

**Killeen Independent School District**  
**Clifton Park Elementary School**  
**2022-2023 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% of Clifton Park students will meet grade level standards by the end of the 2022-23 school year, which is an increase from 44% in 2022.







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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To increase reading achievement, students will be provided TEKS-aligned instruction using resources that are culturally diverse and promote equity, such as Next Generation Balanced Literacy and online programs that provide additional reading practice and support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> TTESS Appraisers, CISs, Interventionists</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p>	<div data-bbox="1297 586 1377 716"> <p><b>Nov</b></p>  </div> <p><b>November Evidence of Progress</b></p> <p>Grade level teams plan once weekly with a CIS and reading interventionist; they talk through standards and instructional materials. Diversity in materials is aimed for, but SBDM members agree there is work to do done in finding texts that are meaningful and relevant to all students.</p> <div data-bbox="1297 824 1377 954"> <p><b>Jan</b></p>  </div> <p><b>January Evidence of Progress</b></p> <p>Planning with CIS and interventionist weekly continues; Kinder and 1st (our biggest teams) meet in pods of 4 to allow for deeper understanding of standards. Work will begin in March on DEI (diversity, equity, inclusion) campus-wide with the hope of helping all staff to understand biases and how they impact our school processes, including planning for instruction.</p> <div data-bbox="1297 1127 1377 1159"> <p><b>Mar</b></p> </div> <p><b>March Evidence of Progress</b></p> <div data-bbox="1297 1182 1377 1214"> <p><b>June</b></p> </div> <p><b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> CISs, TTESS Appraisers, Interventionists</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Our new Reading Interventionist has pulled students and worked with a strong focus on phonics. She presented to teachers a workshop on what she does and how she and an Aide she works with/plans for are making gains with non-readers she sees 5 times a week. The district still has a heavy focus on F&amp;P and balanced literacy, so SOR has remained isolated to the RA and her para, as well as conversations around phonics lessons (that are provided by F&amp;P).</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Progress has been made with students that are non-readers in 1st, 2nd, and 3rd. Guided reading will be a focus this semester at PLC; we had a PLC workshop recently on F&amp;P so that we are consistent in our processes to track children's progress in reading.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionists, CIS, TTESS appraisers</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Teachers are providing daily phonics lessons and guided reading in K-3. Kinder and 1st grade Aides pull student groups throughout the day and focus on foundational letter and number recognition and early reading skills.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Our CISs and interventionists will plan with teachers weekly in ELAR, and student work and data will be analyzed. Leadership will 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 instruction and guided reading, to provide feedback to teachers about practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment between curriculum, resources and tasks; tighter alignment will result in gaps closing and stronger CUA performance for 2nd-5th graders</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CISs, Interventionists</p> <p><b>Problem Statements:</b> Student Learning 3, 6 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Planning is happening every Tuesday and some grade levels on Thursday or after school, as well. Student work and data is analyzed in some PLC's; some PLCs are continuation of planning or review of the PLC planning process and standards analysis (Essential standards, for example). EW has been on campus 3 times and we are trying for a 4th; progress has been made across the board in writing lesson development.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>EW coach will visit on Feb. 8 for an all-day PLC with teachers focusing on student artifacts (writing samples) and teacher artifacts (anchor charts, daily 5 station work, etc.). She will also model a lesson for kindergarten. walk-throughs have not been conducted during guided reading, but this is something admin will try to do this nine weeks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> CIS, Teachers, TTESS appraisers</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Mrs. Thomas (retired teacher) just started tutoring 6 hours a day, 2 days a week, pulling struggling readers and focusing on phonics skills and comprehension. We have another retired teacher that has expressed an interest in tutoring and we may see if we can re-work money in the CIP to afford this for math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Ms. Thomas continues to come tutor as well as Ms. Polson, HARP tutor.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will become comfortable analyzing student work and data and using it to inform next steps and meaningful, timely interventions.</p> <p><b>Staff Responsible for Monitoring:</b> CISs, TTESS Appraisers, Interventionists</p> <p><b>Problem Statements:</b> Student Learning 3, 6 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are trying to bring in more work analysis; we struggle with things pushed down from the district that need to be given to teachers and using the PLC time to deliver this. Next week is work analysis (constructed responses, word problem work for math), and we are trying to make this happen more often than not.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> PLC work has become more student-centered and data-driven. The last week of Jan. will focus on RtI review, and the following week will center around clarity on math standards and HOW concepts are being taught.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Teachers will conference with students to set academic goals with progress tracking so students learn to monitor progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a growth mindset around their own progress.</p> <p><b>Staff Responsible for Monitoring:</b> TTESS appraisers, CISs, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> MAP mid-year will be a good time for teachers to have students track progress. Teachers in 2nd-5th have them track their CUA performance, and K-1 track sight words and reading levels. After-school learning for teachers next week will be around monitoring reading levels so we know that as a campus we are consistent with our assessments.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers worked with students to know where they were at BOY. Most had students set goals (older students) and compare their mid-year performance to their set goal.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge about best practices by watching strong teachers in action; reading interventions will strengthen in all classrooms</p> <p><b>Staff Responsible for Monitoring:</b> CISs, Interventionists, TTESS Appraisers</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 5</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> No progress has been made on this with the exception of new teachers and a struggling teacher on a PIP. We have had conversations about how to do this without providing subs; subs were provided for planning days. We had an After-School Special presented by the Reading Interventionist that was helpful for teachers.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> Work has not been done here. Funds set aside for subs for this have been moved to pay for a final EW visit. We have decided to allow teachers to remain in the classroom to teach - units are often short enough that this time away from students greatly impacts their ability to learn to the depths they are expected to.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></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 2:** In math, at least 40% of Clifton Park students will meet grade level standards by the end of the 2022-23 school year which is an increase from 29% in 2021.







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

Strategy 1 Details	Reviews
<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> Student Learning 2, 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers continue to struggle with time management for guided math. Progress has been made.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Time continues to be a stumbling block for teachers in 4th and 5th. Next year, 5th will be teamed so they will recapture time as they implement guided math officially. Work will be done at the Feb. "After School Special" to look at STAAR data and CUA trends; vertical alignment will be a focus as we head into summer planning for next year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<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 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 10%</p> <p>Because of high caseloads (26 students in 4th, 24 in 5th) in upper grades, and many with multiple grade level gaps, resource students are now pulled during content to help with closing gaps. Not all staff are trained in co-teaching (4th). We are training IAs in Feb. on co-teach strategies to help with efficacy when in the classrooms.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 20%</p> <p>High caseloads are still a reality. SPED teachers attend weekly PLC's with grade levels they work with; campus focus is on high quality tier one instruction, and our SPED teachers are focusing on the grade level TEKS.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<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.</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, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 30%</p> <p>Guided math is being done, but some struggle to provide it daily. We are looking at strategy and vocabulary use vertically; TIPS, CUBES, FACT, etc. - trying to tighten up our vocab as a campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 40%</p> <p>We see this as a real need for improved clarity; problem solving is a definite struggle for our students in math. Feb. 6 "After School Special will focus on a data dive to understand the "why" for our increased focus on math. We are talking about bringing Nancy Crouch from Lead 4ward to present in August on "interventions for all", a technique to utilize prior grade level standards in introducing each unit.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> increased CUA scores, tighter alignment between targets and tasks in math instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CISs, TTESS appraisers</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Protocols are consistently completed but having time to do deep data dives is not happening.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Same as last review. Leadership will look at PLC calendar and build in times to meet with teams about the protocols, particularly in math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Tutors will be hired to come during the day (RtI time) to work with struggling students in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will see a narrowing of gaps in identified students' learning as evidenced by formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CISs</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Tutors are coming in for reading help but not math. Math center has been advertised to parents; all grade levels are tutoring after school (1st-5th).</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Ms. Thomas and Ms. Polson come to tutor in reading and for HARP students. We have not found teachers/tutors willing to come and work with math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> After school tutoring, provided by teachers and IA's, will be available for identified students; snacks will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, CISs</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 8</p>	<div style="text-align: center;"> <p><b>Nov</b>                      <b>November Evidence of Progress</b></p>  <p>45%</p> </div> <div style="text-align: center;"> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p>Tutoring happens weekly on T/W/Th for grades 1-5.</p>  <p>50%</p> </div> <div style="text-align: center;"> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> </div> <div style="text-align: center;"> <p><b>June</b>                      <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>	

**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% of fifth grade students at Clifton Park will meet grade level standards by the end of the 2022-23 school year, which is an increase from 30% in 2022.

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





Strategy 1 Details	Reviews
<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 7 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  3rd is doing it; 4th is working toward implementing with fidelity. 5th does it. 2nd - yes. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Science data for 5 grade (CUA) looks strong; Clifton Park is consistently in the top quartile as evidenced by recent data dives. Planning happens for 3rd and 4th (teamed grades) on science specifically on Thursdays, with a coach, and labs are a focus. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<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 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  30% <p><b>Jan</b> <b>January Evidence of Progress</b></p>  40% Creatures have been ordered for spring life-cycle units. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<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> Student Learning 4, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> trips are planned by each grade level; they will happen beginning in January.</p> <p> 30%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> All grade levels have trips planned and approved.</p> <p> 55%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will plan collaboratively for science lessons weekly, with a focus on vocabulary used.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical alignment of use of scientific vocabulary will be seen and students' science MAP scores will show growth from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, TTESS appraisers, CISs</p> <p><b>Problem Statements:</b> Student Learning 3, 7 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 20%</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 20%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></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, 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 2022-23 as compared to 2021-22.

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


Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> To strengthen student writing, teachers and leadership will continue to plan using Empowering Writers and writer's workshop model. A Literacy Interventionist will work with student groups and 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> Student Learning 1, 3, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Great progress being made. Coach has come 3 times and will be back in Feb. to help examine teacher artifacts as well as looking at connecting instructional practices to quality student artifacts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   EW Coach's last visit will be Feb. 8. We hope to bring her back in November of next year to ensure we are where we need to be in the process of embedding EW in our planning and instructional processes.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<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> Student Learning 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   has not happened with a focus on writing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> In order to be ready for the 2023 STAAR test's online constructed responses, students in grades 1-5 will be taught keyboarding skills each week during specials rotations. They will go to a keyboarding lab at least once a week 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> Student Learning 6 - School Processes &amp; Programs 1</p>	<div data-bbox="1276 342 2030 479"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  40% <p>Specials time is devoted in 2nd-5th to keyboarding once a week.</p> </div> <div data-bbox="1276 500 2030 636"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  50% <p>Work continues; we may utilize this keyboarding time beginning in February for 4th and 5th to provide math spiral interventions by Ms. Godsey.</p> </div> <div data-bbox="1276 657 2030 690"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1276 711 2030 743"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 800 663 846">  No Progress </div> <div data-bbox="764 800 982 846">  Accomplished </div> <div data-bbox="1083 800 1333 846">  Continue/Modify </div> <div data-bbox="1434 800 1629 846">  Discontinue </div> </div>	




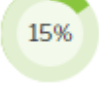




**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 5:** By the end of the 2022-23 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><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 10</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>Our ESL teachers work hard to meet with teachers to discuss their students' progress. They pull student groups with fidelity. They attended the SSS squared presentation and brought it back to the campus after fully embedding practices themselves. We purchased Summit K-12 and they recently trained on it; they will implement use of the program as well as continue pulling groups.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>












Strategy 2 Details	Reviews
<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 and Power Hour on Thursday afternoons. Students will work in small, collaborative groups and will focus on project-based learning.</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 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 40%</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 55% ThinkLaw has been made available to GT teachers. Power hour is not being done by the campus (too much time lost in instruction), so GT pulling has not happened. Our CIS Ms. Joseph will begin pulling students weekly to check on TPSP progress.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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; every Thursday, SPED teachers will provide meaningful interventions during Power Hour.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> SPED teachers, CISs, Interventionists, TTESS Appraisers</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 10%</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 15% This really has not happened. Power Hour is not happening because the loss of instructional time was not good for students. Focus has remained on teacher clarity and planning</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></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 2022-23 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><b>Strategy 1:</b> Teachers will be provided continued support from the leadership team, including CISs and Interventionists, on clarity around the gradual release of responsibility model and planning for and providing targeted interventions. Weekly PLCs will allow teacher teams to collaborate and plan units and analyze student work samples and instructional practices, and planning days will be given each semester for teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data will show that teachers are delivering quality instruction in each phase of GRR, and that interventions are meaningful and consistent.</p> <p><b>Staff Responsible for Monitoring:</b> TTESS Appraisers; CISs and interventionists</p> <p><b>Problem Statements:</b> Student Learning 5, 6 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have weekly PLCs centered around student work/ standards/evidence of student achievement/protocols/ PAs. Weekly planning is on Tuesdays and CIS/AP/ Principal are present for these sessions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We are doing this work with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




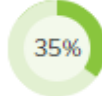




Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> In addition to coaching walks and walk throughs, the campus leadership team will participate in calibration coaching walks to ensure that all feedback given to teachers is uniform.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased clarity around GRR phases; quality of instruction will improve across campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, TTESS Appraisers, CISs</p> <p><b>Problem Statements:</b> Student Learning 6, 11</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Calibration walks conducted in September and October.</p> <p> 35%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Walk through and TTESS work continues.</p> <p> 40%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  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 2022-23 school year.

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



Strategy 1 Details	Reviews
<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> Perceptions 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Reading night held with a great turnout, but activities were not grade-level specific. Little Jaguars club meets weekly with a mixed turn-out; some weeks no one comes and some weeks 3-4 come.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Math night was successful; family game night planned for Mar. 6. STAAR night will happen in early April - parents will be given information about STAAR and what we do to make sure our students are ready.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Interested parents and guardians will be given volunteer orientations by the counselors on how to effectively support our academic program by volunteering. Orientation sessions will be presented at various times throughout the school day 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>Nov</b> <b>November Evidence of Progress</b></p>  <p>Parent Liaison trains monthly; we have a good group trained but struggle to get more than 3 parents to consistently volunteer. The 3 that we have do come frequently to help.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Our Liaison recently went car door to car door at pick-up time when parents are waiting to try and get some to train for volunteering. Many parents are not really interested in volunteering, but they do come to the events.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



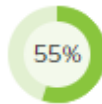

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> A schoolwide focus on Restorative Practices will be communicated to our parents and guardians. Our counselors will offer sessions to parents on the theories behind Restorative Practices and how they can encourage student successes. Willing mentors for 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>Nov</b> <b>November Evidence of Progress</b>   Our counselors have done home visits; no formal training has been offered on RP to parents.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   No formal RP presentation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> ELL parents will be provided additional academic and parent support through research- based parenting education designed specifically for ELL students and parents. Additional reading materials and instructional supplies will be used with these parents. An early literacy club will assist ELL parents and students with proficiency in English. These events will be led during the school day by our ESL teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> ESL teachers, Counselors, Parent Liaison, Leadership</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Meeting hosted with games and snacks; 5 parents showed up but this is an improvement over last year's 1 parent. Continuing to reach out to parents in Spanish and in informal meetings to try and get them involved.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Focus has remained mostly on our ESL teachers' development of stronger intervention practices and communication/partnerships with teachers to strengthen student growth.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	







**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 2023, Clifton Park will have decreased the number of discipline referrals for the year by 10% from 2022.

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

Strategy 1 Details	Reviews
<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> Perceptions 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Staff works hard to coach RP amongst teachers and students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   RP has been implemented, but our number of referrals continues to be concerning. We utilize short forms, and these have helped some. We continue to talk with teachers about establishing phone contact with families, and not just dojo/texting. 5th grade exhibits very troubling behaviors, and we have sent several to DAEP. We have a presentation this Friday on STEM for middle school and intend to ask parents to meet separately after the presentation to have a discussion about behavior and solicit their ideas and support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<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 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Weekly guidance lessons in place; emailed to teachers each weekend for use the following week. Monthly parent newsletter includes information as well. Monthly character trait program in place.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Counselors continue work on this with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<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> Student Learning 8 - Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Clubs meet weekly.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Clubs are popular with students and meeting regularly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals overall; strengthening of students' understanding of how library resources help them daily and contribute to their learning</p> <p><b>Staff Responsible for Monitoring:</b> Specials teachers; APs</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 40%</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 40%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  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 2022-23 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><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>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews	
<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>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews								
<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>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 8</p>	<table border="1"> <tr> <td data-bbox="1253 358 1457 505"> <p><b>Nov</b></p>  <p>40%</p> </td> <td data-bbox="1457 358 2024 505"> <p><b>November Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1253 505 1457 651"> <p><b>Jan</b></p>  <p>50%</p> </td> <td data-bbox="1457 505 2024 651"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1253 651 1457 716"> <p><b>Mar</b></p> </td> <td data-bbox="1457 651 2024 716"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1253 716 1457 813"> <p><b>June</b></p> </td> <td data-bbox="1457 716 2024 813"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p>  <p>40%</p>	<p><b>November Evidence of Progress</b></p>	<p><b>Jan</b></p>  <p>50%</p>	<p><b>January Evidence of Progress</b></p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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