5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased ability to solve complex math problems; increased STAAR, MAP, and CUA scores.</p> <p>Staff Responsible for Monitoring: CIS, TTESS appraisers, At Risk Interventionist</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2, 5, 7, 8, 12</p>	<p>Nov November Evidence of Progress</p> <p> 35%</p> <p>Not all grade levels and classrooms are consistently implementing guided math practices. Manipulatives are used in some rooms with fidelity but in others not as much. Leadership is working on changing teacher mindset through walk-throughs and coaching walks; data disaggregation sessions (protocols) are needed to help guide coaching talks so teachers can see connection between student success and teachers' use of small group guided math and manipulatives.</p> <p>Jan January Evidence of Progress</p> <p> 50%</p> <p>3rd grade does utilize guided math strategies. 4th has attempted and continues to work to plan and implement strategies; 5th has struggled to learn how to manage student behaviors to be able to implement. This is a focus for ESF (level 3 - building schoolwide systems of positive behavior reinforcement, beginning at the classroom level), and we have seen improved motivation from students to engage in important learning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



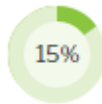

Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will gain insight into efficacy of collaborative planning and teaching practices through data protocols completed at the end of each unit. Some PLCs will focus on data from the protocols, and discussion and task analysis will drive reflection on and improvement of instructional techniques.</p> <p>Strategy's Expected Result/Impact: increased CUA scores, tighter alignment between targets and tasks in math instruction</p> <p>Staff Responsible for Monitoring: Principal, CISs, TTESS appraisers</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 8, 12 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p>  <p>Time is needed for teacher teams and leadership to reflect on protocols and data. PLC's are in place, but with the implementation of so many new resources, time is not available for teachers/leaders to meet together to give quality time to reflection and next steps.</p> <p>Jan January Evidence of Progress</p>  <p>Same as November; we have tried to triage requirements to leverage the best student outcomes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Tutors will be hired to come during the day (RtI time) to work with struggling students in math.</p> <p>Strategy's Expected Result/Impact: Teachers will see a narrowing of gaps in identified students' learning as evidenced by formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CISs</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 2, 5, 7, 8</p>	<p>Nov November Evidence of Progress</p> <p>N/A</p> <p>We have not been able to find willing tutors. Moving money into other areas - subs for observations for teachers is one strategy that we believe can allow teachers to gain valuable insight into best practices.</p> <p>Jan January Evidence of Progress</p> <p>N/A</p> <p>There have been no tutors found. We are focusing on providing quality RtI and using all available staff to push in to support tested grade levels (3-5).</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 6 Details	Reviews
<p>Strategy 6: After school tutoring, provided by teachers and IA's, will be available for identified students; snacks will be provided.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, CISs</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 4 - Student Learning 5, 8, 11</p>	<p>Nov November Evidence of Progress  Tutoring has been offered for 2nd - 5th grades after school since late September.</p> <p>Jan January Evidence of Progress  Tutoring continues after school, and groups in 3-5 will be revamped after the 2nd interim STAAR test.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: better vertical alignment, seen in science MAP scores in 3-5; increased "meets standard" rate on STAAR in 5th</p> <p>Staff Responsible for Monitoring: CISs, TTESS appraisers</p> <p>Problem Statements: Student Learning 3, 9</p>	<p>Nov November Evidence of Progress</p>  <p>Labs are provided at a rate of about 1-3 labs per units. Kinder has a Friday science rotation every month to expose students to hands-on learning of science concepts, and these concepts are integrated into small groups.</p> <p>Jan January Evidence of Progress</p>  <p>Stemscopes learning has helped with hands-on labs and resources for quality, aligned science instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Each grade level will experience live creatures during the spring so that children get to witness life cycles.</p> <p>Strategy's Expected Result/Impact: Students will develop a more robust science vocabulary and will make deeper connections between science concepts.</p> <p>Staff Responsible for Monitoring: CIS, Teachers</p> <p>Problem Statements: Student Learning 3, 9</p>	<p>Nov November Evidence of Progress</p>  <p>Life cycle creatures have been ordered; this year, several grades will experience baby chickens, too.</p> <p>Jan January Evidence of Progress</p>  <p>Creatures have been ordered.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Students will make deeper connections between science concepts.</p> <p>Staff Responsible for Monitoring: CIS, Teachers</p> <p>Problem Statements: Demographics 4 - Student Learning 3, 9</p>	<p>Nov November Evidence of Progress</p> <p> Some planned for the spring. Teachers have used these experiences to springboard into writing and reflection assignments, as well as connections to other content areas.</p> <p>Jan January Evidence of Progress</p> <p> Field trips are planned.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, TTESS appraisers, CISs</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 5, 8, 9</p>	<p>Nov November Evidence of Progress</p> <p> Because of time constraints for planning/PLC, teachers have not been able to collaboratively plan as intended. The practice of one teacher planning science lessons is still utilized in some areas; working to find ways to bring more collaboration into planning in the absence of time together. 5th grade science CUA data is frustratingly low; conversations around this will be held and a priority placed on using Stemscores as the sole resource for science planning.</p> <p>Jan January Evidence of Progress</p> <p> Time continues to be a factor in planning collaboratively for science. Stemscores has been helpful and teachers are learning to use the resource. We eagerly await results from the science interim (5th grade) to design interventions and see where gaps are in learning for students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Students writing performance will improve as evidenced by student work analysis in PLCs and CUA constructed response data.</p> <p>Staff Responsible for Monitoring: CISs, TTESS Appraisers, Literacy Interventionist</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 10, 12 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Empowering Writers lessons are used regularly; coach visited in Nov. and will visit again in Feb. to model for teachers and provide guidance in using the lessons. CIS's plan weekly with teacher teams in all grade levels to implement EW and quality writing practices for each team.</p> <p>Jan January Evidence of Progress</p> <p> EW has been used extensively in all grade levels but pre-K. Teachers plan with a CIS using the resource and the coach has been on campus twice this year, with a return visit Feb. 22. Three teachers went to observe an EW coach at Peebles and brought back observation notes to debrief with teams and CIS's. We are seeing an improvement in writing across the board, in both extended responses and short constructed responses.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


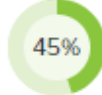






Strategy 2 Details	Reviews
<p>Strategy 2: To improve quality of writing instruction, leadership team members will conduct coaching walks and walk throughs in classrooms to provide feedback on implementation of the writer's workshop model. PLC time will be utilized to analyze student writing samples across content areas and make ties to instructional practices and quality resources.</p> <p>Strategy's Expected Result/Impact: Student writing will improve - not only in sentence structure and conventions, but in the art of creating organized and coherent compositions.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers, CISs, Literacy Interventionist</p> <p>Problem Statements: Demographics 3 - Student Learning 10 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress  Time has been difficult to find for this analysis; CIS's have done some coaching in classes.</p> <p>Jan January Evidence of Progress  A CIS and Appraisers have conducted GBF coaching sessions and modeling with teachers in 2nd-5th grades. writing sample analysis has happened in 5th, 1st, and Kinder.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: leadership, computer aide</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  Typing has not been implemented in specials; program has been purchased but Istation and ST math have taken precedence as new district initiatives.</p> <p>Jan January Evidence of Progress  The keyboarding program has been secured and is being used in the lab by grades 2-5.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: MAP data will show high levels of growth from BOY to EOY</p> <p>Staff Responsible for Monitoring: ESL Teachers, CISS, TTESS Appraisers</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> ESL teachers collaborate with teams. Summit K-12 is used with all students, in the classroom as well as during pullout occasionally. Time has been difficult to manage because there is so little of it, as these students are often also RtI or SPED/dyslexia and require other interventions. ST and Istation minutes, as well as summit, greatly impact the ESL teachers' ability to provide meaningful interventions for students.</p> <p>Jan January Evidence of Progress</p> <p> ESL teachers work intentionally and consistently with EB students. They use K-12 with fidelity; one of the teachers partners with a 4th grade teacher (not ESL certified) to collaboratively teach.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: TPSP projects will demonstrate student mastery of concepts studied; STAAR mastery level will increase</p> <p>Staff Responsible for Monitoring: CISs, GT Teachers</p> <p>Problem Statements: Student Learning 9</p>	<p>Nov November Evidence of Progress</p> <p> Our library interventionist has pulled GT students for enrichment activities, and teachers work to provide this during RtI, as well. GT meeting planned for parents on Dec. 14.</p> <p>Jan January Evidence of Progress</p> <p> GT students work during RtI (once a week) on TPSP projects.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: SPED teachers, CISs, Interventionists, TTESS Appraisers</p> <p>Problem Statements: Student Learning 6</p>	<p>Nov November Evidence of Progress</p> <p> Our new teacher has been trained. Time is difficult to find for PD for teachers.</p> <p>Jan January Evidence of Progress</p> <p> There has been no training or focus on CT strategies, but there has been coaching on scaffolding and planning for and providing intentional, meaningful interventions based on student data (MAP, CUA, Interim STAAR, Istation).</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased clarity around GRR phases; quality of instruction will improve across campus</p> <p>Staff Responsible for Monitoring: Principal, TTESS Appraisers, CISs</p>	<p>Nov November Evidence of Progress</p>  <p>Leadership (AP's) calibrated in mid-September by visiting three classrooms and debriefing using the TTESS rubric and coaching one-pagers. CIS's calibrated using GBF methodology. Since then, we have held several calibration conversations - re-tiering teachers and talking about progress and next steps for PD and After School Specials.</p> <p>Jan January Evidence of Progress</p>  <p>Much work has been done in visiting classrooms and preparing for GBF coaching. Appraisers have watched CIS's coach teachers, and we have worked on streamlining the coaching walk process to better align with GBF.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Teachers will become more adept at maximizing PLC time to analyze student artifacts and data to drive instructional (and interventional) planning.</p> <p>Staff Responsible for Monitoring: Principal, AP's, CIS, lead teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 6, 9 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress N/A We did not do this; too many new initiatives from the district and state led to near burn-out from many teachers. "one more thing" was not an option this semester. We will consider using this money for other strategies, such as securing subs to allow teachers time to observe each other and to just work on grades, planning, etc.</p> <p>Jan January Evidence of Progress N/A We did not attend the conference, but are looking at summer learning for teachers that will build our collective capacity for building strong PLC teams.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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 planning and collaboration differently.</p> <p>Strategy's Expected Result/Impact: Strengthening of teacher teams; ability to collaborate to use student artifacts and data to determine next steps</p> <p>Staff Responsible for Monitoring: Principal, AP's, CIS's</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 6, 9 - School Processes & Programs 2 - Perceptions 1</p>	<p>Nov November Evidence of Progress  20% Announcement made at November SBDM to representatives about beginning the selection process. One teacher so far has indicated a desire to go to the conference; will work to advertise to teams the benefits of attending.</p> <p>Jan January Evidence of Progress  20% There is no conference for Lead 4 ward during the summer (at this time); the company said they will be releasing their calendar soon. Leadership is talking about other, smaller trainings for small groups of teachers to attend (or individuals), through service centers or other companies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	


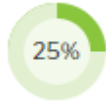

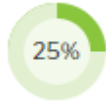

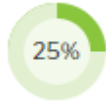












Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Parents will be better able to support their child's academic needs at home</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Parent Liaison</p> <p>Problem Statements: Demographics 4 - Student Learning 5, 8</p>	<p>Nov November Evidence of Progress</p>  <p>Reading night is planned; will hold December 14. Focus on rigorous and not necessarily "cute" texts; we are beginning the work of helping parents to see the difficulty of the state assessment. Math night is planned and paid for - Feb. 1, contracting with Box Cars and One-Eyed jacks (virtual).</p> <p>Jan January Evidence of Progress</p>  <p>Math night was a success on Feb. 1; we had box-cars and one-eyed jacks present virtually how to use dominoes to reinforce mathematical concepts. Each student got a bag of dominoes and teachers interacted with families; our reading interventionists presented phonics to families of PK-2 (how to help with reading support at home) and our CIS's and 3rd-5th teams presented to those parents about our work to prepare for STAAR and how to support at home.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

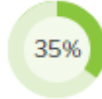
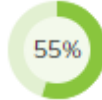
Strategy 2 Details	Reviews
<p>Strategy 2: Interested parents and guardians will be given volunteer orientations by our Parent Liaison on how to effectively support our academic program by volunteering. Orientation sessions will be presented at various times throughout the week and after school so that attendance will be maximized.</p> <p>Strategy's Expected Result/Impact: A team of volunteers that support students' academic needs will be formed; parent involvement in school functions will increase</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p>	<p>Nov November Evidence of Progress</p>  <p>We have struggled to have parents sign up to volunteer. We hosted a "Watch Dogs" night in October and it was well attended, but only a handful of those that signed up or attended that night have shown up to volunteer. Ms. Berry has been asked to attend ALL night-time functions in the hope she can garner more volunteer support; principal also meets with her and a counselor two times a month to try and maximize her impact.</p> <p>Jan January Evidence of Progress</p>  <p>Little progress has been made by our liaison to bring parents in to volunteer or bring little ones in for "pre-school" lessons weekly (Little Jaguars club). We are planning a Black History celebration on Feb. 22, and our liaison has helped a few staff members to put the show together.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased parent involvement and decrease number of discipline referrals</p> <p>Staff Responsible for Monitoring: Counselors</p>	<p>Nov November Evidence of Progress</p> <p>N/A This has not happened yet; will hold conversations about when and how to hold one.</p> <p>Jan January Evidence of Progress</p> <p>N/A No RP learning has been presented to parents, although teachers and counselors reinforce these concepts throughout the school day with students and building community in classrooms and throughout the building. KISD is looking into Capturing Kids' Hearts (CKH) as a district-wide program beginning this spring, and there is much excitement about the potential to change the culture of the community!</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews								
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: ESL teachers, Counselors, Parent Liaison, Leadership</p> <p>Problem Statements: Student Learning 7</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p>Nov</p>  <p>15%</p> </td> <td data-bbox="1381 115 2034 256"> <p>November Evidence of Progress</p> <p>Parent night planned for January.</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p>Jan</p>  <p>25%</p> </td> <td data-bbox="1381 272 2034 414"> <p>January Evidence of Progress</p> <p>Parent night had around five parents in attendance. Another night will be planned, and we will continue to have conversations around how to engage families.</p> </td> </tr> <tr> <td data-bbox="1262 430 1381 472"> <p>Mar</p> </td> <td data-bbox="1381 430 2034 472"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 488 1381 531"> <p>June</p> </td> <td data-bbox="1381 488 2034 531"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p>  <p>15%</p>	<p>November Evidence of Progress</p> <p>Parent night planned for January.</p>	<p>Jan</p>  <p>25%</p>	<p>January Evidence of Progress</p> <p>Parent night had around five parents in attendance. Another night will be planned, and we will continue to have conversations around how to engage families.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student behavior will improve as they learn to be successful contributors to their classroom communities as well as the larger school community.</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Perceptions 1, 3</p>	<p>Nov November Evidence of Progress</p>  <p>RP practices are seen; treatment agreements are present in classrooms. PBIS initiatives are seen (punch cards, jaguar checks, etc.) but coaching is still needed for teachers and staff.</p> <p>Jan January Evidence of Progress</p>  <p>Positive behavior incentives are being used by staff to encourage respectful behavior as well as academic engagement. Punch cards were given out in early Feb. to all upstairs students; they get punches toward a reward for being in check-4 in the hallways and having their ID on their chest all day. Teachers also use the cards for good things done in the classroom. We have seen a positive shift in both behavior and engagement in learning!</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Decreased discipline referrals, improvement in student academic growth as seen in MAP and CIRCLE data</p> <p>Staff Responsible for Monitoring: Counselors, Campus Leadership</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1, 3</p>	<p>Nov November Evidence of Progress</p>  <p>Four counselors is an adequate number to be able to positively impact student behavior. Ours are adept at planning for SEL lessons each week and distributing to staff, as well as touching every class with guidance lessons and monthly character trait lessons. Student Council is having a positive impact on school culture and helps greatly with our morning BIC (breakfast in classrooms) program.</p> <p>Jan January Evidence of Progress</p>  <p>Our counselors continue to work on all of the things listed above as well as United Way (which has excited our whole campus).</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teacher sponsors, counselors, leadership team</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p>  <p>Several clubs have been formed - running, flag football, volleyball, Fun da Mentals, the new "blooming Jaguars" girls' club, and soccer are a few. Students enjoy these clubs and it gives them a sense of belonging. Teachers manage clubs by providing contact and details to families.</p> <p>Jan January Evidence of Progress</p>  <p>Clubs continue to be very popular; the Qualtrics survey indicated high parental satisfaction with the choice of fun things to do after school that allowed students to belong to something at school.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 4 Details	Reviews
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Specials teachers; APs</p> <p>Problem Statements: Perceptions 1, 3</p>	<p>Nov November Evidence of Progress  Specials classes happen daily and students get PE, music, computer lab, and library (younger students).</p> <p>Jan January Evidence of Progress  Specials continue to happen daily.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, CISs, TTESS Appraisers</p>	<p>Nov November Evidence of Progress</p>  <p>Scheduling in place, but teachers are absolutely struggling with time to do "all the things". With over 25% of the school student population served by SPED or 504 (dyslexia or other impairment), meetings are constant and take up conference time that could be used for collaboration and data disaggregation among teams.</p> <p>Jan January Evidence of Progress</p>  <p>PLC's continue each week. We have given several extended PLC's and two days total of planning/data disaggregation time. We are giving upper grade levels another 1/2 day in late Feb. to look at Interim data (STAAR) and refine the 10 week countdown to STAAR plan (which will be about 5-6 weeks until STAAR at that time).</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal</p>	<p>Nov November Evidence of Progress  At the end of the semester, we will have had three of the meetings.</p> <p>Jan January Evidence of Progress  The committee continues to meet and have productive conversations.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.5</p>	<p>Nov November Evidence of Progress  Tutoring is happening but has been at the discretion of teaching teams in 2nd-5th. Will launch targeted STAAR tutoring for 3rd-5th graders; a few teachers will attend the "Rockin Review" in Feb. hosted by Lead Forward.</p> <p>Jan January Evidence of Progress  We will not send teachers to Rockin Review. Teachers have been working to learn to use data they already have to form intentional groups; Paras are meeting weekly with CIS's to review the following week's work for Intervention groups.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	