

Killeen Independent School District
Clifton Park Elementary School
2020-2021 Formative Review with Notes



Mission Statement

We, at Clifton Park, view each child as having a unique value and possessing the potential for positive contributions to both our society and the world as a whole. We believe that all children should have the opportunity to achieve to the best of their abilities and we will strive to meet the individual needs of each child. This will be accomplished by fostering a positive, nurturing environment for children, and creating conditions conducive to student learning through contributions made not only by teachers and staff but also by parents and community members.

Vision

Clifton Park Elementary has a history of recognition from the Texas Education Agency, TEA. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed has helped us meet the varied needs of our students. Clifton Park values collaboration and effective Professional Learning Communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. The teachers pay attention to all content areas but give additional attention to reading, math, science, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions helped us to achieve academic success.

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Goals

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in 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 2020-21 school year which is an increase from 47% in 2019.

Evaluation Data Sources: MAP data and CUAs

Strategy 1 Details	Reviews
<p>Strategy 1: To increase reading achievement, students will be provided intensive instruction in next generation balanced literacy and in the Daily 5 through small groups. Teachers will implement F&P Phonics to strengthen phonemic awareness, vocabulary, and comprehension. We will organize literacy library books so teachers can help students with guided reading and literature circles. Emphasis will be placed on utilizing reading skills across the content areas. Online programs and tutoring will support literacy. Tutors will be hired to come in during the day (RtI time) to work with struggling students. After school tutoring will be available for identified students; snacks will be provided for them.</p> <p>Strategy's Expected Result/Impact: Reading achievement and students reading on grade level will increase as evidence from MAP data and Benchmarks in grades 3-5. Student reading levels from Fountas/Pinnell will increase each nine weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal/CIS/Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5, 7</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are doing guided reading groups in grades K-2 with fidelity (F2F students). They are using phonics kits twice weekly in primary grades, and we are working on grades 3 and up (will have conversations). Some grade levels have struggled with Imagine Literacy usage due to lack of technology. With the anticipation of 240 new ipads in January, this issue should resolve itself.</p> <p>Jan January Evidence of Progress</p> <p> BOY MAP data shows that Kinder-3rd students are largely on grade level. Second grade is at only 48%; this low number may be due in part to second graders that would have been retained in first grade last year in a normal situation. MOY MAP data will be examined closely when available (in early Feb.)</p> <p>Mar March Evidence of Progress</p> <p> Mid year data will be reviewed at a PLC soon. CUA data has been showing improvement in 2nd grade consistently and in 3rd ELAR and 4th ELAR. 5th grade data has been inconsistent.</p> <p>June June Evidence of Progress</p>

Strategy 2 Details

Strategy 2: Provide teachers professional development on research-based strategies to help students comprehend text and diagnose reading deficiencies. Teachers will continue to work with Developing Assessment Capable Visible Learners and Who Is Doing the Work, to provide students opportunities to be more aware of their own learning and how to monitor their progress to help them achieve growth in reading.

Strategy's Expected Result/Impact: MAPS scores
Reading levels/ Fountas and Pinnell
STAAR reading

Staff Responsible for Monitoring: CIS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 3

Reviews

Nov



November Evidence of Progress

Our work has been learning to master the virtual learning platform this semester, and to find balance during the COVID crisis. We have focused on GRR as much as we can, to include doing virtual walk-throughs. This work (ACVL and WDW) has not been addressed as we'd hoped at this point, but we have had training on WDW and teachers are using texts and methodologies.

Jan



January Evidence of Progress

We have increased our work around GRR through coaching walks and TTESS visits. We have had PLCs using the Hess rigor matrix to determine whether we are asking students to think at the higher levels that standards require. We have talked about Empowering Writers and Whos' Doing the Work texts, and are going to focus on Toolkit in the upcoming weeks. Bulletin boards are up to celebrate student successes and to encourage students to become competitive about their own gains.

Mar













March Evidence of Progress

Work continues in coaching walk conversations, PLC learning, and impromptu data conversations.

June

June Evidence of Progress




Strategy 3 Details	Reviews
<p>Strategy 3: To increase reading achievement, teachers will provide intense reading instruction using research based interventions, LLI, and small guided reading based on present levels to fill in gaps in reading vocabulary, fluency, and comprehension using a balanced literacy approach using leveled readers and technology, including ipads, cases, and joey cart for storage, for all students.</p> <p>Strategy's Expected Result/Impact: MAP Data, STAAR</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5, 7</p>	<p>Nov November Evidence of Progress</p> <p> LLI has been implemented for struggling readers and guided reading groups are in place K-2 and some in 3rd. Conversations will happen around what is happening in 4th and 5th.</p> <p>Jan January Evidence of Progress</p> <p> Much work continues to be done in reading interventions. Tutoring will begin in grades 1-5 the week of Feb. 1, and we will be focusing largely on fundamental reading skills for students in grades 1 and 2 that participate.</p> <p>Mar March Evidence of Progress</p> <p> Tutoring began in February for 1st-5th. Interventions continue to be done; we need to focus in doing them with fidelity. It is sometimes a struggle to achieve this with COVID-related absences, ice storms that caused a two week shut-down, and calendar interruptions.</p> <p>June June Evidence of Progress</p>




Strategy 4 Details	Reviews
<p>Strategy 4: Walk throughs and coaching walks will be done during reading instruction, both focused and during small group, to provide feedback to teachers about practices. Teachers will gain insight into teaching practices through data protocols conducted during PLCs that will be held weekly. Teachers will use common formative assessments (CFA 2.0) to drive their planning to adjust for student needs and gaps.</p> <p>Strategy's Expected Result/Impact: Growth in students' reading levels</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Student Learning 1, 4, 5</p>	<p>Nov November Evidence of Progress</p> <p> We have held weekly PLCs and have seen growth in CUA data. We are working diligently on backwards design planning with fidelity. Walk-throughs and coaching walks have happened during reading instruction and have feedback has been productive.</p> <p>Jan January Evidence of Progress</p> <p> Coaching walks, walk-throughs, and TTESS evaluations have continued and have gathered great evidence of teachers being focused on honing their craft. PLCs have not been weekly due to holiday schedule and other struggles unique to this year, but will begin to work toward that again.</p> <p>Mar March Evidence of Progress</p> <p> All appraisers have worked to remain on schedule with coaching walks, walk-throughs, and appraisals.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: In math, at least 55 % of all students will meet grade level standards set by the Texas Education Agency by the end of 2020-21 school year which is an increase from 52% in 2019.

Evaluation Data Sources: MAP data and CUAs

Strategy 1 Details	Reviews
<p>Strategy 1: To improve math achievement, students will be provided engaging experiences that reinforce difficult-to-teach math strategies. They will be given academic support through small group instruction in both face to face and virtual settings, to include tutoring, with hands-on experiences and online programs utilizing ipad keyboards to embed math concepts where students struggle to achieve grade level standards. Tutors will be hired to come during the day (RtI time) to work with struggling students. After school tutoring will be available for identified students; snacks will be provided for them.</p> <p>Strategy's Expected Result/Impact: End of 9 weeks math assessments MAP, math benchmarks for grades 3-5, STAAR math results</p> <p>Staff Responsible for Monitoring: Teacher leaders/CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 4, 7</p>	<div data-bbox="1262 410 1367 548"> <p>Nov</p>  </div> <p>November Evidence of Progress</p> <p>We have focused on data-driven and backwards design planning in math and reading. Virtual small groups have proven to be extremely challenging (students don't zoom in). Imagine Learning has been implemented (both reading and math) and we hope to see gains in mid-year MAP scores.</p> <div data-bbox="1262 654 1367 792"> <p>Jan</p>  </div> <p>January Evidence of Progress</p> <p>Teachers learned about guided math practices back in November, and we will begin targeting our walk-throughs and coaching walks to look for evidence of its implementation in late January. Imagine Learning progress is discussed at PLCs, and teachers are implementing strategies to increase math fluency at upper grade levels. ST math is now available (beginning week of Jan. 19) for all students K-5, and we will have discussions about how we can utilize this. In addition, tutoring to being Feb. 1 will address math skills for those struggling, especially in grades 3-5.</p> <div data-bbox="1262 1060 1367 1198"> <p>Mar</p>  </div> <p>March Evidence of Progress</p> <p>Tutoring has been implemented and teachers are seeing progress in students that attend. Imagine Learning continues to be a priority, and math fluency has been a focus in 3rd, 4th and 5th.</p> <div data-bbox="1262 1239 1367 1271"> <p>June</p> </div> <p>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 3-5.</p> <p>Strategy's Expected Result/Impact: Growth in MAPS math and met projected growth on STAAR</p> <p>Staff Responsible for Monitoring: Special Ed Teacher/Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 7</p>	<div data-bbox="1266 123 2030 284"> <p>Nov November Evidence of Progress</p>  <p>Collaborative teaching is happening in 3rd and 4th grade math. Teacher groups have been supported by KISD SPED staff and with walk-throughs and coaching walks.</p> </div> <div data-bbox="1266 305 2030 466"> <p>Jan January Evidence of Progress</p>  <p>Walk-throughs have been conducted in classes where collaborative teaching is happening; work continues on trying different teaching models and becoming comfortable with using them.</p> </div> <div data-bbox="1266 487 2030 647"> <p>Mar March Evidence of Progress</p>  <p>Work in collaborative teaching techniques continues.</p> </div> <div data-bbox="1266 652 2030 682"> <p>June June Evidence of Progress</p> </div>

Strategy 3 Details

Strategy 3: To help students comprehend math word problems, math teachers will be provided professional development on Boxcars and One-Eyed-Jacks and Eliza Sort-Thomas on guided math groups to increase fluency. The Teach Transform from Lead4Ward will be used to scaffold critical thinking for students in math.

Strategy's Expected Result/Impact: Increased ability to solve complex math problems. Increased STAAR, MAP, and CUA performance.

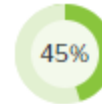
Staff Responsible for Monitoring: CIS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Demographics 1 - Student Learning 3, 4, 7

Reviews

Nov



November Evidence of Progress

Guided math PD will be done in a self-paced fashion using Ms. Thomas's video. Discussions will happen on Dec. 4 in teams about how to implement guided math, and walk-throughs will begin after Christmas vacation. Box Cars was done in Oct., and teachers are using some of the strategies (as witnessed in coaching walks and walk-throughs). Imagine Math Fluency is done in open lab before school by students that arrive by 7:15; some grade levels have them do this during the day as well. Teachers are using the Imagine summary report (which predicts STAAR performance) to target students for interventions.

Jan



January Evidence of Progress

Walk throughs will begin to look for evidence of these strategies in guided math. Tutoring will begin Feb. 1. PLCs will focus on these items for math teachers in grades 3-5.

Mar










March Evidence of Progress

We held a virtual math night in February that focused on box cars and other math games that families could do at home. The participation rate was not nearly as high as our reading night, but there were a few families that did view the online videos. In classrooms, walkthroughs have not seen evidence of these strategies but more walk-throughs have been conducted during direct-teach (focused) lessons.

June








June Evidence of Progress

Strategy 4 Details	Reviews
<p>Strategy 4: Teachers will gain insight into teaching practices through data protocols conducted during PLCs that will be held at least twice a month. Some PLCs will focus on planning using the CFA 2.0 model, and district planning documents will be used.</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, APs</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  We have done much work on planning using the CFA 2.0 model and district planning documents. Data protocol PLCs and district comparison data have shown some gains.</p> <p>Jan January Evidence of Progress  Our CUA data is analyzed by teachers in departments and discussed in PLCs. We have seen gains.</p> <p>Mar March Evidence of Progress  We have had several PLCs on district resources and rigor of student work. This will continue through April and May.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: In Science, at least 62% of fifth grade students will meet the performance expectations, set by the Texas Education Agency by the end of the 2020-21 school year on STAAR which is an increase from 58.67% in 2019.




Evaluation Data Sources: MAP results, CUAs







Strategy 1 Details	Reviews
<p>Strategy 1: To continue to improve science achievement and instruction, students will be provided hands-on experiences 60% of the time to comprehend science concepts along with aligned vocabulary to include the life cycle with live creatures. Online resources will connect reading and science to strengthen comprehension of science skills. All students will take common formative assessments(CFA 2.0) to address the science TEKS.</p> <p>Strategy's Expected Result/Impact: TRS Unit assessments STAAR science results</p> <p>Staff Responsible for Monitoring: CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 6 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> Discussions have happened around science (vertical team meeting - Nov. 9) and science night will happen on Dec. 1 (coding - virtual experience) to try and excite students about science. Planning has not been a focus, because of the emphasis on math and reading.</p> <p>Jan January Evidence of Progress</p> <p> We continue to look for evidence of hands-on lessons in planning documents, and walk-throughs will capture lessons in the spring. Fourth grade proposed a composting project for the new building next year, and discussions will happen around making that reality and building on their momentum to learn more about recycling and other concepts connected to science.</p> <p>Mar March Evidence of Progress</p> <p> Life cycle creatures were just delivered so that students can interact with them; currently the focus is more on exploration. Walk throughs may need to be more intentionally planned to see science labs being conducted.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	








Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: At least 85% of fourth grade students will approach standards set by the Texas Education Agency in writing by the end of the 2020-21 school year which is an increase from 76%.

Evaluation Data Sources: MAP results, CUAs

Strategy 1 Details	Reviews
<p>Strategy 1: To increase student achievement in writing, teachers will be given professional development on Empowering Writing and writer's workshop model. Each nine weeks, school-wide grade level prompts will be written and graded collaboratively.</p> <p>Strategy's Expected Result/Impact: Revising and editing assessments each nine weeks/compositions</p> <p>Staff Responsible for Monitoring: Principal, CIS, Vertical Writing team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 4</p>	<p>Nov November Evidence of Progress</p> <p> Empowering Writers' practices are in place in all grade levels except pre-K. The vertical team met on Nov. 9 to discuss the writing prompts for 2nd nine weeks. Work needs to be done on calibration of grading across grade levels.</p> <p>Jan January Evidence of Progress</p> <p> Much work has been done in writing. Marcia Mowell (retired writing teacher) has been tutoring 4th graders since late November daily. Teachers have rated each others' students' writing in grades 2-4 several times. PLC on Jan. 19 will focus on writing tasks for students - using the Hess matrix to determine rigor. Frankie Evans (AP) has a SLO goal for writing, and continues to have discussions with teachers about practices. TELPAS time will require students to write in grades K-5, and teachers will analyze this writing as well.</p> <p>Mar March Evidence of Progress</p> <p> A COVID outbreak in 4th grade and an unfortunate ice storm halted progress on tutoring with Ms. Mowell as well as writing prompts school-wide. Conversations will begin around writing across grade levels this month and will guide discussions for planning.</p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<p>Strategy 2: To increase achievement in revising and editing, teachers will work with students daily on revising and editing using materials in grades 1-4 from Empowering Writers. They will use the common formative assessments (CFA 2.0) to design writing lessons and determine the revising and editing standards needing to be taught.</p> <p>Strategy's Expected Result/Impact: Increased performance in written compositions</p> <p>Staff Responsible for Monitoring: CIS/Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 4, 7</p>	<p>Nov November Evidence of Progress  Work is being done daily in this area using Empowering Writers materials.</p> <p>Jan January Evidence of Progress  Daily work continues to be done. CIS has had discussions with grade levels about utilizing daily time to target this area with students.</p> <p>Mar March Evidence of Progress  Daily work on writing continues.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: To increase achievement in written compositions, instruction will be provided in small groups by teachers trained in Empowering Writing and Writer' Workshop model. They will use the common formative assessments (CFA 2.0) to design writing composition lessons and address gaps needing to be taught; work on sentence starters will be done in these lessons.</p> <p>Strategy's Expected Result/Impact: Increased performance in written compositions and correct use of conventions.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 4, 7</p>	<p>Nov November Evidence of Progress  Work has not been done on this, because teachers are addressing gaps in writing readiness. They are teaching students how to write sentences in primary grades.</p> <p>Jan January Evidence of Progress  Teachers have begun to focus on compositions by students in all grade levels as they've seen readiness by students. Tutoring with fidelity is happening in fourth grade; teachers are rating their students and other students' writing in 3rd and 4th grades.</p> <p>Mar March Evidence of Progress  Work continues in writing.</p> <p>June June Evidence of Progress</p>











Strategy 4 Details	Reviews
<p>Strategy 4: To increase achievement in writing, the principal, assistant principals, or CIS will do writing specific monthly walk-throughs in teacher's classrooms and provide teachers feedback on implementation of writer's workshop.</p> <p>Strategy's Expected Result/Impact: Increased performance in written compositions</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 4</p>	<p>Nov November Evidence of Progress  Our CIS has done walk-throughs on writing instruction and is providing feedback to teachers.</p> <p>Jan January Evidence of Progress  TTESS, walk-throughs and coaching walks have shown progress in implementation of Empowering Writers' lessons.</p> <p>Mar March Evidence of Progress  Empowering Writers lessons are in use from 1st-5th as witnessed in walk-throughs. A recent PLC provided teachers with an in-depth look at some lessons, and teachers expressed that this was useful for them in planning.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 5: By the end of the 2020-2021 school year, a minimum of a 5% increase on the EOY Universal Screeners (MAP & CIRCLE) will be seen in each area for grades PK-5 including special education, ELL, GT, At-Risk and 504 students.

Evaluation Data Sources: MAP and CIRCLE data



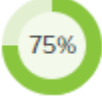
Strategy 1 Details	Reviews
<p>Strategy 1: The ELL teacher will work collaboratively with grade level teams to design lessons that focus on scaffolding high leverage TEKS to help ELL students comprehend grade level texts using a balanced literacy model and strengthen vocabulary. The teacher will work in small groups in and out of the classroom using online resources such as Pebble Go and Brain Pop, and will store leveled readers (which help ELL students comprehend grade level texts using a balanced literacy model) in storage bins.</p> <p>Strategy's Expected Result/Impact: STAAR results MAPS TELPAS</p> <p>Staff Responsible for Monitoring: ELL teacher/CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 3</p>	<p>Nov  November Evidence of Progress Our ELL teacher works diligently with her students in small groups to support their academic struggles.</p> <p>Jan  January Evidence of Progress We continue to reflect on the progress of our ELL students.</p> <p>Mar  March Evidence of Progress Our ELL teacher continues to work with students in the classrooms and in small groups. She has done multiple home visits and makes frequent phone calls regarding progress or attendance.</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 grade level designated time to achieve growth in reading by small collaborative groups along with differentiated project based learning. Students will implement science life cycle concepts in groups as well connect these experiences with literature.</p> <p>Strategy's Expected Result/Impact: TPSP project STAAR Level III MAP</p> <p>Staff Responsible for Monitoring: CIS/ GT teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4, 6, 7</p>	<p>Nov November Evidence of Progress</p> <p> Our counselor and librarian have been pulling small groups of GT students to provide enrichment. They meet monthly for STEM projects, and students check in daily to bi-weekly for TPSP project status.</p> <p>Jan January Evidence of Progress</p> <p> Work continues with GT identified students.</p> <p>Mar March Evidence of Progress</p> <p> GT students continue to be pulled for enrichment activities weekly. They are currently working on TPSP projects and preparing for the showcase.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide additional academic support to special education students through technology ensure that special education students make a year of growth on state assessments/MAPS. This will be provided in small groups that are differentiated based on their IEP goals and present levels of performance.</p> <p>Strategy's Expected Result/Impact: TRS assessments/MAP STAAR results</p> <p>Staff Responsible for Monitoring: Principal/ AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> Our students use the Vizzle program often to target gaps in learning. We plan to secure 2-3 ipads for SPED teachers to use during inclusion to allow students to access the online programs in the inclusion setting, rather than pull them out to resource to do this work.</p> <p>Jan January Evidence of Progress</p> <p> Teachers now have ipads for use with students during inclusion time. Several programs are available for students to use, including ST math (beginning Jan. 19), if needed.</p> <p>Mar March Evidence of Progress</p> <p> ipad use is seen during walk-throughs and coaching walks.</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	







Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.








Performance Objective 1: By the end of 2020-21 school year, 100% of professional staff members will attend professional development in areas that will help student achievement.

Evaluation Data Sources: Sign-in sheets; agendas

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will be provided professional development on implementation of the gradual release of responsibility that ensures mastery of grade level TEKS in all content areas and have an awareness and support of diverse students.</p> <p>Strategy's Expected Result/Impact: Survey teachers Walk Through documentation PLC/ Internal Instructional Rounds data</p> <p>Staff Responsible for Monitoring: CIS/Principal/Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 7</p>	<p>Nov November Evidence of Progress</p> <p> We have done much work in "after school specials" and weekly PLC meetings to further develop teacher efficacy and responsiveness to students' needs.</p> <p>Jan January Evidence of Progress</p> <p> Work has continued in PLCs and coaching walk conversations.</p> <p>Mar March Evidence of Progress</p> <p> PLCs on Empowering Writers, literacy connections, and data protocols as well as rigor have helped facilitate great discussion around teacher support needs.</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: The district has provided embedded planning days for teachers throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teacher's will be able to plan collaborative using the CFA 2.0 model more effectively.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> In addition to dedicated planning days, we have been given additional "remote learning days" to help teachers find time to be able to navigate both in-person and virtual learning.</p> <p>Jan January Evidence of Progress</p> <p> Teachers are embracing RLD (remote learning days) as well as student early outs to plan and record. Collaborative unit planning is forefront in importance!</p> <p>Mar March Evidence of Progress</p> <p> Remote learning days have given teachers extra time to not only plan, but to record lessons for virtual students.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will work toward understanding and effectively implementing a blended learning model of teaching.</p> <p>Strategy's Expected Result/Impact: students will show academic growth through increased MAP and CUA data</p> <p>Staff Responsible for Monitoring: Principal/AP/CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 3</p>	<p>Nov November Evidence of Progress</p> <p> MUCH work has been done around understanding and adapting to blended learning. Much work still needs to be done, but we have seen gains in teacher efficacy with technology and using technology more effectively with both in-person and virtual learners.</p> <p>Jan January Evidence of Progress</p> <p> Focus will turn to HOW we are providing both focused and guided instruction to not only our in-person learners, but to our virtual learners, as well. MOY map and interim STAAR data will be utilized to determine impact of 1st semester work.</p> <p>Mar March Evidence of Progress</p> <p> Blended learning has been seen all year in classrooms, not only with virtual students' learning, but with in-person students as well. Some teachers are hosting live zooms (synchronous learning) and recording them to upload for asynchronous students.</p> <p>June June Evidence of Progress</p>




Strategy 4 Details	Reviews
<p>Strategy 4: In addition to district sponsored Coaching Walks, the campus leadership team will participate in Leadership Coaching Walks as identified in our campus momentum plan.</p> <p>Strategy's Expected Result/Impact: Common practices vertically among all teachers</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 5</p>	<p>Nov November Evidence of Progress</p> <p> Admin team conducted calibrating coaching walks on four classrooms in October. The debriefing resulted in shared understandings of the GRR strengths and weaknesses seen. We have conducted both in-person and virtual coaching walks and walk throughs.</p> <p>Jan January Evidence of Progress</p> <p> Coaching walks continue to be conducted and findings are discussed by admin in admin meetings.</p> <p>Mar March Evidence of Progress</p> <p> More than ever, this time of year will continue to see many coaching walks. Walks are targeted toward refinement areas in many cases.</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: PLC meetings will include learning in Who Is Doing the Work, Developing Assessment Capable Visible Learners, and addressing the Essential Questions in our Momentum Plan.</p> <p>Strategy's Expected Result/Impact: better alignment in planning; increased CUA scores over time</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 4, 5</p>	<p>Nov November Evidence of Progress</p> <p> We have not developed a momentum plan this year (due to COVID crisis and a brand new principal). We are focusing on CFA 2.0 planning, GRR, and teacher PD to learn how to respond to student needs.</p> <p>Jan January Evidence of Progress</p> <p> We are seeing incremental gains in CUA data. Grades (failing averages) continue to be a struggle, both for our virtual and face to face learners, and we are having lots of discussions about reasons they struggle and how to help. We have had numerous talks about resources - and the need to use district resources (Toolkit, EW, and WDTW) for ELAR rather than other things.</p> <p>Mar March Evidence of Progress</p> <p> PLC meetings continue to be productive times for teachers and admin; conversations have centered around student growth and teacher need (for support in attaining student growth).</p> <p>June June Evidence of Progress</p>





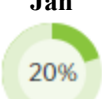

Strategy 6 Details	Reviews
<p>Strategy 6: Vertical Alignment meetings will occur at least monthly.</p>	<p>Nov November Evidence of Progress  Vertical teams met for the first time on November 9. Science night is planned for Dec. 1, and math and reading nights will happen in Jan. and Feb. Focus has been on backwards design planning and using CUA data to identify student learning needs.</p> <p>Jan January Evidence of Progress  We have not met again in vertical teams; this will be put on hold while we focus on grade level PLCs and really KNOWING our standards.</p> <p>Mar March Evidence of Progress  Our focus has continued to be standards-based. Support staffing for next year will include a focus on vertical alignment.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	








Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: At least 90% of Clifton Park parents will attend one or more of our parents/school events for the 2020 -21 school year.

Evaluation Data Sources: Parent totals at parenting/school events.
Attendance summary.

Strategy 1 Details	Reviews
<p>Strategy 1: Parents will be provided academic and additional support through parenting events for improving student behavior, parenting classes, researched based early literacy education and college and career readiness to ensure their child's mastery of grade level TEKS with a focus on comprehension and vocabulary. Early literacy clubs will be led by the counselor to ensure those preschool students reach academic readiness. To reach our parents, these academic events will take place during the school day.</p> <p>Strategy's Expected Result/Impact: Survey results Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 4</p>	<p>Nov November Evidence of Progress</p> <p> 0% All of this has been placed on hold due to COVID. Teachers have conducted one-on-one conferences with every parent (Title I requirement) and have focused on getting better at blended learning and all of the needs that go along with virtual learning. We hope to plan in-person parent nights in the spring semester.</p> <p>Jan January Evidence of Progress</p> <p> 20% COVID spread concerns still prevent much parent interaction. We did a virtual science night in December, and will host a virtual reading night on Jan. 28. We hope to be able to offer an in-person math night in Feb. We have had one-on-one conferences with struggling students (counselors, APs, and teachers).</p> <p>Mar March Evidence of Progress</p> <p> 50% With the increase in vaccine availability, things are starting to return closer to normal. Many events are still virtual, but some trainings and even ceremonies are planned to be held in person. ARDs are increasingly held in person, and we are planning on having our honor roll assembly and kinder/5th celebrations in person, as well.</p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<p>Strategy 2: Parents will be provided a volunteer orientation by the counselors to our Adopt-a-School unit and parents providing training on how to effectively support our academic program through volunteers. Orientation sessions will be varied throughout the school day. The focus will be on how volunteering can help students academic success.</p> <p>Strategy's Expected Result/Impact: Survey from volunteers Parenting numbers</p> <p>Staff Responsible for Monitoring: Linda Gardner/Alicia Newman</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 1, 4</p>	<p>Nov November Evidence of Progress</p> <p> We have not been able to have parents or volunteers on campus until very recently, but have not had any agree to be trained yet.</p> <p>Jan January Evidence of Progress</p> <p> Our counselors have offered virtual training sessions for parents; they began on December 8 and have done it most Tuesdays since.</p> <p>Mar March Evidence of Progress</p> <p> We have offered virtual volunteer trainings, and are anticipating bringing a few parents in for end-of-year events, like a possible PTA bookfair and field day (concessions).</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Multiple opportunities will be provided teachers and parents in professional development and mentoring to help our students socially and emotionally led by our counselors.</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>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 7 - Perceptions 4</p>	<p>Nov November Evidence of Progress</p> <p> Our counselors trained our staff in August on TBRI methodologies to identify SEL needs of students. We intend to bring Region 13 to campus for a year-long support package around Restorative Practices.</p> <p>Jan January Evidence of Progress</p> <p> We have not focused on SEL awareness for staff, but do see a need to do so. We will be trained by Kevin Curtis (admin team) on March 8 and 9 in Restorative Practices, and will have conversations around whether a year-long support package from Region 13 may be a good investment in merging Bellaire and Clifton Park staff and students next year.</p> <p>Mar March Evidence of Progress</p> <p> Admin was trained by NEDRP on restorative practices, and planning is beginning for kicking off next year with some intensive support for teachers and admin to help create a Restorative Practices culture at the New Clifton Park.</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. Additional reading materials and instructional supplies to be used with ELL parents. Early literacy clubs will assist ELL parents and students to ensure proficiency in English. These events will be held during the school day with partnership with our ELL teacher.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement . 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 teacher Administrators</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Perceptions 3, 4</p>	<p>Nov  November Evidence of Progress This has been on hold due to COVID, as well.</p> <p>Jan  January Evidence of Progress Has been on hold, but our ELL teacher has had multiple conferences with ELL parents about how to support their students, especially those on virtual platforms. A parenting library is available to all parents. Discussions will be held soon about how to train parents in small groups (virtually AND in person, as allowable) to help their ELL children.</p> <p>Mar  March Evidence of Progress one on one conferences have been held at the homes of ELL students (home visits).</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.








Performance Objective 1: By June 2021, Clifton Park will have decreased the number of office referrals for the year by 10% from the previous school year to increase instruction time for students.

Evaluation Data Sources: Discipline referral reports monthly

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will be provided professional development on Restorative Practices by Region 13 in order to provide a safe, healthy, secure, and orderly environment. 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 student ambassador programs. Monthly safety drills will be conducted.</p> <p>Strategy's Expected Result/Impact: Monthly sign in sheets of parent attendance to character trait lunches; Discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2, 4</p>	<p>Nov November Evidence of Progress</p> <p> We have definitely seen a decrease in office referrals, but it is mainly due to the COVID crisis and the fact that 30-35% of our students remain virtual learners (at home) at this point in the year. We have worked on meeting the emotional needs of our F2F learners, as well.</p> <p>Jan January Evidence of Progress</p> <p> We were unable to host Region 13 due to the revised calendar and the need for teacher planning time. All staff will be trained, however, by NEDRP on March 22 and we anticipate that this will strengthen our ability to support students in the classroom.</p> <p>Mar March Evidence of Progress</p> <p> We see a definite need to support teachers with training in restorative practices. Behaviors from some students in the primary grades have increased, and a few in upper grades are consistently struggling with choices. The virtual environment, and students' ability to go back and forth between platforms, seems to have intensified problems in social/emotional regulation for some students.</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Restorative Practices will be implemented in every classroom as evidenced from observations from counselors/administration.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals and number of students placed at DAEP.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 2, 3, 4</p>	<div data-bbox="1262 123 2030 318"> <p>Nov November Evidence of Progress</p>  <p>We have not made restorative practices growth a priority this year due to the crisis, but intend to renew our focus on it in the spring semester and especially in summer training as we get back to a normal number of in-person learners.</p> </div> <div data-bbox="1262 337 2030 500"> <p>Jan January Evidence of Progress</p>  <p>We look forward to our March 22 training. Although it has not been a focus this year, there is evidence of teachers using restorative practices they know to help with student behavioral success.</p> </div> <div data-bbox="1262 519 2030 654"> <p>Mar March Evidence of Progress</p>  <p>See above; some students have continued to struggle with behavior choices in school and teachers need support in restorative practices.</p> </div> <div data-bbox="1262 673 2030 711"> <p>June June Evidence of Progress</p> </div>




Strategy 3 Details	Reviews
<p>Strategy 3: Students will be offered choices of after school/in school clubs to increase self-esteem, school pride, standardized test scores, and attendance. Clubs will include yearbook, science club, and reading book club. These clubs will motivate students to exhibit good behavior and self-regulation so that they can participate. Virtual options, to include zoom meetings, will be given for students who elect to continue with a virtual learning platform.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals each month as shown in the discipline report; increase in rate of "masters" performance on science STAAR.</p> <p>Staff Responsible for Monitoring: CIS; counselors</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p> Yearbook and science clubs have recently been allowed to form. Monthly clubs have not been held yet due to COVID crisis and teachers being stretched so thin (along with safety concerns with moving students to new groupings).</p> <p>Jan January Evidence of Progress</p> <p> Yearbook and science clubs are in full swing and students are loving it! STUCO is also very active. Staff have discussed whether a virtual talent show may be an option to get students involved and motivated.</p> <p>Mar March Evidence of Progress</p> <p> The talent show will not be held. Attention has shifted to finishing the year strong in other ways, including awarding students prizes for growth and planning traditional in-person ceremonies that are largely in-person, though limited in scope. We will have discussions about after school, and possibly during school, clubs for next year.</p> <p>June June Evidence of Progress</p>








Strategy 4 Details	Reviews
<p>Strategy 4: Provide a healthy environment for students, staff, and families through daily physical education classes for all grade levels, be active 90% of the time in PE, provide information on healthy eating and working on fitness, and participating with local groups to promote wellness. Teachers will focus on wellness and provide students with wellness opportunities each nine weeks. Students will strengthen their teamwork skills in learning how to better self-regulate their behavior and cooperate with peers in a non-academic setting to be drug and bully free so that we provide a safe environment and healthy lifestyle.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals and walk through observations of teamwork skills in PE.</p> <p>Staff Responsible for Monitoring: PE teachers</p> <p>Problem Statements: School Processes & Programs 2</p>	<p>Nov  November Evidence of Progress PE continues to be a daily event for all students, and the coaches have focused on holding fun, contact-less contests to keep students motivated to be active.</p> <p>Jan  January Evidence of Progress PE is a much-anticipated part of our students' days!</p> <p>Mar  March Evidence of Progress Students continue to enjoy PE each day. Fitnessgram results this year have shown a marked decrease in students' fitness levels; discussions will be held to come up with ideas to help students next year to be more physically active.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: During the 2020-21 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 focused academic instruction, teachers will receive support through schedules that maximize student learning, Professional Learning Communities, common collaborative planning schedules, daily intervention schedules, and supplemental instructional supplies to ensure all students meet grade level TEKS to include special education, ELL, 504, at-risk, and GT students.</p> <p>Strategy's Expected Result/Impact: Survey of effectiveness of PLC</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 3, 4</p>	<p>Nov November Evidence of Progress</p> <p> We talk about schedule efficacy often. RtI is a current focus - we want to make sure staff utilizes this time efficiently. PLCs are happening weekly, and planning has been a focus.</p> <p>Jan January Evidence of Progress</p> <p> We are working hard on these areas. PLCs continue to be packed with reflective conversations, sharing of ideas, and collaboration around common pitfalls in this unique year.</p> <p>Mar March Evidence of Progress</p> <p> discussions continue. Focus is shifting to next year's new building and how the day will be set up.</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: Survey of effectiveness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: School Processes & Programs 3</p>	<p>Nov  November Evidence of Progress The SBDM committee has met monthly despite challenges due to COVID.</p> <p>Jan  January Evidence of Progress We continue to meet monthly; this spring semester, a focus will be on closing out the "old" Clifton Park and opening the "new" Clifton Park with our neighbors from Bellaire.</p> <p>Mar  March Evidence of Progress We have had preliminary discussions about end of year activities and will be discussing summer and kick-off events for New Clifton Park.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	