

# **Killeen Independent School District**

## **Clifton Park Elementary School**

**2024-2025**



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# Comprehensive Needs Assessment

Revised/Approved: July 31, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Clifton Park is a diverse, very large school that has a lot of personality! We are the jaguars, and we work hard to develop a growth mindset in our staff and students.

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

Clifton Park has a diverse and large student population. At our highest enrollment, in December of 2022, we had 1036 students in Pre-K through fifth grades; last fall, we began the year with 992. Since that point, we have experienced a steady decline; on the last day of school, we had 964 students enrolled. With the district's staffing policy of assigning staff based on enrollment at or above 1000 students, this new number could negatively impact the number of professional support personnel on campus to meet the needs of students. We stand to lose an Assistant Principal position, a Counselor position, a full CIC position, and possibly teachers if our enrollment continues to decline.

Our number of students served by the special education department has grown. Nearly 23% of our students last year had an IEP (Individualized Education Plan); 88 students receive their FAPE in either the SKILLS or CASTLE 3 self-contained classroom. Seven self-contained classrooms serve these students, and 19 staff members help to meet their daily needs. CASTLE 3 is a unique SPED program (only one in elementary in the district) and our staff sometimes struggles to meet the needs to their students. Our SPED identified students struggle to meet grade level standards, and finding teachers certified to teach SPED in Texas has become increasingly difficult. Last year we had long term subs in two of the 10 teaching positions, which was a challenge; one was in a SKILLS K-1 classroom with 22 significantly disabled students.

Clifton Park's mobility rate last year was 30.52%, which was higher than the district's rate of 24%. Several of our new students came from other states; in the spring, approximately 70 out of 964 students were new to the state. In addition, 47% of our students are identified as being at-risk of dropping out of school early. With our high mobility rate and nearly half of the student population identifying as at-risk, additional support and interventions will be needed to close learning gaps. An At-Risk interventionist has been allocated to us by the district to support students during the intervention block, giving us a total of 3 interventionists.

### CLIFTON PARK ENROLLMENT:

	EE	P3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total	Percent
Enrollment	0	0	84	145	164	158	150	117	146	0	0	0	0	0	0	0	964	2.26%
<b>Federal Ethnicity</b>																		
Hispanic	0	0	28	52	48	52	53	39	40	0	0	0	0	0	0	0	312	32.37%
Indian	0	0	0	1	1	2	1	0	2	0	0	0	0	0	0	0	7	0.73%
Asian	0	0	2	3	2	1	3	3	3	0	0	0	0	0	0	0	17	1.76%
Black	0	0	33	50	58	67	54	41	61	0	0	0	0	0	0	0	364	37.76%
Pacific Islander	0	0	1	2	3	4	5	5	2	0	0	0	0	0	0	0	22	2.28%
White	0	0	8	22	29	16	19	12	29	0	0	0	0	0	0	0	135	14.00%
Two or More Races	0	0	12	15	23	16	15	17	9	0	0	0	0	0	0	0	107	11.10%

	0	0	12	15	23	25	28	31	33	33	0	0	0	0	0	0	0	0	
<b>Gender</b>																			
Male	0	0	45	76	86	85	74	56	78	0	0	0	0	0	0	0	0	500	51.87%
Female	0	0	39	69	78	73	76	61	68	0	0	0	0	0	0	0	0	464	48.13%
<b>Federal Employee</b>																			
Military Connected	0	0	19	30	33	46	28	32	33	0	0	0	0	0	0	0	0	221	22.93%
<b>Federal Program</b>																			
504	0	0	3	3	10	7	14	4	11	0	0	0	0	0	0	0	0	52	5.39%
At-Risk (state)	0	0	64	38	72	79	77	56	66	0	0	0	0	0	0	0	0	452	46.89%
Dyslexia	0	0	0	0	16	15	18	13	13	0	0	0	0	0	0	0	0	75	7.78%
Homeless	0	0	5	3	3	1	3	2	4	0	0	0	0	0	0	0	0	21	2.18%
Unaccomp Youth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Immigrant	0	0	0	2	2	6	1	0	1	0	0	0	0	0	0	0	0	12	1.24%
LEP (EL)	0	0	8	15	10	15	24	13	10	0	0	0	0	0	0	0	0	95	9.85%
ALC	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.10%
BIL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Denial	0	0	0	1	1	1	3	1	0	0	0	0	0	0	0	0	0	7	0.73%
ESL	0	0	8	13	9	14	21	12	10	0	0	0	0	0	0	0	0	87	9.02%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Title I	0	0	84	145	164	158	150	117	146	0	0	0	0	0	0	0	0	964	100.00%
<b>Other</b>																			
Free/Reduced	0	0	74	129	142	143	131	103	123	0	0	0	0	0	0	0	0	845	87.66%
TAG	0	0	0	0	3	2	6	3	8	0	0	0	0	0	0	0	0	22	2.28%
<b>Special Ed</b>																			
Special Ed	0	0	10	26	51	45	46	42	40	0	0	0	0	0	0	0	0	260	26.97%
No Setting	0	0	6	9	6	4	1	5	0	0	0	0	0	0	0	0	0	31	3.22%
Homebound	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hospital Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
VAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
State Living Ctr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
MainStream	0	0	3	5	5	6	9	2	7	0	0	0	0	0	0	0	0	37	3.84%
Resource	0	0	0	0	27	16	19	21	20	0	0	0	0	0	0	0	0	103	10.68%
Self-Contained	0	0	1	12	13	19	17	14	13	0	0	0	0	0	0	0	0	89	9.23%
Full Day EC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Residential	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Off Home Camp	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Speech	0	0	9	25	26	28	23	22	16	0	0	0	0	0	0	0	0	149	15.46%

# Student Success

## Student Success Summary

Goal 1.1 Pathways for ALL students to build connections.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

Clifton Park has a large and very diverse student population. Just over 87% are economically disadvantaged, and 47% are designated as At-Risk. Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. Our teachers work hard to provide safe, organized, print-rich classrooms that encourage students to take academic and social risks, which often results in their ability to build strong connections to school and a foundation for future learning.

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

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

Kindergarten - 61%

First Grade - 49%

Second Grade - 56%

Third Grade - 56%

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

Grade level retention rates are as follows:

First grade - 27 out of 151 students; 17% retained

Second grade - 27 out of 141 students; 19% retained

Third grade - 31 out of 128 students; 24% retained

Fourth grade - 19 out of 88 students; 22% retained

Fifth grade - 35 out of 130 students; 27% retained

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

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

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

Preliminary STAAR results were concerning in all grade levels.

				STAAR 23-24					
Grade 3 Reading									
		Did Not Meet		Approaches or Above		Meets or Above		Masters	
		2023	2024	2023	2024	2023	2024	2023	2024
District		24%	24%	76%	76%	40%	47%	11%	18%
Region		25%	27%	75%	73%	47%	45%	16%	17%
State		24%	25%	76%	75%	50%	49%	20%	21%
CLIFTON PARK EL		27%	26%	73%	74%	37%	48%	10%	16%
Grade 4 Reading									
		Did Not Meet		Approaches or Above		Meets or Above		Masters	
		2023	2024	2023	2024	2023	2024	2023	2024
District		21%	18%	79%	82%	44%	45%	16%	17%
Region		23%	20%	77%	80%	44%	45%	17%	17%
State		23%	19%	77%	81%	48%	51%	22%	23%

			STAAR 23-24					
CLIFTON PARK EL	26%	18%	74%	82%	40%	31%	10%	9%
	<b>Grade 5 Reading</b>							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Region	20%	23%	80%	77%	53%	50%	24%	24%
State	29%	22%	81%	78%	57%	54%	28%	29%
CLIFTON PARK EL	21%	26%	79%	74%	50%	44%	21%	18%

<b>Spring 2024 3-8 Results</b>								
	<b>Grade 3 Math</b>							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
CLIFTON PARK EL	28%	32%	71%	68%	40%	40%	10%	11%
	<b>Grade 4 Math</b>							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%

Spring 2024 3-8 Results								
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	48%	45%	22%	21%
CLIFTON PARK EL	33%	45%	67%	55%	36%	27%	12%	13%
	<b>Grade 5 Math</b>							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	19%
CLIFTON PARK EL	29%	33%	71%	67%	33%	36%	10%	9%

Spring 2024 3-8 Results									
	<b>Science</b>								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
Grade 5 Science	41%	53%	59%	47%	26%	17%	9%	5%	
	<b>Grade 5 Science</b>								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	41%	53%	59%	47%	26%	17%	9%	5%	
Region	27%	47%	63%	53%	32%	23%	13%	9%	
State	35%	43%	65%	57%	36%	26%	16%	11%	



Spring 2024 3-8 Results								
CLIFTON PARK EL	49%	71%	51%	29%	23%	8%	8%	4%

Areas of concern according to STAAR scores:

- 4th literacy - meets grade level standards - dropped from 40 to 31%; however, approaches went from 74 to 82% and does not meet went from 26 to 18%. Even though fewer students meet grade level, fewer are well below grade level than the previous year.
- 5th literacy - meets grade level standards - dropped from 50 to 44%; in addition, approaches dropped from 79 to 74% and does not meet rose from 21 to 26%.
- 3rd math - meets grade level standards - remained at 40% both years; approaches dropped from 71 to 68%, and does not meet rose from 28 to 32%.
- 4th math - meets grade level standards - dropped from 36 to 27%; approaches dropped from 67 to 55%, and does not meet rose from 33 to 45%.
- 5th math - approaches grade level standards - dropped from 71 to 67%, and does not meet rose from 29 to 33%; however, meets grade level rose from 33 to 36%.
- 5th science - meets grade level standards - dropped from 23 to 8%; approaches dropped from 51 to 29%, and does not meet rose from 49 to 71%.

Consistent, timely attendance has been a struggle for many of our students. Throughout the 2023-24 school year, many of our families struggled with absences and/or tardies related to illnesses, family situations, and various other reasons. As an early start school (we open our doors for breakfast at 7:00 AM), families often struggle to get their children up and to school on time. When students are brought to school after 9:30, they are absent. When they arrive before then but after 7:35, they are tardy. We utilize a master schedule that allows students in grades 3-5 to have specials time in the morning; this has helped academically so that students are present for learning and intervention. Third grade, however, had RtI time in the morning, and staff members expressed concern that this caused students who are chronically late to miss valuable intervention time.

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

Our students identified as emergent bilinguals (EB), or English language learners (ELL) are served by an ESL teacher. The teacher works in collaboration with classroom teachers to provide pull out and/or push-in services to provide support for early reading skills and vocabulary development. Our ELLs struggle to meet and master grade-level material, and our staff works to provide proper scaffolding and support. A renewed focus on the ELPs in our state curriculum will assist teachers with knowing how to support ESL students as they learn to master the English language as well as concepts taught in each grade level. We plan to be creative this year in building relationships with our ESL families, and to give them strategies to help build vocabulary and learn to be comfortable speaking the English language.

## Connections to Families and the Community

After three years as Jaguars, we are encouraged to see a growing community of unity. We continue to work on creating a positive, growth-mindset focused culture that contributes to academic excellence and social-emotional well-being for all stakeholders. We foster a student-centered environment that is nurturing and supportive and provides strong networks of positive role-models.

In an online survey at the end of the '24 school year, 83 respondents gave input about how they perceive the work that Clifton Park is doing. When asked if their student(s) feel safe at Clifton park, 98% responded "yes". When asked if their child(ren enjoy coming to school each day, 85% gave either a 4 or 5 star rating. Parents responded positively when asked if their child felt that his/her teacher cared about him/her, and they gave feedback about things they perceived as positive about Clifton Park (staff and leadership members are welcoming and friendly; events are well communicated). Areas that we can improve upon are communication from teacher to parent about ways to support academic success at home, as well as having more immediate access to leadership when requested. View specifics at this link: <https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=EZDhKYHyFkihVZnjnVteM3rKskKs3EhCvopyYGVDpDIUNkRZQkdRRjExMDdZMjdJVoFGQUszSoRMMC4u&analysis>

Even though our parents view us in a positive light, we have struggled to find more than two parents that consistently helped with events and volunteering to help teachers. Our Clifton Park STUCO (23 students) and Ellison High School's JROTC (18 students) volunteered during our annual field days; their help was greatly appreciated. We struggled to find consistent volunteers throughout the school year and will work to increase this number next year.

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

College and Career Readiness is embedded in student learning throughout the year to make world wide connections. Our theme this year is, "Connections Matter". We will host a College and Career week this spring to allow students to explore career fields and make connections from school to these areas, and staff are encouraged to wear college themed t-shirt or career-minded attire on Wednesdays to expose students to all kinds of opportunities.

Clifton Park Elementary School commits to empower each student that walks through our doors to grow academically, emotionally, and socially, in order to meet their full potential. We believe that we are preparing students to be successful in the future as adults, and that is achieved by all stakeholders sharing a common vision. By continuing to focus on reaching our goals and the needs of students, we will continue to create a shared culture of excellence and help our students to make connections from the work they do here to the dreams they have for tomorrow!

### **Student Success Strengths**

- Clifton Park students in 2nd-5th graders are able to connect to each other and staff members by joining after school clubs. These clubs range from flag football to art and from archery to the Blooming Jaguars, an all-girls club. The goal is to allow students to explore interests in a fun way and to foster relationships

across the campus.

- Students show growth from beginning of the year to end of the year on MAP assessments in all grade levels
- 1<sup>st</sup> grade Benchmark BOY assessment went from 26 students not knowing letter and sounds to 8 students at the EOY
- 1<sup>st</sup> grade Benchmark BOY assessment went from 52 students CVC to 7 students at the EOY
- 2<sup>nd</sup> grade Benchmark BOY assessment went from 14 students not knowing silent e to 7 students at the EOY
- We were higher than the state and district for TELPAS Intermediate and Advanced
- We were higher than the state for Advanced High in TELPAS
- With the phonics QPA assessments, targeted students did well because of the new Benchmark program and having two reading interventionists. 75% of students in K-2 are where they should be at EOY.
- 3rd grade STAAR reading scores went up 11 points in meets grade level, due at least in part to the teachers' use of Empowering Writers' resource.
- 4th grade STAAR reading scores went down 8 points in does not meet grade level and up 8 points in approaches grade level, also due in part to teachers' use of Empowering Writers.
- We have weekly SEL lessons, designed by our counselors, that are used daily to grow students' regulation and social-emotional skills. Teachers report that these lessons are timely, relevant, and useful to build upon throughout the year.
- 

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** Based on end-of-year phonics QPA assessment data, 25% of students in Kinder through 2nd are below level. **Root Cause:** Benchmark is a new resource for phonics. Teachers were learning how to internalize documents and deliver instruction. In addition, many of the students that are below level are either being

**Problem Statement 2:** Only 43% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR reading test. **Root Cause:** While last year we saw less than 40% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan daily small group guided lessons within content areas.

**Problem Statement 3:** Only 34% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR math test. **Root Cause:** While last year we saw just over 30% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan and provide daily small group guided lessons within content areas.

**Problem Statement 4:** Many students struggle with social-emotional regulation, which impacts their ability to reach their academic potential. In an increasing number of cases, it impacts their ability to remain in the classroom and interact appropriately with peers because of overstimulation that leads to aggression, verbal outbursts, and attention-seeking behaviors. **Root Cause:** Some students have an inability to manage emotions and communicate in a positive manner with others due to potential trauma, an unidentified sensory issue, or a lack of modeled positive interactions with others.

**Problem Statement 5:** Only 8% of our 5th grade students met or mastered grade level standards on the STAAR science test. **Root Cause:** Teachers struggled to plan engaging, rigorous TEKS based lessons for the first half of the year. STEMSCOPES was mandated mid-year, and while student engagement improved, much was left untaught and spiral review was not done.

**Problem Statement 6:** We had two parents that volunteered at Clifton Park with fidelity, even though we had a Parent Liaison in place and a PTA. **Root Cause:** Even though attendance at family nights and PTA events is high, parents do not feel engaged or connected to Clifton Park when it comes to partnering for academic gains.

**Problem Statement 7:** Students struggle to monitor and track their own academic progress independently. **Root Cause:** Teachers need professional development on how to provide students with the strategies or tools needed to track their own academic progress independently without all the teacher support.

**Problem Statement 8:** Our mobility rate is higher than the district (by about six percentage points) and the state (by over 10 percentage points) averages, and these students

experience gaps in their learning. **Root Cause:** The number of students identified as homeless or experiencing displacement from the home and into the home of guardians other than parents has increased. In addition, there has been a significant increase in rent within our zone which greatly affects our families.

**Problem Statement 9:** Although we cluster identified GT students in classes with trained teachers, these students do not make expected growth at the rate expected (as evidenced by STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities/learning are not a focus, and teachers tend to spend more instructional and intervention energy and planning on struggling students. Differentiated instruction needs to be a focus in teacher planning sessions with CIC's.

**Problem Statement 10:** Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. In addition, this impacts their engagement level and motivation to strive in school consistently to reach post-secondary goals. **Root Cause:** Many factors impact the level of language acquisition for children; parents working multiple jobs that keep them occupied, frequent iPad use by the child, and lack of exposure to environments other than the home may contribute.

**Problem Statement 11:** An inordinately high number of students are retained each year in grades 1-5. **Root Cause:** Teachers need support in delivering quality, rigorous tier one instruction. In addition, a continued focus on planning meaningful tier two and three interventions needs to happen, as well.

**Problem Statement 12:** Clifton Park has a unique SPED program (only one in elementary in the district), CASTLE 3. There are three classrooms for students in grades K-5, and all are autistic, non-communicative, and display aggressive behaviors. Staff members struggle to know how to meet the complex needs of their students. **Root Cause:** KISD has not provided appropriate and ongoing training for staff in CASTLE 3 and even SKILLS K-1, and we struggle to keep staff from resigning in the face of significant daily challenges.

**Problem Statement 13:** Attendance rates have hovered around 89% for the last few years since the COVID pandemic. **Root Cause:** Parents do not connect the relationship between consistent attendance and prompt arrival to school with a strong, foundational education.

# Human Capital

## Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

In addition to student attendance being a challenge, staff attendance was often a concern. Leadership team members often had to problem-solve to make sure classrooms were covered by substitutes or even Instructional Assistants in the face of multiple teacher absences. There were days classes had to be dissolved and moved into other teachers' classrooms, or covered by various IA's, and this likely impacted student achievement throughout the year as instructional days were lost.

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

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

<b>Teachers by Ethnicity:</b>	<b>Clifton Park</b>
African American	14
Hispanic	13
White	28
Asian	1
Pacific Islander	2
Two or more races	1
<b>Beg. To five years' teaching</b>	21
<b>Six to 20 years' teaching</b>	43

Last year we employed seven first-year teachers; six of these new teachers were alternatively certified. Data has shown that although they have excitement and a willingness to learn, alternatively certified teachers need continued support to positively impact student growth. We saw the untimely resignation of one of these

teachers, a 5th grade teacher, in the fall and moved an Interventionist into the position in January to finish the year. We retained the remaining six new teachers for the '24-25 school year.

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

Collaborative planning in all grade levels will occur weekly with a focus on teaching to the depth and complexity of the TEKS using district resources and sound instructional practices. With the assistance of our CIC's (coaches) and TTESS Appraisers, PLCs will focus on analyzing student work to narrow gaps in achievement of student subgroups. Because data shows that 60% of our students in first through third grades are below grade level in reading, phonics will be a focus. We see a need to provide teachers with more time for planning together collaboratively and will set aside funds to allow for planning days each month for each grade level.

We will focus on:

- Collaboratively designing and teaching quality lessons grounded in the gradual release of responsibility (GRR)
- Implementation of Capturing Kids' Hearts (CKH) methodologies and strategies for connection staff and students to each other
- strengthening trusting relationships between all staff and students to help our students monitor their progress in learning and self-regulation
- a continued focus on guided math in 4th and 5th grades; continuing to strengthen guided math practices in 3rd grade
- expectations for strong tier one teaching with an emphasis on phonics instruction, grounded in the science of teaching reading
- understanding the components of and planning for quality small group instruction in reading/math, including guided reading and phonics (K-3) as well as guided math
- RTI processes and proper documentation
- Training on RtI interventions and documentation

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

## **Human Capital Strengths**

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- Clifton Park has enjoys a high retention rate; last year, five staff members retired and only four transferred to other schools. Another three teachers left the state or the field of education in general.
- Clifton Park teachers actively recruit peers and friends to come to Clifton Park. Next year, three of our nine new teachers have prior connections - two as student teachers and one as a parent/volunteer/sub. Three others reached out inquiring whether there were teaching openings because they wanted to join the team.
- in our end of year survey, parents indicated that their children feel loved by their teachers at Clifton Park (4.5 of 5 stars).
- Several staff members offer after school opportunities for bonding and learning new skills together. We have a Sunshine Committee that helps boost staff morale, a prayer and Bible study group, and periodic craft sessions. These groups' meetings are well attended and help staff to feel connected.

## **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With seven alternatively certified teachers on staff (two new this year), we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

# Financial Stewardship

## Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Consistent, timely attendance has been a struggle for many of our students. Throughout the 2023-24 school year, many of our families struggled with absences and/or tardies related to illnesses, family situations, and various other reasons. As an early start school (we open our doors for breakfast at 7:00 AM), families often struggle to get their children up and to school on time. When students are brought to school after 9:30, they are absent. When they arrive before then but after 7:35, they are tardy. We utilize a master schedule that allows students in grades 3-5 to have specials time in the morning; this has helped academically so that students are present for learning and intervention. Third grade, however, had RtI time in the morning, and staff members expressed concern that this caused students who are chronically late to miss valuable intervention time.

## Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

- Through careful planning in the area of technology needs over the last several years, Clifton Park is essentially a 1:1 ratio of students to devices. However, 40 of these devices are designated as "unsupportable" by KISD and Apple standards as of this summer. In addition, 20 other devices need to be replaced due to damage or loss. It is necessary to procure 60 devices to continue to provide students with devices that will support IStation and ST math use, as well as other daily technology interactions.

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** Average daily attendance is around 89%, and many of our students frequently come to school much later than our 7:30 start time and miss morning instruction. **Root Cause:** As an early start school (doors open at 7:00), families struggle to get young children up and dressed by that time.

**Problem Statement 2:** Although Clifton Park has budgeted responsibly to provide student devices at a 1:1 ratio, 40 of these devices are designated as "unsupportable" by KISD and



Apple standards as of this summer. In addition, 20 other devices need to be replaced due to damage or loss. **Root Cause:** Apple updates that render older devices "unsupported" as well as damages by repeated use result in the necessary purchase of more student devices and equipment.

# Priorities

Revised/Approved: June 20, 2024

## Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Students will actively participate in SEL lessons daily from the Capturing Kids' Hearts curriculum. This will encourage connections to their teachers and their classmates, as well as help with social-emotional regulation.

**Progress Measure (Lead):** CKH website lessons (in the Leadworthy resources); continued CKH morning greetings, good things, and EXCEL model utilization

**Outcome Measure (Lag):** Attendance rate, decreased discipline referrals at EOY check

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** AP's, Counselors

**Problem Statements:** Student Success 4, 10 - Human Capital 1

**Funding Sources:** sensory items and self-regulatory items for students to help control big emotions - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$1,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Students in grades 2-5 will have the opportunity to participate in after school clubs. These clubs will be hosted by staff members and will vary in theme.

**Progress Measure (Lead):** performances or products orchestrated or created by clubs; rosters turned in to counselors

**Outcome Measure (Lag):** Increased attendance rate

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** Counselors, Principal, AP

**Problem Statements:** Student Success 6

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Students often lack background knowledge and experiences that facilitate deep understanding of grade level concepts. In order to build this knowledge and grow vocabulary, students in each grade level will be provided one field-based learning experience. This experience will focus on building background knowledge that will lead to a greater understanding of grade level standards and will allow teachers to plan for subsequent instruction knowing that all students shared the experience. To get to the experience, students will ride buses. Teachers will use this shared experience to build on through planning and instruction during the year.

**Progress Measure (Lead):** exposure to texts about experiences they will partake in, researching the location, writing about the experience

**Outcome Measure (Lag):** Fewer retentions in grade levels, improved MAP growth, stronger writing samples (ECR and SCR)

**Dates/Timeframes:** November through May

**Problem Statements:** Student Success 5, 10

**Funding Sources:** Entry fees for museums, parks, zoos, or other field based experiences - 166 - State Comp Ed - 166.11.6412.00.144.30.AR0 - \$9,000, Yellow buses to travel to field experience - 166 - State Comp Ed - 166.11.6494.00.144.30.AR0 - \$10,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** We will partner with parents to increase attendance rates and on-time reporting for school. Strategies will include advertising our free "breakfast in classrooms" (BIC) beginning at 7:00 AM, utilizing Raawee software to send timely electronic communication when students miss multiple days, and offering incentives to students for "very good" attendance.

**Progress Measure (Lead):** offer incentives to students, conference with parents of students who are chronically absent

**Outcome Measure (Lag):** check attendance reports

**Dates/Timeframes:** august through may

**Staff Responsible for Monitoring:** principal, AP for attendance

**Problem Statements:** Student Success 13

**Funding Sources:** Reading materials for counselors/AP's to use with parents to promote good attendance - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.144.24.PAR - \$650

### Key Strategic Action 5 Details

**Key Strategic Action 5:** To help students build empathy and reduce bullying and discipline referrals, the Morris Brothers will be brought in for a live concert in the winter for two student groups (K-2, 3-5). Supplemental program materials (online videos, comic books) will be utilized by counselors to reinforce concepts taught as well as to help with CKH process internalization for students.

**Progress Measure (Lead):** short form referrals, bully reporter software report, discipline referral rate/number, weekly review by leadership team of students with BIP's and progress

**Outcome Measure (Lag):** Rate of referrals will decrease by at least 5%

**Dates/Timeframes:** September through may

**Staff Responsible for Monitoring:** Principal, Counselors

**Problem Statements:** Student Success 4, 10

**Funding Sources:** Morris Brothers live concert - 211 - ESEA, Title I Part A - 211.11.6299.00.144.30.000 - \$2,000, Supplemental materials and services from Morris Brothers - 211 - ESEA, Title I Part A - 211.11.6399.00.144.30.000 - \$1,000

### Key Strategic Action 6 Details

**Key Strategic Action 6:** To motivate EB students to perform and make gains at higher levels, we will bring in a motivational speaker from the Disney movie "MacArthur, USA". Mr. Thomas Valles was the son of a migrant farmer in 1980's California and rose above poverty and the language barrier to help lead his cross country team to their first state championship. He speaks to students today about how they can overcome challenges to do great things.

**Progress Measure (Lead:** MAP BOY and i-ready (as well as Summit K-12) reports

**Outcome Measure (Lag):** attendance rate increase for EB students (using attendance RaaWee data)

**Dates/Timeframes:** November through May

**Staff Responsible for Monitoring:** Principal, Counselors, ESL teacher

**Problem Statements:** Student Success 2, 13

**Funding Sources:** Thomas Valles (motivational speaker) - speaking fee and travel - 165/ES0 - ELL - 165.11.6299.00.144.25.ES0 - \$4,000

### Key Strategic Action 7 Details

**Key Strategic Action 7:** To support Clifton Park's unique SPED program, CASTLE 3, as well as over-ratio SKILLS classes, intensive training will be provided to equip staff to work with non-communicative autistic children with aggressive behaviors. This training will include targeted instructional practices and techniques, as well as on-site coaching by certified ABA and TEACHH certified experts.

**Progress Measure (Lead:** Data showing incidents of assault and battery of staff, IEP meeting/BIP data

**Outcome Measure (Lag):** Fewer resignations or terminations of staff (increased retention rate of SPED staff); fewer restraints

**Dates/Timeframes:** November through May 2025

**Staff Responsible for Monitoring:** Principal, Facilitator, AP's

**Collaborating Departments:** KISD SPED department

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 12

**Funding Sources:** Training (onsite and virtual) from BuildingBlox for SKILLS and CASTLE 3 teachers - 211 - ESEA, Title I Part A - 211.13.6299.00.144.30.000 - \$10,560

### Goal 1 Problem Statements:

### Student Success

**Problem Statement 2:** Only 43% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR reading test. **Root Cause:** While last year we saw less than 40% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan daily small group guided lessons within content areas.

**Problem Statement 4:** Many students struggle with social-emotional regulation, which impacts their ability to reach their academic potential. In an increasing number of cases, it impacts their ability to remain in the classroom and interact appropriately with peers because of overstimulation that leads to aggression, verbal outbursts, and attention-seeking behaviors. **Root Cause:** Some students have an inability to manage emotions and communicate in a positive manner with others due to potential trauma, an unidentified sensory issue, or a lack of modeled positive interactions with others.

### Student Success

**Problem Statement 5:** Only 8% of our 5th grade students met or mastered grade level standards on the STAAR science test. **Root Cause:** Teachers struggled to plan engaging, rigorous TEKS based lessons for the first half of the year. STEMSCOPES was mandated mid-year, and while student engagement improved, much was left untaught and spiral review was not done.

**Problem Statement 6:** We had two parents that volunteered at Clifton Park with fidelity, even though we had a Parent Liaison in place and a PTA. **Root Cause:** Even though attendance at family nights and PTA events is high, parents do not feel engaged or connected to Clifton Park when it comes to partnering for academic gains.

**Problem Statement 10:** Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. In addition, this impacts their engagement level and motivation to strive in school consistently to reach post-secondary goals. **Root Cause:** Many factors impact the level of language acquisition for children; parents working multiple jobs that keep them occupied, frequent ipad use by the child, and lack of exposure to environments other than the home may contribute.

**Problem Statement 12:** Clifton Park has a unique SPED program (only one in elementary in the district), CASTLE 3. There are three classrooms for students in grades K-5, and all are autistic, non-communicative, and display aggressive behaviors. Staff members struggle to know how to meet the complex needs of their students. **Root Cause:** KISD has not provided appropriate and ongoing training for staff in CASTLE 3 and even SKILLS K-1, and we struggle to keep staff from resigning in the face of significant daily challenges.

**Problem Statement 13:** Attendance rates have hovered around 89% for the last few years since the COVID pandemic. **Root Cause:** Parents do not connect the relationship between consistent attendance and prompt arrival to school with a strong, foundational education.

### Human Capital

**Problem Statement 1:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With seven alternatively certified teachers on staff (two new this year), we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in reading. Teachers need time to plan and internalize lessons together weekly with the guidance of Campus Instructional Coaches and TTESS Appraisers.

**Progress Measure (Lead):** unit assessments, PLC discussions about student data/artifacts

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Reading.

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** Principal, CIS/CIS, AP's

**Problem Statements:** Student Success 2, 3, 5

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in reading. Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

**Progress Measure (Lead):** GBF coaching walks, walk-throughs, PLC work and feedback.

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Reading.

**Dates/Timeframes:** Once per nine weeks, per grade level

**Problem Statements:** Student Success 2 - Human Capital 1

**Funding Sources:** Planning days; substitute teachers to cover classes - 211 - ESEA, Title I Part A - 211.13.6299.00.144.30.SUB - \$7,899

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** All students will engage in online intervention support for reading through I-Ready. To gauge student growth and determine next steps for support, lesson assessments will be given frequently, and MAP assessments will be given three times a year. Technology equipment is needed for these programs.

**Progress Measure (Lead):** I-ready (I-Station in pre-k) and ST math usage reports; analysis of these reports and student growth in leadership meetings and teacher PLC's

**Outcome Measure (Lag):**

EOY usage reports; more students making or exceeding expected growth as a result of consistent use of I-Ready and ST math (and I-Station in pre-K)

**Dates/Timeframes:** August through May; students will use devices daily

**Staff Responsible for Monitoring:** Teachers, CIS/CIS, Campus Technologist

**Problem Statements:** Student Success 2, 3, 5

**Funding Sources:** ipads for students to use to access online programs - 211 - ESEA, Title I Part A - 211.11.6398.00.144.30.000 - \$10,000, cases to protect ipads - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$1,000, locking carts to charge and protect ipads - 211 - ESEA, Title I Part A - 211.11.6394.00.144.30.000 - \$2,800

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** Two reading Interventionists will provide targeted small group reading interventions to targeted students.

**Progress Measure (Lead):** RtI meetings; PLC meetings for progress check reviews; IEP meetings

**Outcome Measure (Lag):** F&P EOY; MAP EOY growth, TELPAS and STAAR results

**Staff Responsible for Monitoring:** CIS/CIC; Principal

**Problem Statements:** Student Success 2

**Funding Sources:** Two reading interventionists - 211 - ESEA, Title I Part A - 211.11.6119.00.144.30.000 - \$163,676

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Leadership and teachers will continue to partner with Empowering Writers to design and provide engaging, rigorous writing instruction and support to students. The Hub will be used as a resource for teachers to use to secure lessons aligned to TEKS.

**Progress Measure (Lead):** writing samples scored using rubrics, unit assessments, ECR and SCR analysis in PLCs

**Outcome Measure (Lag):** STAAR constructed response performance

**Dates/Timeframes:** September through May

**Staff Responsible for Monitoring:** CIC/CIS; Principal, AP's

**Funding Sources:** Empowering Writers' Hub access - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$10,630

#### Key Strategic Action 6 Details

**Key Strategic Action 6:** Two paraprofessionals will provide targeted small-group reading interventions to identified students in 1st and 2nd grades.

**Progress Measure (Lead):** RtI meetings; PLC meetings to review student artifacts and data

**Outcome Measure (Lag):** EOY retention rates; STAAR and EOY MAP scores

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** Interventionist teachers, CIC/CIS

**Problem Statements:** Student Success 2, 10

**Funding Sources:** Two paraprofessionals - 211 - ESEA, Title I Part A - 211.11.6129.00.144.30.000 - \$66,984

#### Key Strategic Action 7 Details

**Key Strategic Action 7:** Two paraprofessionals will provide targeted reading interventions to identified students in 3rd-5th grades.

**Progress Measure (Lead):** RtI meetings; PLC meetings to review student artifacts and data

**Outcome Measure (Lag):** EOY retention rates, STAAR, MAP growth

**Dates/Timeframes:** September through May

**Staff Responsible for Monitoring:** Principal, CIC/CIS

**Funding Sources:** Two paraprofessionals for reading interventions - 166 - State Comp Ed - 166.11.6129.00.144.30.AR0 - \$51,279

### Key Strategic Action 8 Details

**Key Strategic Action 8:** To continue to build the capacity of our teachers to deliver quality, aligned instruction, teams will be sent to the PLC conference in summer 2025.

**Progress Measure (Lead):** weekly PLC's, GBF coaching to identify teachers most in need of further learning

**Outcome Measure (Lag):** TTESS data, coaching trends identified by leadership members

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** Principal, AP's, CIS/CIC

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Student Success 2 - Human Capital 1

**Funding Sources:** Hotel, transportation, and registration fees for a team of teachers/admin to attend summer 2025 PLC conference - 211 - ESEA, Title I Part A - 211.13.6411.00.144.30.000

### Key Strategic Action 9 Details

**Key Strategic Action 9:** The district-adopted curriculum for RLA, SAVVAS, will be used with fidelity, but teachers will supplement instruction and resources with Flocabulary. This resource is engaging for students and allows for increased rigor through texts and experiences.

**Progress Measure (Lead):** project-based learning, small group resources

**Outcome Measure (Lag):** Reading STAAR scores will increase from 34% meets to 40 % meets in 2025.

**Dates/Timeframes:** October through May

**Staff Responsible for Monitoring:** Principal, CIS/CIC

**Problem Statements:** Student Success 2, 10

**Funding Sources:** Nearpod's supplemental program Flocabulary - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$3,300

### Key Strategic Action 10 Details

**Key Strategic Action 10:** In order to help our parents of EB's to work with students at home to meet challenging grade level standards, family events will be hosted by our ESL teacher and grade level teachers. These events will feature exposure to strategies that teachers use as well as to provide materials for parents to use at home to engage their children in English literature.

**Progress Measure (Lead):** ESL services provided in classrooms with occasional pull-out into the ESL classroom

**Outcome Measure (Lag):** ESL students will meet standards at a 5% higher rate than last year.

**Dates/Timeframes:** October through April

**Staff Responsible for Monitoring:** ESL teacher, CIS/CIC

**Problem Statements:** Student Success 2

**Funding Sources:** Reading materials for parents to use at home with EB's - 165/ES0 - ELL - 165.11.6329.00.144.25.ES0 - \$1,400, Keyboards for ipads used for Summit K-12 in the ESL classroom - 165/ES0 - ELL - 165.11.6394.00.144.25.ES0 - \$690



### Key Strategic Action 11 Details

**Key Strategic Action 11:** EB students sometimes lack background knowledge that aids in the understanding of complex texts and concepts. Students will participate in a field-based experience that allows them to engage with diverse concepts and to build upon their learning.

**Progress Measure (Lead):** MAP scores, Summit K-12 report analysis and follow-up intervention, TELPAS scores analysis

**Outcome Measure (Lag):** By the end of the year, we will exit as many students as last year (10) and TELPAS scores will improve by 5%.

**Dates/Timeframes:** October through May

**Staff Responsible for Monitoring:** ESL teacher, CIS

**Problem Statements:** Student Success 10

### Goal 2 Problem Statements:

#### Student Success

**Problem Statement 2:** Only 43% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR reading test. **Root Cause:** While last year we saw less than 40% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan daily small group guided lessons within content areas.

**Problem Statement 3:** Only 34% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR math test. **Root Cause:** While last year we saw just over 30% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan and provide daily small group guided lessons within content areas.

**Problem Statement 5:** Only 8% of our 5th grade students met or mastered grade level standards on the STAAR science test. **Root Cause:** Teachers struggled to plan engaging, rigorous TEKS based lessons for the first half of the year. STEMSCOPES was mandated mid-year, and while student engagement improved, much was left untaught and spiral review was not done.

**Problem Statement 10:** Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. In addition, this impacts their engagement level and motivation to strive in school consistently to reach post-secondary goals. **Root Cause:** Many factors impact the level of language acquisition for children; parents working multiple jobs that keep them occupied, frequent ipad use by the child, and lack of exposure to environments other than the home may contribute.

#### Human Capital

**Problem Statement 1:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With seven alternatively certified teachers on staff (two new this year), we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in math and science. Teachers need time to plan and internalize lessons together weekly with the guidance of Campus Instructional Coaches and TTESS Appraisers.

**Progress Measure (Lead:** unit assessments

**Dates/Timeframes:** weekly planning sessions

**Problem Statements:** Student Success 3, 5 - Human Capital 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in math. Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

**Progress Measure (Lead:** PLC work, student artifact analysis in grade level teams, i-Ready/ST math report analysis

**Outcome Measure (Lag):** MAP growth will increase by 5% in grades K-5

**Dates/Timeframes:** monthly planning days - see strategy for literacy support

**Staff Responsible for Monitoring:** Principal, CIS/CIC

**Problem Statements:** Student Success 3, 5 - Human Capital 1

**Funding Sources:** Substitute teachers to cover classes while teachers plan and internalize - 211 - ESEA, Title I Part A - 211.13.6299.00.144.30.000

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** In order to provide teachers intensive support with disaggregating and using data (STAAR, MAP, formative), we will partner with a math coach that will use our students' STAAR data to coach teams in planning targeted instruction and interventions.

**Progress Measure (Lead:** PLC's around math data with the coach; GBF sessions with CIS/CIC and coach

**Outcome Measure (Lag):** Students' math STAAR scores will increase from 34% meets to 40 % meets

**Dates/Timeframes:** October through February

**Staff Responsible for Monitoring:** CIS/CIC, Principal

**Problem Statements:** Student Success 3 - Human Capital 1

**Funding Sources:** Region 12 math coach will partner with us to use our math data effectively - 166 - State Comp Ed - 166.13.6239.00.144.30.AR0 - \$4,000, X-tra math program for teachers to utilize in small group stations - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$500

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** To support teachers in the work of data disaggregation and deep dives into student work, a Curriculum Instructional Specialist will help teachers to provide targeted math interventions and support for students.

**Progress Measure (Lead):** Planning and delivering quality PLC sessions (in conjunction with principal and appraisers) for teachers; GBF coaching with CIS; internalizing and planning weekly with teacher teams

**Outcome Measure (Lag):** MAP performance, STAAR performance, more identified TIA teachers

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Success 3

**Funding Sources:** CIS salary and benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.144.30.000 - \$89,883, Ink and Toner for printing data to aid teachers in planning interventions - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$1,000

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Three paraprofessionals will provide targeted, small-group math interventions for identified students.

**Progress Measure (Lead):** RtI meetings; PLC meetings to review student artifacts and data

**Outcome Measure (Lag):** EOY retention rates; STAAR and EOY MAP scores

**Dates/Timeframes:** August through May

**Staff Responsible for Monitoring:** CIS/CIC; Principal

**Problem Statements:** Student Success 3

**Funding Sources:** Three paraprofessionals to provide math interventions - 211 - ESEA, Title I Part A - 211.11.6129.00.144.30.000 - \$88,171

#### Key Strategic Action 6 Details

**Key Strategic Action 6:** Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. In math, this equates to a limited understanding of mathematical concepts. In addition to the SAVVAS curriculum, teachers will use BrainPOP resources to enhance lessons and allow students to see concepts visually.

**Progress Measure (Lead):** BrainPOP resources (videos, interventions, quizzes); PLC work and MTSS meetings to look at student gains and hot spots

**Outcome Measure (Lag):** STAAR performance, MAP growth

**Dates/Timeframes:** October through May

**Staff Responsible for Monitoring:** CIS/CIC

**Problem Statements:** Student Success 3, 10

**Funding Sources:** BrainPOP subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.144.30.000 - \$4,095

### Key Strategic Action 7 Details

**Key Strategic Action 7:** In order to strengthen our school to home connection, several themed family nights will be planned.

We will focus on reading, math, and science; teachers will plan activities that demonstrate the rigor of grade-level standards and encourage active participation from parents and caregivers.

**Progress Measure (Lead):** labs at school, PLC's focusing on student artifacts and mastery of concepts

**Outcome Measure (Lag):** STAAR and MAP scores

**Dates/Timeframes:** October through May

**Staff Responsible for Monitoring:** CIS/CIC/Leadership team

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Success 3, 5, 10

**Funding Sources:** Instructional supplies for hands on math/science activities - 166 - State Comp Ed - 166.11.6399.00.144.30.AR0 - \$5,500, Refreshments/snacks for family events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.144.24.PAR - \$2,000

### Key Strategic Action 8 Details

**Key Strategic Action 8:** In order to fill in gaps for students, after-school tutoring will be provided by teachers in grades 1-5.

**Progress Measure (Lead):** Interventionists plan tutoring pacing and goals, students selected for invite using grades and MAP data (prior year STAAR if applicable)

**Outcome Measure (Lag):** STAAR scores will increase from 34% met standard in 2024 to 40% in 2025

**Dates/Timeframes:** september through may

**Staff Responsible for Monitoring:** CIS, Interventionists, Principal

**Problem Statements:** Student Success 3

**Funding Sources:** tutoring supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.144.30.000 - \$1,000, rigorous TEKS aligned STAAR review materials - 166 - State Comp Ed - 166.11.6299.OL.144.30.AR0 - \$3,433, healthy tutoring snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.144.30.000 - \$1,432

### Goal 3 Problem Statements:

### Student Success

**Problem Statement 3:** Only 34% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR math test. **Root Cause:** While last year we saw just over 30% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan and provide daily small group guided lessons within content areas.

**Problem Statement 5:** Only 8% of our 5th grade students met or mastered grade level standards on the STAAR science test. **Root Cause:** Teachers struggled to plan engaging, rigorous TEKS based lessons for the first half of the year. STEMSCOPES was mandated mid-year, and while student engagement improved, much was left untaught and spiral review was not done.

**Problem Statement 10:** Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom . In addition, this impacts their engagement level and motivation to strive in school consistently to reach post-secondary goals. **Root Cause:** Many factors impact the level of language acquisition for children; parents working multiple jobs that keep them occupied, frequent ipad use by the child, and lack of exposure to environments other than the home may contribute.

## Human Capital

**Problem Statement 1:** Data shows that alternatively certified teachers need continued support to positively impact student growth. With seven alternatively certified teachers on staff (two new this year), we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates.

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Clifton Park will conduct workshops for parents of Title I students at flexible times on various dates in order to provide them with strategies to help them support their students at home and improve Title I students' academic achievement.

The annual Title I meetings will be held in September and October. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.

**Progress Measure (Lead):** Leadership team planning of Academic Nights (reading, math, and science) that will engage parents and students and expose them to the rigor of the standards and aligning them to college and career readiness.

**Outcome Measure (Lag):** By spring of 2025, 75% of parents will engage in at least one Academic Night and/or Title I meeting.

**Dates/Timeframes:** September through May

**Staff Responsible for Monitoring:** Principal, AP's, Counselors, CIS/CIC

**Problem Statements:** Student Success 2, 3, 6

**Funding Sources:** Supplies for Student Academic Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.144.24.PAR - \$2,000

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 2:** Only 43% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR reading test. **Root Cause:** While last year we saw less than 40% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan daily small group guided lessons within content areas.

**Problem Statement 3:** Only 34% of 3rd, 4th, and 5th grade students met or mastered grade level standards on the STAAR math test. **Root Cause:** While last year we saw just over 30% meet or master, we continue to see a disconnect in teacher planning and the instruction that happens. Tier one instruction is not consistently strong across the campus. In addition, teachers struggle to plan and provide daily small group guided lessons within content areas.

**Problem Statement 6:** We had two parents that volunteered at Clifton Park with fidelity, even though we had a Parent Liaison in place and a PTA. **Root Cause:** Even though attendance at family nights and PTA events is high, parents do not feel engaged or connected to Clifton Park when it comes to partnering for academic gains.

**Priority 2:** Human Capital

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.



**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Priority 3:** Financial Stewardship

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

**Priority 3:** Financial Stewardship

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative	Beth Matkin	Community Representative
Business Representative	Sabine Johnson	Business Representative
Community Representative	Terry Cashion	Community Representative
District-level Professional	Leslie Gilmore	District-Level Professional
Parent	Jared Penland	Parent
Parent	x x	Parent
Administrator/Chair	Jennifer Carranza	Principal
Classroom Teacher	Jacklyn Curb	Teacher: 1st Grade
Classroom Teacher	Lavytrice Ledet	Teacher: 2nd Grade
Classroom Teacher	Myracle Williams	Teacher: 3rd Grade
Classroom Teacher	Tabbatha Gray	Teacher: 4th Grade
Classroom Teacher	Lindsay Brittain	Teacher: 5th Grade
Classroom Teacher	Ebony Kelley	Teacher: Kindergarten
Classroom Teacher	x x	Teacher: PK3
Classroom Teacher	Enedina Padilla	Teacher: PK4
Classroom Teacher	Emily Lewis	Teacher: SPED
Other School Leader	Angela Sayers	Assistant Principal
Other Appropriate Personnel	x x	Title I: Other Appropriate Personnel
Other School Leader	Toishema Holley	Assistant Principal
Other School Leader	Kristi Davis	Assistant Principal
Paraprofessional	x x	Title I: Paraprofessional
Paraprofessional	x x	Title I: Paraprofessional
Specialized Instructional Support	Colleen Zepeda	Curriculum Instructional Specialist