

Killeen Independent School District

Clifton Park Elementary School

2019-2020



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to 2018-19 campus enrollment data, our school continues to have a diversified student population. The chart below shows the distribution of students, ethnicity groups, and special programs. Additional charts show Clifton Park's enrollment over the past years and Clifton Park's attendance rate. According to the 2017-18 TAPR, the attendance rate was 96%, and our mobility rate averaged 16.5%. Clifton Park adheres to the state guidelines of class sizes being 22:1 in PreK-4 and 25:1 in 5th grade. Our special education numbers continue to grow. Assessment data shows that they lag behind their general education peers on standardized test and curriculum assessments. Continuous improvement is needed in the response to intervention process to help all at-risk student approach grade level expectations.

Total Population		Special Programs Population	
Population	# of Students	Special Program	% of Students
Pre-K	43	At Risk Indicator	44.4%
Kinder	76	Bilingual Program	0%
1st Grade	84	ELL	10.1%
2nd Grade	83	Economically Disadvantaged.	80%
3rd Grade	90	CASD	2.5%
4th Grade	75	Gifted Talented	1.8%
5th Grade	90	At-Risk	44.4%
Total	545	Disciplinary Placement	3.1%
		Special Ed	11.6%
		Mobility	16.5%
		Non-Education Disadvantaged.	20%

Enrollment	2015-16	2016-17	2018-19
# of students	534	528	540

Mobility Rate	2015-16	2016-17	2018-19
% of students	25%	16.5%	

Special Populations	2015-16	2016-17	2018-19
ELL	62	63	55
Gifted & Talented	14	16	10
Special Education	45	57	63

Ethnicity Distribution	2015-16	2016-17	2018-19
African American	23.3%	24.43%	29.2%
Hispanic	36.1%	37.31%	31.6%
White	25.7%	22.16%	27.2%
Native American	.20%	0.0%	<1%
Pacific Islander	2%	2.27%	2%
2 or more races	11.3%	11.17%	7.7%
Asian	1.3%	2.08	1%

We are projected to have 580 students this year (an increase of 30 students). With class sizes at 22:1 or more (this past year three of four 2nd grade classrooms had waivers), we struggle to provide small group instruction and support to our growing number of at-risk students. This past year we had over 200 students in academic and/or behavior Rtl.

Clifton Park has seen an increase in the number of students enrolled as homeless as well as those being raised by guardians other than their biological parents, along with students in multi-family dwellings. Our counselors, teachers, and administration conference with guardians and teachers to ensure academic success for these students. In Professional Learning Communities and professional development with all staff, an awareness of our diverse student population and intentional interventions that can be used with these students will be given to all staff to ensure academic success. In looking at intentional interventions, our counselors consistently provide teachers with ways to identify gifted students and continue to assess high achieving students for GT identification. Our GT identified numbers continue to increase from the previous year.

Professional staff at Clifton Park meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. The teachers have, at a minimum, a bachelor's degree, have demonstrated competency in the subject or grade they teach, and have their state certification for teaching. All paraprofessionals have college degrees or 45 plus hours of college education. Clifton Park attracts and retains its wonderful teachers and aides by providing a positive working environment, extensive mentor training for new teachers, bi-monthly Professional Learning Communities (PLC's), administrative support, and multiple professional development opportunities. This year with new allocations and from teachers retiring last year, we have seventeen teachers who are new to their grade level or to Clifton Park. As a result, time will be spent at the beginning of the year with team building activities, campus and grade level expectations for balanced literacy, RTI, lesson plans implementing the gradual release of responsibility,

GRR, and assessment capable visual learners, all the while strengthening trusting relationships with staff and all students to help our diverse students monitor their progress in learning and learn to self-regulate.

We work closely with our Human Resources Department to hire teachers who are continuing their professional growth. We use the interview process to select teachers who match the culture of our school. We then decide as grade level teams, which includes administration, on the hiring of new teachers who have been screened by the district. When recruiting first time teachers, we seek recommendations from cooperating teachers and the principals at the schools where they did their student teaching. We specifically ask about the candidate's work ethic and the academic success of his or her students. Hiring effective teachers is the most important contributor to student academic success.

Demographics Strengths

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

- The enrollment rate has consistently increased over the past two years.
- Clifton Park's military student enrollment falls below the district's rate, bringing added stability to the student enrollment.
- Clifton Park's ethnic distribution has remained relatively the same over the past two years.
- Attendance rates have remained above 95% over the past years and have remained relatively consistent.
- GT population increased from previous years.
- Special education students has increased from 11% to 13% in one year.
- Teacher retention rates continue to remain stable.

Each year, many teachers contact Clifton Park seeking to transfer. The high number of teacher transfer and requests to teach at Clifton Park are due to the supportive collaborative environment provided for all teachers. They also receive valuable professional development during PLC time and early out days.

Teachers will continue professional development on the effective use of Professional Learning Communities, PLCs. Professional development will be given in August to all teachers on Rigorous Reading and Assessment Capable Visible Learners. In addition, the campus will continue to undertake a collaborative book study on the book, "Assessment Capable Visible Learning," by Doug Fisher and Nancy Frey and this year will focus on students monitoring and tracking their progress and self-regulation. The teachers will meet each nine weeks in vertical teams in the core areas to look at aligning tasks and targets at high cognitive levels. The professional staff will spiral effective writing principles and devote time for individual analysis as well as critique sessions with each student.

We use our staff to provide professional development on days the district has designated for that purpose. This helps to build our teachers' capacity and leadership abilities. In August, grade level teams will be presenting professional development on Rigorous Reading. In August we will continue to develop our Restorative Discipline procedures for new and existing teachers on how to implement circles in the classroom.

Providing our students the best teachers and staff to provide expert instructional delivery is our main goal to ensure long-term student academic success.

Teacher morale is high because we show appreciation in many forms. We have holiday cheer during the three weeks before Christmas break, we use teacher appreciation week to shower them with appreciation, making each day special. During this time, we recognize all staff to include paraprofessionals and cafeteria staff.

We selected Shannon Gallinger as Clifton Park's teacher of the year. She represented us well because of her dedication to building student success and upholding high academic expectations for all learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum. **Root Cause:** Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.

Problem Statement 2: Fifty-two students are identified as behavior RTI an increase from 27 students last year. **Root Cause:** The lack of self-regulation causes students to be unsuccessful in grade level content because of time not in the general education classroom.

Student Academic Achievement

Student Academic Achievement Summary

Clifton Park met the standard in all four of the 2018 Texas Accountability System Indices. We were above the district and state averages in all four indices. Clifton Park earned Five out of Six Distinctions. The Distinction Designations are: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Closing Performance Gaps, and Postsecondary Readiness. In the 2019 A-F School Report Card, Clifton Park overall score and grade: 87, B.

2019 STAAR results were as follows:	2018 STAAR results were as follows:
<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ◦ 3rd 85 % approaches standard on reading and 23 % masters ◦ 3rd: 86%approaches standard on math and 24 % masters ◦ 4th: 77 % approaches standard on reading and 28% masters ◦ 4th: 77 % approaches standard on math and 37 % masters ◦ 4th: 75 % approaches standard on writing and 22% masters ◦ 5th: 86 % approaches standard on reading and 34% masters ◦ 5th: 93 % approaches standard on math and 39% masters ◦ 5th: 83% approaches standard on science and 39% masters ◦ All subjects: 82 % approach grade level standards ◦ 72% African American approach grade level standards ◦ 81% Hispanic approach grade level standards ◦ 93% White approach grade level standards ◦ 92% Asian approach grade level standards ◦ 61% Pacific Islander approach grade level standards ◦ 78% Economic Disadvantaged approach grade level standards ◦ 69% ELL approach grade level standards ◦ 27% GT Mastered All subjects 	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ◦ 3rd:85 % approaches standard on reading and 20 % masters ◦ 3rd: 93%approaches standard on math and 33 % masters ◦ 4th:80 % approaches standard on reading and 36% masters ◦ 4th:86 % approaches standard on math and 30 % masters ◦ 4th:68 % approaches standard on writing and 9% masters ◦ 5th: 89 % approaches standard on reading and 19% masters ◦ 5th:92 % approaches standard on math and 29% masters ◦ 5th: 88% approaches standard on science and 19% masters ◦ All subjects:84 % approach grade level standards ◦ 74% African American approach grade level standards ◦ 86% Hispanic approach grade level standards ◦ 88% White approach grade level standards ◦ 100% Asian approach grade level standards ◦ 80% Pacific Islander approach grade level standards ◦ 34% Special education approach grade level standards ◦ 82% Economic Disadvantaged approach grade level standards ◦ 85% ELL approach grade level standards ◦ 26% GT Mastered All subjects

Measures of Academic Progress (MAP) was given in grade kindergarten through fifth for both reading and math. Students in first and second grade struggle to meet growth expectations.

MAP data is as follows for MATH for all grade levels:

Grade	Mean RIT	Observed Growth	Projected Growth	Growth Index
K	159.7	23.6	19.8	1.47
1	176.8	17.2	19	-0.73
2	187.3	11.5	15.7	-1.53
3	206.8	15.4	13.3	0.97
4	218.1	13.0	12.0	0.87
5	225.7	11.6	10.3	0.56

MAP data is as follows for READING:

Grade	Mean RIT	Observed Growth	Projected Growth	Growth Index
K	158.3	16.2	17.0	-0.05
1	174.4	13.6	17.6	-1.69
2	185.2	9.9	14.7	-1.98
3	202.1	10.7	10.8	-0.30
4	208.2	5.7	8.2	-1.00
5	213.5	7.3	6.5	0.48

Our teachers and staff firmly believe in early intervention. Last year, the SBDM voted to fund seven additional instructional aides for students in first through fifth grade. To help our students emotionally and to self-regulate their behavior so that they may be more successful academically, we will fund the other .5 of a counselor to support students. This was decided by our SBDM committee.

We need to improve in the area of challenging all students to interact and think at high cognitive levels. In order to achieve this goal, we will assist teachers in aligning goals, targets, and tasks through work in PLCs and with our Momentum Plan for 2019-20. We saw an increase in Master's level of performance but all subgroups are not meeting expectations. A focus will be on English Language Learners, ELL students.

We will work to improve our reading achievement with difficult TEKS and to achieve this we will have instructional aides working in small groups with students in reading. Targeted instruction to improve students receiving special education services will be implemented. Our teachers will be a part of the Collaborative Teaching and coaching this year. One teachers in first through fifth grade will use this collaborative teaching model. Instructional supplies will be utilized to assist teachers in designing tasks aligned at high cognitive levels as well as foundation skills to ensure grade level proficiency in reading. Teachers will be provided professional development in Who Is Doing the Work, Assessment Capable Visible Learners, Better Learning Through Structured Teaching, and Empowering Writing. Our special education, 504, ELL, and at-risk students struggle to reach approaches grade level. As a result, targeted instruction is needed for all subgroups. Our gifted and ELL students are making gains through the effective use of RTI, small group instruction along with enrichment that is provided with flexible grouping.

Student Academic Achievement Strengths

Academic achievement has been a strength at Clifton Park for fifty-six years. Clifton Park earned 5 out of 6 Distinction Designations and met 100% of the System Safeguards in 2019 and received five out of six Designations were achieved.

Our students are above the district level in reading, math, writing, and science. Our Masters level has increased greatly in reading, writing, and science from the previous year. Science mastery level is above the district level but did decrease from 19% to 39%. Writing mastery level increased from 9% to 22%. Emphasis on vocabulary and comprehension will also be a focused in Language Arts. Balanced literacy would be implemented in all grade levels with a focus on next generation balanced literacy/guided reading in grades K-2.

Academic successes continue to be a strength at Clifton Park through focusing on student needs and expert instructional delivery.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on STAAR and MAPS data, ELL and at-risk students struggle to read and comprehend on grade level in all classrooms in grades 1-5. **Root Cause:** Balanced literacy, small group instruction, and the next generation balanced literacy is not consistently implemented in all classrooms.

Problem Statement 2: 2019 Writing scores on STAAR increased from 68% to 76% but 33% did not meet passing scores for written composition. **Root Cause:** There is no systematic approach to teaching written compositions in grades K-5.

Problem Statement 3: 2019 math STAAR results for all students achieving approaches, meets, and masters levels for third and fourth grade decreased, and ELL and special education student groups declined in one or more areas. **Root Cause:** Teachers need additional strategies to help our students comprehend word problems.

Problem Statement 4: In 2019, 27% of Gifted students mastered grade level standards in all subjects, a decrease from 28% in 2017; however, students were still above district level. **Root Cause:** Enrichment/differentiation has not been consistently implemented with fidelity across all grade levels.

Problem Statement 5: In 2019 reading STAAR results for all students approaches, meets, and masters level for third through fifth grade decreased in one or more areas. **Root Cause:** Teachers need more tools to help students to read and comprehend complex grade level text.

Problem Statement 6: In 2019, 83% approached grade level expectations on Science STAAR a decrease from 88% in 2018.. **Root Cause:** Emphasis on vocabulary and hands on experiences for science is not consistent in grades 1-5.

School Processes & Programs

School Processes & Programs Summary

Clifton Park Elementary School implements the TEKS Resource System. In addition to aligning all of our instruction with the TEKS Resources, Instructional Focus Document, and research-based best practices; our teachers implement 21st century learning skills through technology rich classrooms. Teachers implement balanced literacy in PK through third grade. Fourth and fifth grade language arts teachers are departmentalized and implement Comprehension at the Core and the Comprehension Toolkit. These are also used by kindergarten, first, second, and third grade teachers as well as balanced literacy. Our focus is on ensuring students can articulate learning goals and that the learning tasks are aligned with the instructional core. Grade levels use common formative and summative assessments and use the performance indicators. Teachers track student progress through the RTI process weekly. Instructional aides will be funded from Title 1 and SCE to work with students in grades first through fifth grade in small groups on language and math concepts to meet grade level proficiency in those content area.

We use our assessment data and the RTI process to help guide instruction in order that all students meet grade level proficiency. Our teachers are continually spiraling the curriculum in all academic areas. Collaborative planning in all grade levels occurs weekly with a focus on narrowing the gap between subgroups of students. We monitored over 150 students in academic RTI and over 50 students in behavior RTI with over 10 students needing academic and behavior RTI.

We use the Fountas and Pinnell Leveled Literacy Intervention system for kindergarten through fifth grade and the Moby Max program. Reports reveal high student use of these programs, and this in part, contributes to our academic successes.

The Response to Intervention process begins before a student is referred for special education and this committee meets monthly. At the beginning of school, classroom teachers receive a list of students already in the RTI process and review the information. The RTI coordinator reviews the different tiers, the teacher's role in RTI, and the purpose and function of the committee. This committee is made up of the classroom teacher, CIS, dyslexia teacher, counselor, ELL teacher and administrator. The special education teacher and diagnostician attend, when needed. The needs of our students who are identified as special education are addressed through inclusion, small group instruction, or one-on-one instruction with special education teacher/aide, as well as tutoring. The committee suggests interventions and makes recommendations after which a follow-up meeting is conducted. Multiple interventions are tried and documented before a student is referred for special education testing.

Teachers document using a computer generated system to keep notes for all students in interventions. This allows a student leaving or coming from another district school to move smoothly within the intervention system. The number of students identified as special education is low for a school our size. RTI meetings occur each month to track student progress. Many resources are given to students and teachers to strengthen our core curriculum. To build background knowledge, students in all grade levels go on at least one field trip per year. Temporary employees provide small group instruction/tutoring to those students during our response to intervention time. Instructional supplies are purchased for project based learning and to support our English Language Learners, ELL students. These students continue to struggle to

approach grade level expectations. Teachers work towards using a designated enrichment time to allow G/T students to master grade level standards. G/T students are clustered together to master grade level TEKS.

Providing teachers with the professional development needed helps retain quality staff. Due to seven teachers being new to our campus or the district, in August, our focus will be on differentiating our training for those new to our campus on implementing the Gradual Release of Responsibility (GRR) so all teachers will implement this in lesson plans submitted each week. The GRR model is consistently implemented in all classrooms with a focus on collaborative. Teachers are given professional development on challenging students to think at high cognitive levels, Webb's Depth of Knowledge, aligning tasks and targets, and unit mapping. Through our Internal Instructional Rounds data, our IR team discovered that students are improving on accountable talk moves but need to continue to implement these moves in all grade levels. There is also a need to increase the level of DOK tasks from DOK 2 to DOK 3. IR next level of work was to bring tasks to PLC and discover ways to increase the level of rigor. Last year, teachers received training on how to help students track their progress in reading, math, writing, and science. Our students are at the beginning phases of being able to track their own progress and still require significant support from their teachers. Our academic successes are supported and driven by specific professional development for teachers and instructional assistants. This year, we will be continuing Collaborative Teaching and hope to involve more grade levels. We hope to see positive benefits for students in all populations.

Professional Learning Communities are organized by grade level and meet twice a month. Each grade level has a common planning period, so on days they are not meeting as a PLC they are planning as teams. Every grade level has a one hour Response to Intervention block to allow for all interventions to take place at one time. Our focus will continue to be on Balanced Literacy and Assessment Capable Visible Learners with helping students track and monitor their progress.

Our schedule reflects the need for uninterrupted learning. PE/Music teachers have their conference period first to allow instruction to begin. First and second grade teachers have two uninterrupted hours for balanced literacy in the morning. Grades 3-5 have their conference time in the afternoon to allow for most of their core instruction in the morning as well. Prekindergarten and kindergarten are scheduled to have lunch last, around 12:00 to allow for most of their instruction in the morning.

Site-Based Decision Making committee meets seven times during the year and looks at planning, budgeting, curriculum, staffing patterns, staff development, and school organization. We get input from grade level teams as well as parent and community members through various surveys. Our school is organized to maximize student learning. Special events are not scheduled during core instruction time and are minimized throughout the school year. Many events are scheduled after 2:00 to protect instruction and intervention time. Our LEP students are below the district average as some are special education students. However, our fourth and fifth grade LEP and special education students are above the district level. Using staff, implementing collaborative teaching, and providing schedules to allow for effective implementation of grade level curriculum and personnel will help students approach grade level expectations.

Clifton Park has spent a large amount of resources on technology to engage our 21st century learners. Many resources have been spent on the latest technology to engage students in relevant activities to deepen their knowledge in order to achieve academic success. Teachers have access and use iPods, iPads, student response systems, Promethean Boards, mimeos, and mobile labs to help students interact with the curriculum in meaningful ways. We also have twelve teachers using iLearn in their classrooms. Teachers have implemented this

technology on a consistent basis to help achieve academic success. Clifton Park has a minimum of three desktop computers available in every classroom, plus two computer labs that students have access to daily. These desktops are all Macintosh platform and have math, reading, internet, and word processing applications. Both labs are used for classroom research, ST Math, intervention programs for math and reading, and teaching students technology skills needed as 21st century learners. These two labs are used from 8:15 a.m. to 3:15 p.m. every day. In addition to the desktop computers, there are several mobile labs containing a class set of MacBook laptops and Apple iPads. These mobile units are assigned to the third, fourth, and fifth grade classes as well as a grade level set of iPads. Primary teachers also have a set of four iPods with a variety of math and reading programs for student use. Nine classrooms have Promethean boards and four have mimeos for daily use. Document cameras are in every classroom and they connect to the teacher laptop to enhance the lessons.

Technology is used throughout the day, beginning with a campus-wide broadcast using UStream. This program is student-run and is played in every classroom. School information, student awards, staff and student birthdays, and other important information are broadcast daily. In the classroom, teachers use Promethean boards, mimeos, projectors, document cameras, desktop Macs, iPads, laptops, and iPods to enhance instruction. A half-time campus technologist is available to assist the teachers and students. A technology aide is available on a full-time basis to also assist. This year our campus has a full time librarian to support learning in the classroom and provide strategies to teachers that support and enrich balanced literacy.

The district holds a Technology Camp every summer where teachers can learn a variety of technology skills to include word processing, video-conferencing, iPad use, creating movies, web-based programs and a host of other applications. District workshops are held throughout the year by the technology department.

We continue to schedule the district initiative, ST math, using our two computer labs as well as iPads. Teachers struggle to make time in their schedule to come to the computer lab for project-based learning opportunities as documented in the attendance logs. Having a half time technologist allows implementation and support of project-based learning in our two computer labs. Professional development and training are needed to help teachers utilize the two computer labs.

School Processes & Programs Strengths

We use an effective Response to Intervention System that works as a team to assess student needs. We intervene early with our students and based on that information, the majority of our students were successful on all state assessments per grade level.

Having a viable curriculum, effective teachers providing expert instructional delivery, and an RTI process that looks at responding to individual student needs has resulted in high achievement results for our students. Common assessments/performance indicators are used in all grade levels.

We had one hundred and seventy students completed 100% of the syllabus in ST Math.
On STAAR, our students Met Standard.

Each year, many teachers contact Clifton Park seeking to transfer. The high number of teacher transfer and requests to teach at Clifton Park

are due to the supportive collaborative environment provided for all teachers. They also receive valuable professional development during PLC time and early out days.

Teachers will continue professional development on the effective use of GRR, Balanced Literacy, Rigorous Reading, Collaborative Teaching, Better Learning Through Structured Teaching and, Developing Assessment Capable Visible Learners.

We use our staff to provide professional development on days the district has designated for that purpose. This helps to build our teachers' capacity and leadership abilities. We have several teachers that are providing training at the district level. Having teachers providing expert instructional delivery in all classrooms who collaborate with their peers helps recruit teachers to Clifton Park. In August, several teachers are going to provide professional develop on effective balanced literacy and collaboratively, we will create a checklist of expectations in classrooms to document balanced literacy.

We will strengthen our Restorative Disciplines practices and train new staff members to these techniques and how to develop trusting relationships with students and their classmates using "restorative circles."

Providing our students the best teachers and staff to provide expert instructional delivery is our main goal to ensure long-term student academic success.

Program Strengths:

- One hour RtI block for teachers to work on targeted instruction for students identified as needing academic or behavioral interventions
- Frequent PLC opportunities for teachers to learn from each other and collaborate
- Teachers do not have to do morning duty; they are able to utilize this time for planning for their instructional day or communicating with parents

The technology strengths at Clifton Park are the following:

Teachers in all grade levels have access to many forms of technology to include iPods, iPads, student response systems, extra computers in the classroom, Promethean boards, mimeos, and mobile labs.

- Thirteen teachers in the primary grades have completed the iLearn iPad initiative training.
- There are numerous technology resources to meet the needs of the 21st Century Learner.
 - 3 Mac Book laptop carts with 22 units per cart
 - 14 Apple iPad carts with 20 units per cart
 - Cubes consisting of 10 ipads were placed in 6 locations
 - Average of 3 iMac desktops per classrooms
 - Two computer labs, one with 26 iMacs and one with 25 iMacs available daily
 - Document cameras in every room
 - Every classroom has a projector

- Teachers complete technology projects each nine weeks.
- Teachers use both labs daily

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students struggle to monitor and track their own academic progress independently with graphic organizers in student tracking folders. **Root Cause:** Teachers need professional development on how to provide students with the strategies or tools needed to track their own academic progress independently without all the teacher support.

Problem Statement 2: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content. **Root Cause:** The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.

Perceptions

Perceptions Summary

Having a strong school culture and climate has been a strength for fifty-five years. Clifton Park Elementary School is an exceptional campus that is well known for working collaboratively to create a sense of ownership and responsibility for student learning. This student centered environment is nurturing and supportive and provides a strong network of positive role-modeling. Clifton Park Elementary has a sense of family among its staff, students, family members, as well as the community. We have a rich history of academic excellence that continues today even with changing demographics. Parents love our school but due to working varied hours, our parents have difficulty finding time to volunteer and attend parenting events. This year we implemented the Watchdog program to get Dads more involved with our students. We do have parent meetings, and teachers have parents come into their rooms to learn how to work with their child. Our goal is that by having these sessions at different times during the day, our parents will be more able to attend in order to help their child be more successful.

The rate of attrition for staff is relatively low. The primary reason for resigning is moving or promotion. This is evidence that staff are happily employed at Clifton Park and that the morale and sense of well-being are high. We have depth in grade levels with teachers having fifteen plus years in first, third, fourth, and fifth grades as well as a mixture of new employees to balance best practices. Convocation will be a time to bond as a faculty.

Our counselors and assistant principals meet with parents to address behavior and academic needs as well as encouraging attendance to ensure students are making progress. Students receive monthly character lessons, and approximately 60 students who exemplify a specific character trait are celebrated at a monthly luncheon where their parents are invited to come to school to sit on the stage and eat with their student. We have community partners such as Chick-Fil-A who support our character trait program, Core Essentials. Names of students are posted on a bulletin board monthly to celebrate successes.

2018 had 401 discipline referrals with 64 repeat offenders for 15.96%. In 2019, there were 585 discipline referrals with 104 repeat offenders for an increase of 17.78%. This increase is due to the fact that many of these students were new to our campus. Seventeen students were placed at DAEP and of those nine students were new to Clifton Park and had a history of behavior concerns.

Our teachers use Restorative Discipline practices as well as the recovery room process from Love and Logic to give students an opportunity to regroup and return to class. Our next level of work is to help teachers with student behavior. Teachers continue to need professional development on Restorative Discipline and restorative conferences with students. Teachers were not consistent with implementation in grades PreK - 5. Some teachers struggle providing students opportunities to deal with their emotions/social needs while meeting academic standards. Professional development and strategies to help students will be given by guidance counselors to all staff. The counselors also intervene with behavior plans for students and consistently monitor these plans as well as behavior. We also have an effective RTI plan in place for behavior and use the RTI process for behavior tracking. Behavior plans are used if needed for students receiving special education and 504 services to address behavior. There has been an increase in behavior from special education and 504 students.

Overall, we believe monthly guidance lessons and implementation of monthly character lunches and programs like Student Council, yearbook, and clubs have helped give students positive reinforcement for good behavior and are motivators for such.

Assistant Principals and Counselors continue to work collaboratively to perform positive interventions and reduce discipline referrals. This partnership greatly contributes to students making better choices and keeps them in their classrooms learning. This year we will continue to provide support for teachers in their understanding Restorative practices and how they can help with our changing demographics and to strengthen relationships with all students. Due to the increase in behavior another full time counselor is needed to provide services to primary students.

Tardies continue to be a challenge; therefore we feel continued meetings with parents to assess what is causing attendance problems and trying to assist with situations could be helpful. Our counselor continues to provide additional support in this area as well.

We had seventeen students assigned to DAEP last year, an increase from twelve the year before. Nine of these seventeen students were new to Clifton Park and had numerous referrals from their previous campus. We work extensively with students and parents after the first two discipline referrals. At this point, students are formally monitored using behavior Rtl tracking. APs and counselors meet with parents and teachers to develop behavior plans (using BIPs if students are SPED or 504), so that every opportunity is taken to positively influence students' behaviors. To decrease discipline referrals and provide teachers with strategies for improved classroom behavior, professional development will continue to be given to all staff on Restorative Discipline.

CPES practices monthly safety lock downs, fire drills, tornado drills, etc. Parents often ask for ways to help their children at home. Parents of ELL students have expressed concern over struggling to help their children read on grade level, particularly if they themselves do not speak English.

The counselor provides monthly guidance lessons in every classroom and also responds to requests for extra guidance lessons to promote kindness, friendship, cooperation, etc. We had only two documented cases of bullying last year. Through communication and promoting a "no bully zone" policy and educating students and staff on the new David's Law, we are able to identify and respond to most students' peer situations before they escalate to bullying.

CPES also has a Student Council for 4th and 5th graders. This year we had 24 Student Council members. Criteria for membership is that students must: maintain an 75% or above in all subjects, have no discipline referrals and attend all STUCO functions and meetings.

Clubs were established with students selecting which club they wanted to attend. Choices included: cooking, chess, board games, kickball, yoga, dance, how-to, and sewing, just to name a few. Clubs were held the third Friday of each month starting at 1:30. We have increased the number of clubs and activities for students. Studies show that after school involvement increases student morale, attendance and grades as well as decreases attendance and discipline problems.

Students are aware of and adhere to the high standards set here at Clifton Park Elementary School. Our school motto is "learning is for everyone" and that is what we close our morning announcements with every day. Students work hard to meet academic and social standards set here. We believe that we are preparing students to be successful in the future as adults and that is achieved through good choices and

hard work. By continuing to focus on our needs, our goal will be to continue our rich history of academic excellence that Clifton Park has exhibited for fifty-four years. "Learning is for Everyone at Clifton Park," as our motto states.

Perceptions Strengths

Long history of excellence and tradition of success for students and staff

Increased number of clubs and activities for students

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

- Families indicate that staff members and families treat each other with respect (95% of students; 88% of parents).
- Parents, staff, and students indicate that the school is safe (92% of parents; 93% of students).
- School administrators are responsive when I have a complaint (89% of parents; 98% staff).
- Clifton Park encourages families to volunteer (92% of parents).
- Families are informed about school sponsored activities, such as tutoring, after school programs, and student performances (93% of parents, 98% of students).
- Staff members demonstrate respect for others regardless of their physical appearances (95% of parents, 91% of students).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many parents work and have difficulty finding time to volunteer until they see a need to help their child. **Root Cause:** Opportunities to volunteer and participate in ways other than being on campus are not consistently made available and communicated to parents.

Problem Statement 2: Restorative Discipline is not consistently implemented in all classrooms. **Root Cause:** Further professional development is needed on effective restorative discipline strategies.

Problem Statement 3: Parents of ELL students struggle to support their children at home as they work to read on grade level. **Root Cause:** Many parents of ELL students do not speak the English language fluently.

Priority Problem Statements

Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum.

Root Cause 1: Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Fifty-two students are identified as behavior RTI an increase from 27 students last year.

Root Cause 2: The lack of self-regulation causes students to be unsuccessful in grade level content because of time not in the general education classroom.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2019 Writing scores on STAAR increased from 68% to 76% but 33% did not meet passing scores for written composition.

Root Cause 3: There is no systematic approach to teaching written compositions in grades K-5.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Based on STAAR and MAPS data, ELL and at-risk students struggle to read and comprehend on grade level in all classrooms in grades 1-5.

Root Cause 4: Balanced literacy, small group instruction, and the next generation balanced literacy is not consistently implemented in all classrooms.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: 2019 math STAAR results for all students achieving approaches, meets, and masters levels for third and fourth grade decreased, and ELL and special education student groups declined in one or more areas.

Root Cause 5: Teachers need additional strategies to help our students comprehend word problems.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: In 2019, 27% of Gifted students mastered grade level standards in all subjects, a decrease from 28% in 2017; however, students were still above district level.

Root Cause 6: Enrichment/differentiation has not been consistently implemented with fidelity across all grade levels.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: In 2019, 83% approached grade level expectations on Science STAAR a decrease from 88% in 2018..

Root Cause 7: Emphasis on vocabulary and hands on experiences for science is not consistent in grades 1-5.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content.

Root Cause 8: The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Many parents work and have difficulty finding time to volunteer until they see a need to help their child.

Root Cause 9: Opportunities to volunteer and participate in ways other than being on campus are not consistently made available and communicated to parents.

Problem Statement 9 Areas: Perceptions

Problem Statement 11: Restorative Discipline is not consistently implemented in all classrooms.

Root Cause 11: Further professional development is needed on effective restorative discipline strategies.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Parents of ELL students struggle to support their children at home as they work to read on grade level.

Root Cause 12: Many parents of ELL students do not speak the English language fluently.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: In 2019 reading STAAR results for all students approaches, meets, and masters level for third through fifth grade decreased in one or more areas.

Root Cause 13: Teachers need more tools to help students to read and comprehend complex grade level text.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: Students struggle with understanding how to comprehend text in reading, math, and science.

Root Cause 14: Teachers need strategies to help students break apart text and math/science tasks through PLC learning.

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

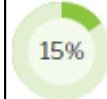
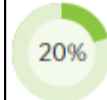
Revised/Approved: August 28, 2019









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 88% of Clifton Park students will approach grade level standards by the end of the 2019-20 school year which is an increase from 83% in 2019.

Evaluation Data Source(s) 1: Reading STAAR results , MAP data, and CUAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 the Responsive Literacy Teaching model to strengthen phonemic awareness, vocabulary, and comprehension. Emphasis will be placed on utilizing reading skills across the content areas. Online programs will support literacy.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Assistant Principal/CIS/Principal	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.				
				Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - ESEA, Title I Part A - 123164.75, 166 - State Comp Ed - 44735.00			
2) 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.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	ELL teacher/CIS	STAAR results MAPS TELPAS				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 165/ES0 - ELL - 3748.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 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.	2.4, 2.4, 2.5, 2.5, 2.6	CIS/ GT teachers	TPSP project STAAR Level III MAP				
	Problem Statements: Student Academic Achievement 4						
4) 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.	2.4, 2.5, 2.6	Principal/ AP	TRS assessments/MAP STAAR results				
	Problem Statements: Demographics 1 Funding Sources: 211 - ESEA, Title I Part A - 2530.00						
5) Provide teachers professional development on research-based strategies to help students comprehend text and diagnose reading deficiencies. Classroom teachers will be provided Professional Development on Rigorous Reading and share strategies that they will implement to help at-risk students increase reading fluency and comprehension needed to meet grade level expectations. Professional development on Developing Assessment Capable Visible Learners and Who Is Doing the Work will provide students opportunity to be more aware of their own learning and how to monitor their progress to help them achieve growth in reading.	2.4, 2.5, 2.6, 2.6	CIS	MAPS scores Reading levels/ Fountas and Pinnell STAAR reading				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 0.00						
6) 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 for all students.	2.4, 2.4, 2.5, 2.6, 2.6	Classroom teachers	MAP Data, STAAR				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 0.00						
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Performance Objective 1 Problem Statements:



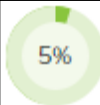




Demographics
Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum. Root Cause 1: Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.
Student Academic Achievement
Problem Statement 1: Based on STAAR and MAPS data, ELL and at-risk students struggle to read and comprehend on grade level in all classrooms in grades 1-5. Root Cause 1: Balanced literacy, small group instruction, and the next generation balanced literacy is not consistently implemented in all classrooms.
Problem Statement 4: In 2019, 27% of Gifted students mastered grade level standards in all subjects, a decrease from 28% in 2017; however, students were still above district level. Root Cause 4: Enrichment/differentiation has not been consistently implemented with fidelity across all grade levels.
Problem Statement 5: In 2019 reading STAAR results for all students approaches, meets, and masters level for third through fifth grade decreased in one or more areas. Root Cause 5: Teachers need more tools to help students to read and comprehend complex grade level text.

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 92 % of all students will approach grade level standards set by the Texas Education Agency by the end of 2019-20 school year which is an increase from 85% in 2019.

Evaluation Data Source(s) 2: Math STAAR results , MAP results, and CUAs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To improve math achievement, students will be provided academic support through small group instruction with hands-on experiences to embed math concepts where students struggle to achieve grade level standards.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Teacher leaders/CIS	End of 9 weeks math assessments MAP, math benchmarks for grades 3-5, STAAR math results				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - ESEA, Title I Part A - 30781.00, 166 - State Comp Ed - 2110.00						
2) To increase achievement for special education students in math, collaborative teaching strategies will be implemented in grades 3-5.	2.4, 2.5, 2.6, 2.6	Special Ed Teacher/Assistant Principal	Growth in MAPS math and met projected growth on STAAR				
	Problem Statements: Demographics 1 - Student Academic Achievement 3						
3) To help students comprehend math word problems, math teachers will be provided professional development on Building Mathematical Comprehension.	2.4, 2.5, 2.6	CIS	Increased ability to solve complex math problems. Increased STAAR, MAP, and CUA performance.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - ESEA, Title I Part A - 0.00						
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum. Root Cause 1: Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.

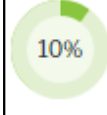




Student Academic Achievement
Problem Statement 3: 2019 math STAAR results for all students achieving approaches, meets, and masters levels for third and fourth grade decreased, and ELL and special education student groups declined in one or more areas. Root Cause 3: Teachers need additional strategies to help our students comprehend word problems.

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 92% of fifth grade students will approach the performance expectations, set by the Texas Education Agency by the end of the 2019-20 school year on STAAR which is an increase from 83% in 2019.

Evaluation Data Source(s) 3: STAAR science results, MAP results, CUAs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To continue to improve science achievement and instruction, students will be provided hands-on experiences 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.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	CIS	TRS Unit assessments STAAR science results				
Problem Statements: Student Academic Achievement 6 Funding Sources: 177 - Gifted/Talented - 1090.00, 166 - State Comp Ed - 5783.00, 211 - ESEA, Title I Part A - 92.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:









Student Academic Achievement
Problem Statement 6: In 2019, 83% approached grade level expectations on Science STAAR a decrease from 88% in 2018.. Root Cause 6: Emphasis on vocabulary and hands on experiences for science is not consistent in grades 1-5.

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 2019-20 school year which is an increase from 76%.

Evaluation Data Source(s) 4: STAAR results, MAP results, CUAs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4, 2.4, 2.5, 2.6, 2.6	Principal, CIS, Vertical Writing team	Revising and editing assessments each nine weeks/compositions				
Problem Statements: Student Academic Achievement 2							
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	2.4, 2.4, 2.5, 2.6, 2.6	CIS/Principal	Increased performance in written compositions				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 166 - State Comp Ed - 595.00							
3) To increase achievement in written compositions, instruction will be provided in small groups by teachers trained in Empowering Writing and Writer' Workshop model.	2.4, 2.4, 2.5, 2.6, 2.6	Principal/Assistant Principal	Increased performance in written compositions and correct use of conventions.				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 166 - State Comp Ed - 6000.00, 211 - ESEA, Title I Part A - 6344.00							
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.	2.4, 2.4, 2.5, 2.6, 2.6	Principal/Assistant Principal/CIS	Increased performance in written compositions				
Problem Statements: Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement



Problem Statement 2: 2019 Writing scores on STAAR increased from 68% to 76% but 33% did not meet passing scores for written composition. Root Cause 2: There is no systematic approach to teaching written compositions in grades K-5.
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Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: By the end of 2019-2020 school year, 100% of all professional staff members will attend monthly Professional Learning Communities, Vertical Alignment Team Meetings, and Professional Development on Rigorous Reading, Who Is Doing the Work, Developing Assessment Capable Visible Learners, and our Essential Questions in our Momentum Plan.

Evaluation Data Source(s) 1: STAAR results/Universal Screening
PLC Agenda

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To recruit, develop, and retain a highly effective staff who proactively engage students, 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. Students will learn to track and monitor their progress towards their learning goals through a book study of Who Is Doing the Work.	2.4, 2.5, 2.6, 2.6	CIS/Principal/Team Leaders	Survey teachers Walk Through documentation PLC/Instructional Rounds data				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - ESEA, Title I Part A - 0.00							
2) A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district-wide problem of practice. The focus of Clifton Park's momentum plan learning this year will be on all students interacting at high cognitive levels with a task that is tightly aligned to the learning target and evidence that all students are engaged in rigorous learning through the gradual release of responsibility instructional model. Teachers will learn how to develop assessment capable learners and how to help students monitor their progress in learning.	2.4, 2.4, 2.6	Principal/Assistant Principal/CIS	PDAS Walk through documentation Campus Instructional Round documentation				
Problem Statements: Demographics 2 - School Processes & Programs 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) In addition to district sponsored Instructional Rounds, the campus leadership team and the trained cadre of teacher leaders will lead at least one internal round each semester that will focus on our district problem of practice and essential questions identified in our campus momentum plan.	2.4, 2.4, 2.6	Principal/AP	Common practices vertically among all teachers and evidence of students success in monitoring their progress in learning through MAPS/STAAR data.				
	Problem Statements: Demographics 1, 2						
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Performance Objective 1 Problem Statements:

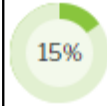
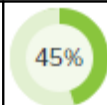
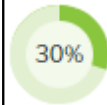


Staff Quality, Recruitment, and Retention
Problem Statement 1: Students struggle with understanding how to comprehend text in reading, math, and science. Root Cause 1: Teachers need strategies to help students break apart text and math/science tasks through PLC learning.
Demographics
Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum. Root Cause 1: Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.
Problem Statement 2: Fifty-two students are identified as behavior RTI an increase from 27 students last year. Root Cause 2: The lack of self-regulation causes students to be unsuccessful in grade level content because of time not in the general education classroom.
School Processes & Programs
Problem Statement 2: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content. Root Cause 2: The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.









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 2019-2020 school year.

Evaluation Data Source(s) 1: Parent totals at parenting/school events.
Attendance summary.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	3.1, 3.1, 3.2, 3.2	Counselors	Survey results				
Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2181.00							
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.	3.1, 3.1, 3.2, 3.2	Linda Gardner/Genna Vivona	Survey from volunteers Parenting numbers				
Problem Statements: Demographics 2							
3) To increase parental involvement and support students in the classroom, along with providing male role models for our students, all teachers and parents will be trained in the Watchdogs program. (Dads of Great Students)	2.5, 3.1, 3.2, 3.2	Counselor	Decreased discipline referrals and bullying incidents.				
Problem Statements: Perceptions 1, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Multiple opportunities will be provided teachers and parents in professional development and mentoring to help our students socially and emotionally led by our counselors.	3.1, 3.2	Counselors	Increased parent involvement and decrease number of discipline referrals				
	Problem Statements: School Processes & Programs 2 - Perceptions 1						
5) 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.	2.5, 3.2	ESL teacher Administrators	Increased parent involvement . Increased student achievement as a result of building parents' capacity to help their children with academics at home and at school.				
	Problem Statements: Student Academic Achievement 1 - Perceptions 3 Funding Sources: 263 - ESEA, Title III Part A - 1290.30						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Fifty-two students are identified as behavior RTI an increase from 27 students last year. Root Cause 2: The lack of self-regulation causes students to be unsuccessful in grade level content because of time not in the general education classroom.
Student Academic Achievement
Problem Statement 1: Based on STAAR and MAPS data, ELL and at-risk students struggle to read and comprehend on grade level in all classrooms in grades 1-5. Root Cause 1: Balanced literacy, small group instruction, and the next generation balanced literacy is not consistently implemented in all classrooms.
School Processes & Programs
Problem Statement 2: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content. Root Cause 2: The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.
Perceptions
Problem Statement 1: Many parents work and have difficulty finding time to volunteer until they see a need to help their child. Root Cause 1: Opportunities to volunteer and participate in ways other than being on campus are not consistently made available and communicated to parents.

Perceptions



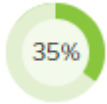
Problem Statement 3: Parents of ELL students struggle to support their children at home as they work to read on grade level. **Root Cause 3:** Many parents of ELL students do not speak the English language fluently.






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 2020, 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 Source(s) 1: Discipline referral reports monthly

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be provided professional development on Restorative Discipline processes and procedures to be used as a tool along with Love and Logic 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.	2.4, 2.5, 2.6, 2.6	Counselors	Monthly sign in sheets of parent attendance Discipline referrals				
	Problem Statements: Perceptions 2 Funding Sources: 211 - ESEA, Title I Part A - 34379.57						
2) Restorative Discipline will be implemented in every classroom as evidence from observations from counselors/administration.	2.4, 2.6, 2.6	Principal/Assistant Principal	Decreased discipline referrals and number of students placed at DAEP.				
	Problem Statements: Perceptions 2						
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, gardening, science club, and reading book club. These clubs will motivate students to exhibit good behavior and self-regulation so that they can participate in monthly clubs.		CIS	Decreased number of discipline referrals each month as shown in the discipline report.				
	Problem Statements: School Processes & Programs 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		PE teachers	Decreased number of discipline referrals and walk through observations of teamwork skills in PE.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 2: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content. Root Cause 2: The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.
Perceptions
Problem Statement 2: Restorative Discipline is not consistently implemented in all classrooms. Root Cause 2: Further professional development is needed on effective restorative discipline strategies.

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 2019-2020 school year, Clifton Park will effectively manage resources and operations 100% of the time so that student and staff learning are maximized.

Evaluation Data Source(s) 1: Expenditures are reconciled in TEAMS and all monies are spent according to spending deadlines.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4, 2.5, 2.6	Principal/Assistant Principal/CIS	Survey of effectiveness of PLC				
Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 2							
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.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Survey of effectiveness				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 6 - School Processes & Programs 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students identified as special education struggle with making sufficient progress in grade level curriculum. Root Cause 1: Collaborative teaching and small group instruction with differentiated materials is not implemented in all grade levels.
Problem Statement 2: Fifty-two students are identified as behavior RTI an increase from 27 students last year. Root Cause 2: The lack of self-regulation causes students to be unsuccessful in grade level content because of time not in the general education classroom.

Student Academic Achievement

Problem Statement 1: Based on STAAR and MAPS data, ELL and at-risk students struggle to read and comprehend on grade level in all classrooms in grades 1-5. **Root Cause 1:** Balanced literacy, small group instruction, and the next generation balanced literacy is not consistently implemented in all classrooms.

Problem Statement 2: 2019 Writing scores on STAAR increased from 68% to 76% but 33% did not meet passing scores for written composition. **Root Cause 2:** There is no systematic approach to teaching written compositions in grades K-5.

Problem Statement 3: 2019 math STAAR results for all students achieving approaches, meets, and masters levels for third and fourth grade decreased, and ELL and special education student groups declined in one or more areas. **Root Cause 3:** Teachers need additional strategies to help our students comprehend word problems.

Problem Statement 4: In 2019, 27% of Gifted students mastered grade level standards in all subjects, a decrease from 28% in 2017; however, students were still above district level. **Root Cause 4:** Enrichment/differentiation has not been consistently implemented with fidelity across all grade levels.

Problem Statement 6: In 2019, 83% approached grade level expectations on Science STAAR a decrease from 88% in 2018.. **Root Cause 6:** Emphasis on vocabulary and hands on experiences for science is not consistent in grades 1-5.

School Processes & Programs

Problem Statement 2: With over 50 students in behavior RTI, student struggle to self-regulate their behavior to have the motivation to be successful with grade level content. **Root Cause 2:** The high mobility rate of students contributes to gaps in learning the grade level content. Strategies are needed to quickly assess and identify learning gaps in students who are new to the campus so that appropriate interventions can be implemented in a timely manner.

Perceptions

Problem Statement 2: Restorative Discipline is not consistently implemented in all classrooms. **Root Cause 2:** Further professional development is needed on effective restorative discipline strategies.

State Compensatory

Personnel for Clifton Park Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Castelan, Rocio	Aide PCN 22131	Gr.3	1.0
Gonzales, Juana	Aide PCN 22130	Gr 1/2	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. We analyze end of the year universal screening results and STAAR scores. In addition, we use an online survey to ask parents and students for feedback about various programs and procedures on our campus. We look at attendance rates, grade level retention rates, number of discipline referrals, and multiple measures of data like CIRCLE, MAPS, STAAR, and TELPAS. Star chart data helps us determine how technology is used on campus. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM and Leadership team reviews the CNA and develops problem statements and root causes to address areas of concern on campus based on SBDM, parent and family members, and leadership team members.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee and Leadership team members. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, three parents of students who are currently enrolled in our school, a community representative, two business representatives, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM and Leadership team members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM and Leadership team members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met. All information is documented in Plan 4 Learning after our meetings.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5.

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Every February, all parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. This group recommends changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting, both documents are ready to be included in the parent handbook for the next school year. They are then posted on the campus website at the very beginning of the new school year. We also distribute the parent and family engagement policy at Meet the Teacher night in August. The home-school compact is discussed and signed during parent-teacher conferences that are held during the first nine weeks of school.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We hold events in the early afternoon, evenings, and mornings. We also include questions in our annual parent and family member survey as to what times are most convenient for them to attend activities. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates. Messages are sent to parents of these meeting in a flyer and a Blackboard Connect email and phone message prior to the meetings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Acosta, Jennifer	Aide PCN 18308	Gr. 5, E: 8/22/19	.5
Acosta, Jennifer	Aide PCN 18308	B: 8/29/19	1.0
Acosta, Jennifer	Aide PCN 22803	E: 8/28/19	1.0
Arellano, Yvonne	Aide PCN 19925	Gr. 2, B: 8/29/19	1.0
Castellanos, Magaly	Aide PCN 19925	E: 8/28/19	1.0
Chitty, Alicia	Counselor PCN 22781	Counselor	.5
McKinniss, Brynn	Aide PCN 22956	B: 10-3-19	.5
Moultrie, Shannon	Aide PCN 19526	4th grade	1.0
Reyes, Diana	Aide PCN 21757	Gr. 3	1.0
Torres, Janey	Aide PCN 21776	Grade 1	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Catherine Snyder	Principal
CIS	Carla Whitaker	CIS
Classroom Teacher	Jamie Beaver	PreK teacher
Classroom Teacher	Tonia Cockrell	1st grade teacher
Classroom Teacher	Bianca Hof	2nd grade teacher
Classroom Teacher	Colleen Zepeda	3rd grade teacher
Classroom Teacher	Beverly Tucker	4th grade teacher
Classroom Teacher	Kathy Adams	5th grade teacher
Classroom Teacher	Shannon Gallinger	Special Programs
Classroom Teacher	Virginia McKellar	Special Education teacher
District-level Professional	Joyce Hodson	District Representative
Parent	Robert/Adrienne Jackson	Parent
Business Representative	Sabine Johnson	Business Representative
Classroom Teacher	Alisha Norman	Kindergarten teacher
Community Representative	Beth Matkin	Community Representative

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Field based instruction for at-risk students to Bob Bullock and Capital.	166.11.6494.00.102.30.AR0	\$2,000.00
1	1	1	Instructional aides (one for 1st and one for 2 rd grade)	166.11.6129.00.102.30.AR0	\$39,990.00
1	1	1	Online service: Moby Max	166.11.6299.OL.102.30.AR0	\$2,745.00
1	1	1	Instructional supplies for balanced literacy	166.11.6399.00.102.30.AR0	\$0.00
1	1	1	Tutor for at-risk students in reading	166.11.6125.CA.102.30.AR0	\$0.00
1	2	1	ipads for math	166.11.6398.00.102.30.AR0	\$2,110.00
1	3	1	Field Based Instruction to Support Science TEKS- Junior Livestock Show, Cameron Park Zoo, Inner Space Caverns, GIS Day, Mayborn Planetarium, Sweet Eats Farms, Peaceable Kingdom	166.11.6494.00.102.30.AR0	\$5,783.00
1	4	2	Ink cartridges	166.11.6399.00.102.30.AR0	\$595.00
1	4	3	Temporary Employee to Tutor in Writing	166.11.6125.CA.102.30.AR0	\$6,000.00
Sub-Total					\$59,223.00
Budgeted Fund Source Amount					\$59,220.00
+/- Difference					\$-3.00
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading materials for ELL students	165.11.6329.00.102.25.ES0	\$0.00
1	1	2	Supplemental Balanced Literacy supplies for ELL students	165.11.6399.00.102.25.ES0	\$363.00
1	1	2	Pebble Go and Brain Pop software for ELL students	165.11.6299.OL.102.25.ES0	\$1,210.00
1	1	2	Tutoring for ELL students	165.11.6125.CA.102.25.ES0	\$0.00
1	1	2	ipads for ELL students	165.11.6398.00.102.25.ES0	\$1,790.00

165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ipad cases for ELL students	165.11.6399.00.102.25.ES0	\$385.00
Sub-Total					\$3,748.00
Budgeted Fund Source Amount					\$3,748.50
+/- Difference					\$0.50
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Science Supplies for hands-on experiences: Ozbots	177.11.6395.00.102.21.000	\$490.00
1	3	1	Life Cycle Creatures	177.11.6399.00.102.21.000	\$600.00
Sub-Total					\$1,090.00
Budgeted Fund Source Amount					\$1,099.70
+/- Difference					\$9.70
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Aide to serve 5th grade students	211.11.6129.00.102.30.000	\$23,156.00
1	1	1	Leveled readers for students	211.11.6329.00.102.30.000	\$3,850.00
1	1	1	Supplemental reading materials	211.11.6329.00.102.30.000	\$0.00
1	1	1	Aide to serve students in grade 1	211.11.6129.00.102.30.000	\$25,770.00
1	1	1	Aide to serve students in grade 2	211.11.6129.00.102.30.000	\$22,612.00
1	1	1	Aide to serve students in grade 3	211.11.6129.00.102.30.000	\$23,096.00
1	1	1	Aide for at risk students in grade 4	211.11.6129.00.102.30.000	\$24,680.75
1	1	1	Tutor for at risk students	211.11.6118.CA.102.30.000	\$0.00
1	1	1	Instructional supplies for next generation balanced literacy	211.11.6399.00.102.30.000	\$0.00
1	1	4	supplies for collaborative teaching	211.11.6399.00.102.30.000	\$0.00
1	1	4	Projector for small group instruction	211.11.6398.00.102.30.000	\$1,098.00
1	1	4	IPads for special ed students	211.11.6398.00.102.30.000	\$1,432.00

211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	books for teachers	211.13.6329.00.102.30.000	\$0.00
1	1	6	Student reading materials to build vocabulary, fluency and comprehension	211.11.6329.00.102.30.000	\$0.00
1	2	1	Instructional supplies for hands on math instruction	211.11.6399.00.102.30.000	\$1,435.00
1	2	1	Online subscription- Brain Pop,	211.11.6299.OL.102.30.000	\$1,700.00
1	2	1	IPads for math	211.11.6398.00.102.30.000	\$14,120.00
1	2	1	headphones for math	211.11.6399.00.102.30.000	\$0.00
1	2	1	IPad cases	211.11.6399.00.102.30.000	\$2,078.00
1	2	1	IPad cart	211.11.6394.00.102.30.000	\$1,448.00
1	2	1	.5 instructional aide for math	211.11.6129.00.102.30.000	\$10,000.00
1	2	3	Building Mathematical Comprehension Book for PD	211.13.6329.00.102.30.000	\$0.00
1	3	1	Learning A-Z License	211.11.6299.OL.102.30.000	\$92.00
1	4	3	Instructional supplies for Writer's Workshop	211.11.6399.00.102.30.000	\$344.00
1	4	3	Supplemental Pay for Writing Tutoring	211.11.6118.CA.102.30.000	\$0.00
1	4	3	supplemental pay - temp employee	211.11.6125.CA.102.30.000	\$6,000.00
2	1	1	Reading Materials for teachers to use in PLCs	211.13.6329.00.102.30.000	\$0.00
4	1	1	Restorative Discipline books for teachers	211.13.6329.00.102.30.000	\$0.00
4	1	1	Salary and benefits for a .5 counselor	211.31.6119.00.102.30.000	\$34,379.57
Sub-Total					\$197,291.32
Budgeted Fund Source Amount					\$197,987.40
+/- Difference					\$696.08
211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplemental supplies for parent classes and events	211.61.6399.00.102.24.PAR	\$1,500.00
3	1	1	Water, coffee, lemonade and light snacks for parenting events	211.61.6499.00.102.24.PAR	\$100.00

211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Reading materials-parents	211.61.6329.00.102.24.PAR	\$581.00
Sub-Total					\$2,181.00
Budgeted Fund Source Amount					\$2,181.00
+/- Difference					\$0
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Supplies for ELL parent literacy training/event	263.61.6399.LE.102.25.000	\$500.00
3	1	5	Reading materials for parents of ELL students	263.61.6329.LE.102.25.000	\$690.30
3	1	5	Refreshments for ELL parent events	263.61.6499.LE.102.25.000	\$100.00
Sub-Total					\$1,290.30
Budgeted Fund Source Amount					\$1,290.30
+/- Difference					\$0
Grand Total					\$264,823.62