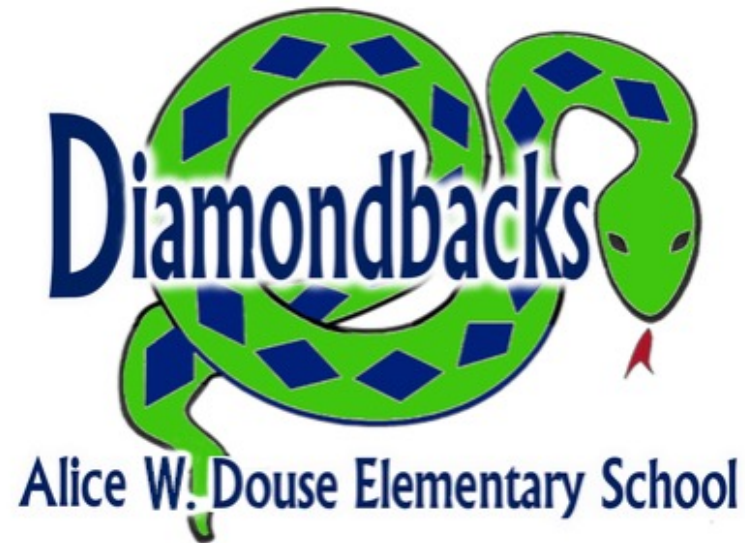


Killeen Independent School District

Alice W. Douse Elementary School

2023-2024



Mission Statement

At Alice W. Douse Elementary School, we will help students develop a growth mindset, so that they are able to learn at their maximum potential and interact and perform at high cognitive levels.

Vision

At Alice W. Douse Elementary School, we commit to building a solid foundation of learning for all students to become critical thinkers who live with integrity and are prepared for their role as responsible citizens of the future.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	14
Perceptions	18
Goals	21
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	22
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	37
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	42
Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.	46
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	51
2023-2024 SBDM & Title I Stakeholders (ES)	55

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alice W. Douse Elementary will begin its 7th year of service in our community, supporting students in PK4 - 5th grade as a Title I campus. We are located in the Splawn Ranch subdivision and honored to continue the legacy and mantra of our school's namesake, Alice W. Douse. Mrs. Douse instilled in everyone she encountered the desire to make excellence a habit. Our staff members are passionate about helping students develop a growth mindset so they can learn at high levels and achieve their maximum potential.

The student population at Alice W. Douse Elementary is ethnically diverse with 30.44% Hispanic, 0.20% Indian, 3.43% Asian, 33.67% African-American, 1.01% Pacific Islander, 18.75% White, and 112.50% Two or More Races. During the 2022-2023 school year, approximately 30.95% of the student population at Douse had a military connection. Students identified as At-Risk accounted for 39.21% of the population and 47.48% were identified as educationally disadvantaged. Students identified for other programs and services include Section 504 (6.65%), Gifted and Talented (1.81%), Special Education (16.73%), and English as a Second Language (5.44%). By creating a safe and mutually respectful learning environment, staff members are committed to encouraging students to exceed their expectations. Additionally, we are committed to building relationships with all stakeholders through the formation of well-rounded, independent thinkers with great character, and strong critical thinking skills. We strongly believe in advocating for our students and supporting one another.

Alice W. Douse is projected to serve approximately 1010 students for the 2023 - 2024 school year.

At-Risk

Of the 992 enrollees in 2022-2023, 39.21% of our students are identified as at-risk by state criteria, which is a decrease from the 2021-2022 school year, 44.99%. However, this still means students meet one or more of the 15 State Criteria for Identification of At-Risk for Dropping Out of High School. Many of our students meet one or more of the following criteria:

- Did not perform satisfactorily on an assessment instrument administered to the student under Sub-chapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument,
- Is in prekindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
- Is a student of limited English proficiency, as defined by Section 29.052
- Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
- Is homeless, McKinney-Vento, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- Resided in the preceding school year or resides in the current school year in a residential placement facility in the LEA, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program

and funding is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. Through SCE and Title I funding, a certified teacher and instructional aides will serve as interventionists for reading and math as part of the instructional focus to assist teachers in addressing the reading and math needs of at-risk learners. Title I funding will also provide the full-time support of a Campus Instructional Specialist to assist teachers in strengthening the instructional core through modeling research-based instructional practices, observing teaching practices, and providing specific and timely feedback throughout the school year. The CIS will also serve as a mentor coordinator and mentor for new teachers.

Attendance

Attendance is monitored daily. An automated system is utilized to make calls to parents, the campus attendance letters are sent home, and the district truancy office will make home visits as needed. Technology systems are used to assist with tracking student attendance and remote learning engagement. We continue to experience a significant decrease in overall attendance rates from an average of 96% in previous years to 93% for the 2020-2021 school year. The attendance rate has a slight increase of 94.89% for the 2022-2023 school year from 93% noted for the 2021-2022 school year. Of the 5.11% absences, 3.49% were unexcused gpt 2022-2023 school year.

Staff

The teaching staff at Douse, which includes approximately professional and auxiliary staff, is retained through our mentoring program and support through professional learning communities. Through Response to Intervention (RtI) our teaching staff, including the intervention team will continue to provide reading and math intervention support for student growth and achievement. Several teachers have been instrumental in facilitating the Campus Culture Committee bringing staff members together to strengthen the campus climate and culture at Douse.

Teaching Staff Allocation Projections for the 2023-2024 School Year:

Prekindergarten Teachers	4	PE Teachers	4
Kindergarten Teachers	7	Music Teachers	2
First Grade Teachers	8	ESL Teacher	1
Second Grade Teachers	7	SPED Teachers	6
Third Grade Teachers	7	Dyslexia Teachers	1.5
Fourth Grade Teachers	7	At-Risk Interventionist	1
Fifth Grade Teachers	6		

Staff members have a range of education experience. Several of our teachers have been an essential part of Killeen ISD for many years, and others bring a wealth of knowledge from other school districts. A consistent, well trained in content, and highly qualified staff is a critical part of a successful school. New

teachers are assigned a mentor teacher to assist them in understanding and implementing best instructional practices based on the Texas Essential Knowledge & Skills (TEKS). For the 2023-2024 school year, class size ratios will remain at 1:22 for PK- 4 grade and 1:26 for 5th grade.

Demographics Strengths

An analysis of the demographics of Alice W. Douse Elementary School reveals the following areas of strength:

- Alice W. Douse ES has a diverse student population. Each population brings a variety of cultures and enrichment to the campus makeup.
- The attendance rate has a slight increase of 94.89% for the 2022-2023 school year from 93% noted for the 2021-2022 school year.
- Educational Aides will serve as interventionist aides for reading and math to provide support in addressing the needs of at-risk and disadvantaged learners.
- Alice W. Douse ES has a special program for students with special needs: Skills Units.
- New teachers are assigned a mentor teacher to assist them in understanding and implementing best instructional practices based on the Texas Essential Knowledge & Skills (TEKS)
- Staff receive support from the leadership team, which includes the Campus Instructional Specialists.
- Campus Culture Committee is facilitated by staff members at Douse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of identified Gifted and Talented students continues to see a decline from 2.58% in 2021-22 to 1.81% in 2022-2023.

Problem Statement 2: Research shows educationally disadvantaged students experience gaps in academic achievement. Educationally disadvantaged students comprise 47.48% of the student population at Alice W. Douse ES. Additional time and resources will be needed to address their learning needs.

Student Learning

Student Learning Summary

STUDENT LEARNING

Instructional Focus

Teachers engage in a collaborative environment for planning, implementing best practices, and continuous improvement. A team approach is part of the school culture in order to do what is best for students. Every Thursday this school year, teachers will meet and collaborate with the instructional leadership team during their scheduled planning period to engage in strategic lesson planning utilizing district resources. The instructional leadership team consists of the principal, assistant principals, and the campus instructional specialists. Further discussions regarding Tier I instructional practices, analysis of formative and summative data, and intervention student groupings will take place in Professional Learning Communities.

The district and campus goal is to increase student achievement so that by 2030, 60% of 3rd - 5th grade students score meets grade level or above on STAAR Mathematics and Reading. Improvement is needed in challenging all students to interact and think at high cognitive levels. To achieve this goal, we will continue to collaborate with and assist teachers in aligning goals, targets, and tasks through work in PLCs to strengthen Tier I instructional practices. Through Response to Intervention (RtI), Tier 2 and Tier 3, small group interventions in reading and math must be implemented with fidelity. An At-Risk teacher and assigned intervention aides will support teachers to provide targeted interventions for reading and math during the scheduled intervention block.

We will continue to work to improve our math and reading achievement by addressing difficult TEKS. The Campus Instructional Specialist team will provide specific learning for teachers on how to address difficult to teach standards. Teachers will continue to utilize district resources such as Empowering Writers to enhance writing instruction for editing and revising and to improve on critical written responses to content. To achieve these goals, we will continue providing instructional and intervention aides to work in small groups with students in reading and math. 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. Teachers will participate in professional development opportunities for CIRCLE Assessment content, Vocabulary Development, Better Learning Through Structured Teacher and Gradual Release of Responsibility Instructional Models, Who's Doing the Work, Close Reading, and Empowering Writers.

Classroom teachers will have the use of two Science labs to plan and implement hands-on scientific experiences to enhance instruction based on formative and summative data. These scientific experiences will include STEM enrichment activities and aligning Science vocabulary to the activities and tasks.

During the 2022-2023 school year, MAP/CIRCLE/STAAR assessments were administered to students in grades PK - 5. The assessments enabled teachers and campus instructional leadership to gather information related to student achievement, plan for changes moving forward, and identify resources and students that need the greatest support. Based on the data, a need exists to ensure the curriculum is implemented with fidelity. In addition, Douse teachers and campus instructional leadership need additional trainings to deepen their understanding of the rigor of the standards, the importance of the instructional focus document (IFD), high leverage instructional strategies, and how data analysis should impact Tier I instruction. This will be achieved by strengthening the Professional Learning Community (PLC) structure, campus-wide.

Prekindergarten CIRCLE Assessment

Students in Prekindergarten participate in CIRCLE assessments periodically throughout the school year. The CIRCLE assessments for PK are given at the Beginning of the Year (BOY), Middle of the Year (MOY), and at the End of the Year (EOY).

Alice W. Douse	RLN	RLN	RLN	RV	RV	RV	PA	PA	PA	MATH	MATH	MATH
% On Track	BOY	EOY	GROWTH BOY/EOY	BOY	EOY	GROWTH BOY/EOY	BOY	EOY	GROWTH BOY/EOY	BOY	EOY	GROWTH BOY/EOY
Douse	35%	88%	52%	44%	73%	29%	82%	83%	0.4%	80%	89%	8%
District	45%	81%	36%	51%	75%	24%	71%	79%	7%	78%	86%	9%

RLN = Rapid Letter Naming

RV = Rapid Vocabulary

PA = Phonological Awareness

Our Prekindergarten program is a full day program with teachers who meet the criteria of a High-Quality Prekindergarten program. The CIRCLE assessment provides teachers with immediate feedback on student progress in several areas: Rapid Letter Naming, Rapid Vocabulary Naming, Letter-Sound Correspondence, Phonological Awareness, Book and Print Knowledge, Story Retell, Early Writing, Mathematics, Science, Social Studies, and Social-Emotional Development. Pre-K teachers align the CIRCLE data with the Pre-K Guidelines to drive instruction and intervention for students. PK guidelines, standards, and solid Tier 1 classroom instruction focuses on preparing PK students for their next levels of learning.

Measurement of Academic Progress - NWEA MAP Assessments

During the 2022-2023 school year, MAP benchmark assessments were administered to students in grades K-5 completely online. The assessments enabled our school to gather information related to achievement, plan for changes moving forward, and target resources for students that need the greatest support in language, reading, math, and science.

What is the MAP NWEA Assessment? MAP— NWEA’s computerized adaptive tests are called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. What is RIT? Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. What is the average score? RIT scores range from about 140 to 300. Students typically start at the 140 to 190 level in the third grade and progress to the 240 to 300 level by high school. RIT scores make it possible to follow a student’s educational growth from year to year.

The NWEA MAP is a nationally normed universal screener administered to students in grades K-8, Reading, Mathematics and Science, three times a year. The MAP assessment is aligned to Texas Essential Knowledge and Skills standards (TEKS). The data table indicates Spring, End Of Year data with a comparison to district averages and EOY growth.

Grade	Math EOY	Growth	Reading EOY	Growth	Science EOY	Growth
Kindergarten	Campus RIT 157.1	-0.6	Campus RIT 153.1	+0.4	Not tested	NA
	District RIT 157.7		District RIT 152.7			

Grade	Math EOY	Growth	Reading EOY	Growth	Science EOY	Growth
1 st Grade	Campus RIT 176.4 District RIT 173.9	+2.5	Campus RIT 171.4 District RIT 167.3	+4.1	Not tested	NA
2 nd Grade	Campus RIT 189.4 District RIT 186.9	+2.5	Campus RIT 185.6 District RIT 185.6	0	Not tested	NA
3 rd Grade	Campus RIT 201.1 District RIT 200.2	+0.9	Campus RIT 197.1 District RIT 196.6	+0.5	Campus RIT 206.2 District RIT 210.3	-4.1
4 th Grade	Campus RIT 210.5 District RIT 209.4	+1.1	Campus RIT 204.8 District RIT 205	-0.2	Campus RIT 201.2 District RIT 203.6	-2.4
5 th Grade	Campus RIT 218.7 District RIT 216.2	+2.5	Campus RIT 211 District RIT 210.8	+0.2	Campus RIT 195.9 District RIT 197.3	-1.4

Additional MAP assessment data:

End of Year Math MAP Projected Growth:

- K - 127 students assessed, 37% met projected growth.
- 1st - 133 students assessed, 41% met projected growth.
- 2nd - 148 students assessed, 74% met projected growth.
- 3rd - 127 students assessed, 55% met projected growth.
- 4th - 127 students assessed, 41% met projected growth.
- 5th - 146 students assessed, 23% met projected growth.

End of Year Reading MAP Projected Growth:

- K - 126 students assessed, 33% met projected growth.
- 1st - 133 students assessed, 22% met projected growth.
- 2nd - 148 students assessed, 72% met projected growth.
- 3rd - 126 students assessed, 59% met projected growth.
- 4th - 127 students assessed, 46% met projected growth.
- 5th - 146 students assessed, 53% met projected growth.

End of Year Science MAP Projected Growth:

- K - 2nd, not assessed

- 3rd - 128 students assessed, 55% met projected growth.
- 4th - 127 students assessed, 50% met projected growth.
- 5th - 146 students assessed, 56% met projected growth.

STAAR Component - Performance on 2022 - 2023 STAAR Assessments

For the 2022-2023 school year, scores for the State of Texas Assessment of Academic Readiness (STAAR) were reported using the categories of Did Not Meet, Approaches, Meets, and Masters Grade Level Standards.

Did Not Meet - Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Approaches - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Meets - Performance in this category indicates that students have a likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters - Performance in this category indicates that students are expected to succeed in the next grade level or course with little to no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

MATHEMATICS - STAAR ASSESSMENT

Grade 3 Math STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	135	61.48	34.07	11.85
2023	136	66.18	38.24	13.97
Grade 4 Math STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	113	64.66	30.08	18.05
2023	135	57.78	37.78	17.78

Grade 3 Math STAAR				
Grade 5 Math STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	159	69.18%	35.85%	16.98%
2023	153	70.59%	35.29%	9.80%

READING - STAAR ASSESSMENT

Grade 3 Reading STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	135	74.81%	48.89%	28.15%
2023	137	75.18%	47.45%	12.41%
Grade 4 Reading STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	133	81.95	51.13	23.31
2023	137	79.56	40.88	16.06
Grade 5 Reading STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	158	82.91	53.16	28.48
2023	154	86.36	60.39	20.13

SCIENCE - STAAR ASSESSMENT

Grade 5 Science STAAR				
Spring of	Students Tested	Approaches	Meets	Masters
2022	158	58.23	22.15	6.96
2023	154	56.49	17.53	5.84

STAAR Student Groups - Reading

3rd	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	50.54	49.85	38.46	68.08	43.70	53.63	46.15	53.71	51.62	60.58	34.01

4th	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	48.64	43.17	30.77	41.03	43.78	51.82	36.26	43.11	56.22	37.18	36.54

5th	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	48.96	48.37	*_	74.40	44.86	49.31	48.41	47.07	56.41	66.67	33.70

*Not enough students in this group for accountability percentages.

STAAR Student Groups - Mathematics

3rd	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	49.82	47.74	32.41	71.89	43.36	50.60	43.24	52.32	55.78	62.55	38.83

4th	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	49.63	46.02	37.50	38.75	45.17	49.46	25	41.67	63.11	38.18	37.06

5th	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	60.28	59.64	*_	75	58.78	58.09	67.31	56.66	66.27	68.91	33.40

*Not enough students in this group for accountability percentages.

STAAR Student Groups - Science

5th	All Students	Economically Disadvantaged	American Indian	Asian	Black, African-American	Hispanic	Pacific Islander	2 or More Races	White	Emergent Bilingual	Special Education
AWDES	47.82	47.02	*_	60.90	43.33	48.06	52.99	47.34	57	51.01	38.26

*Not enough students in this group for accountability percentages.

STAAR data shows that continued support is needed with our Economically Disadvantaged, African-American, and Special Education identified students across reading, math and science for 3rd, 4th, and 5th grades.

Student Learning Strengths

A thorough analysis of the achievement data identifies the following areas of strength:

- PK CIRCLE assessment data indicates overall student growth in rapid letter naming and rapid vocabulary.
- STAAR data for 5th grade Reading, Math, and Science indicates EB identified out-performed the all students group.
- All grades, except Kindergarten, mean RIT in MAP Math is above the district mean RIT.

- All grades, except 4th grade, mean RIT in MAP Reading is above the district mean RIT.
- The percentage of 2nd grade students meeting projected growth for MAP Math is 74% and MAP Reading is 72%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the 2023 STAAR data, continued support is needed with our Economically Disadvantaged, African-American, and Special Education identified students across reading, math and science for 3rd, 4th, and 5th grades.

Problem Statement 2: The most current MAP Science (RIT -1.4) and Raw STAAR (33%) data for 22-23 reveals student achievement in the tested area of science is below the district average (36%) in 5th grade.

Problem Statement 3: While the majority of the PK students outperformed the district in several learning categories, PK students performed below the district in Phonological Awareness (0.4%) compared to the district (PA, 7%) and in Math, Douse (8%)/district (9%) for the end of the year CIRCLE assessment average.

Problem Statement 4: There is a need to increase student achievement so that by 2030, 60% of 3rd, 4th, and 5th grade students score meets grade level or above on STAAR Mathematics and Reading.

Problem Statement 5: There is still a need to extend learning opportunities beyond the school day to address the needs of educationally disadvantaged learners and those continuing to experience learning gaps as a result of the COVID-19 pandemic.

Problem Statement 6: In 22-23, end of year MAP data for Science indicates, 3rd grade mean RIT at 206.1 compared to the district mean RIT at 210.3 and 4th grade mean RIT at 201.2 compared to the district mean RIT at 203.6. Both grades performed below the district with 3rd (-4.1) and 4th (-2.4) indicating a need for aligned science lessons that incorporate hands-on learning and exploration.

Problem Statement 7: While MAP Math data indicates that most of the K-5 grade levels performed above the district per mean RIT scoring, 55% of Douse K-5 students did not meet their projected growth for MAP Math at the end of the 22-23 school year.

Problem Statement 8: While MAP Reading data indicates that most of the K-5 grade levels performed above the district per mean RIT scoring, 52% of Douse K-5 students did not meet their projected growth for MAP Reading at the end of the 22-23 school year.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instructional Processes

Alice W. Douse Elementary, our teachers spend time studying the curriculum in grade-level collaborative teams to gain clarity of the standards. Our teachers strive to develop a deeper understanding of the standards and the depth and complexity required to provide our students with rigorous learning experiences that challenge them to think at higher levels. Our teachers have varying degrees of knowledge and experience related to providing research-based instructional strategies in each content area. Teachers strive to align their instructional practices with the state standards as outlined in the Instructional Focus Document (IFD), which serves as a guide for the intended purpose and specificity of the TEKS. Through the Gradual Release of Responsibility (GRR), each lesson is designed to provide students with focused instruction, guided instruction, collaborative learning, and independent learning. It is a campus expectation that all teachers will include the learning target, learning task, and purpose of why the standard/skill is being taught in their lesson plans. Teachers are also expected to have the learning target and task posted in the classroom for students to understand, interact with, and refer to during instruction.

Our teachers use Performance Assessments and/or teacher-created formative assessments to monitor students' understanding of the standards and make appropriate adjustments to their instructional practices. Many of the teacher created formative assessments will be created via Eduphoria to assist with data collection and analysis of learning standards for 1st - 5th grades. Additionally, Common Unit Assessments will be used as summative assessments to measure students' level of mastery of the curriculum. Teachers will use the results of these assessments to determine the next levels of work of instruction needed to ensure students grasped the skills and concepts taught. Universal screening data such as CIRCLE Testing for Pre-Kindergarten and MAP (Math, Reading, and Science) for Kindergarten through Fifth grade, will be used to identify students performing below grade level. Teachers will analyze and use the screening data to determine appropriate instructional support and intervention plans for students at the end of each unit. Assessments play a major role in teacher decision-making and takes on many different forms at Douse. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. Common Unit Assessments (CUAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, so that instruction is supported across all grade levels. Teacher reflections during PLCs and RTI discussions note students continuing to struggle with math comprehension and problem-solving, interacting with content vocabulary, inferencing, author's purpose and craft, writing constructed responses to texts, along with summarization and paraphrasing. Teachers have shared the challenges of helping students master grade-level skills due to gaps in learning from previous grade levels and the need to provide extensive scaffolding to improve student prerequisite knowledge before teaching next levels.

In order to address the problem of students not making adequate progress as indicated by CIRCLE, MAP, STAAR data and other measures of academic growth, our teachers, campus instructional leaders, and KISD Learning Services are committed to improving instructional and leadership practices through a collaborative focus on essentials practices:

- implementing standards-based, aligned instruction through the Professional Learning Communities (PLC)
- unit planning process is guided by the district curriculum documents, common unit assessments, and the unit learning progression.
- monitoring and coaching the implementation of standards-based, aligned instruction delivered through the Gradual Release of Responsibility (GRR) model with growth-focused, specific, and actionable feedback.
- teachers collaboratively craft success criteria and short-cycle formative assessments to guide, monitor, and track learning progress and to help students monitor their own progress toward the learning targets and success criteria.
- data analysis protocol, leaders and teachers use data from the Common Unit Assessments to inform and improve individual and collective practice and to identify students who need additional time and support for learning.

Data collected by teachers include students' work in the following: Guided Math Instructional Model, Measure of Academic Progress (MAP), ST Math, iStation, iLiteracy, STEMScopes for Science, TELPAS, district Curriculum Unit Assessments, and Campus-Based Formative and Summative Assessments, to

name a few.

The goal of our teachers is to continue the work of facilitating student learning at high cognitive levels. Teachers meet in grade-level Professional Learning Communities (PLC). Teachers will collaborate in the PLC Unit Planning Process to gain a deeper understanding of the TEKS, Depth of Knowledge levels, and the Gradual Release of Responsibility Instructional Moves. The PLC Unit Planning process will be instrumental in strengthening instruction as teachers continue to address the four essential PLC questions: What do we want students to know and be able to do? How will we know if they have learned? What will we do if they don't learn? What will we do if they already know it? However, we need to learn more about what we will do when students don't learn as well as what will we do if students already know it to provide adequate and appropriate intervention and enrichment. Teaching staff noted on the 22-23 Staff Survey that effective PLCs would help with specifics on addressing content concerns noted previously.

During PLCs and grade level planning days, teachers will continue the practice of using Hess's Cognitive Rigor Matrix to align learning targets and tasks at the depth and complexity that will foster student learning and achievement at DOK 2 or higher. PLC's will also be used for analyzing assessment data, unit planning, and determining appropriate interventions for students. This valuable time is an opportunity for teachers to work together to ensure the success of our students. The teaching staff is also encouraged to participate and provide input on all decision-making committees i.e. Site-Based Decision-Making Committee (SBDM), Campus Conduct Committee (CCC), Campus Employee Advocacy Committee (CEAC), and the Campus Culture Committee.

Teacher Support

On average, from 2019-20 to 2022-23, 15-20 new staff members are hired each school year, to include teaching staff. Therefore, it is critical that we provide ongoing support and professional growth opportunities in order to develop and retain highly effective teachers for our all students, especially our most at-risk students. In following the KISD New Teacher Mentoring Program, all new teachers are assigned a mentor teacher for a year-long partnership. New to KISD experienced teachers are offered Buddy Teachers at the campus-level to assist with district as well as campus instructional implementation expectations, operations, and policies. Both the mentor and buddy teacher support new teaching staff and new to KISD teaching staff with research-based practices and strategies through the collaborative planning process to develop and promote effective teaching for all Douse students. During the 2022-23 school year, new teachers were part of New Teacher Tuesday professional development and learning facilitated by school instructional leadership. New Teacher Tuesday will continue to during the 2023-2024 school and will include returning 2nd year teachers, and new to teaching teachers. Teacher leadership is welcomed and valued at Douse as lead teachers share their knowledge and expertise during grade level collaborative planning, PLC, staff meetings, peer observations through mentoring, advocating for research-based and innovative teaching strategies and resources, and of course, through sharing input as a valued member of the campus Site-Based Decision-Making Committee (SBDM). Teaching staff are also instrumental in leading and facilitating the Campus Culture Committee and Campus Employee Advocacy Committee (CEAC). Both committees are key to staff input and staff morale. During the 2023-2024, two district funded and one Title I funded, full-time campus instructional specialists will assist in supporting teachers in strengthening the instructional core by modeling research-based instructional practices, observing teaching practices, and providing specific instructional guidance throughout the school year. The CIS team will also serve as mentor coordinators for new teachers and assigned mentors.

The Response to Intervention (RtI) process is designed to identify students at risk of failing. The RtI process also addresses student behavior and helps teachers with behavior strategies. Through the RtI process, the committee and the classroom teacher develop a Student Success Plan (SSP) to track student progress. The RtI committee meets regularly to discuss what interventions are working and not working in order to provide the most effective teaching method to meet student needs. The RtI committee which includes classroom teachers will also work collaboratively to monitor the progress of the interventions. The RtI committee which includes parent input, meets to discuss student academic progress and interventions. The campus master schedule ensures all students receive an hour of daily intervention to address gaps in learning for reading and math.

Special Programs

Beyond core the core instructional program, a variety of special programs are provided to serve the needs of all students. These special programs include At-Risk, Gifted and Talented, English Language Learners, Dyslexia, Section 504, and Special Education.

During the 2022-2023 school year, a total of 8.27% of the student population were ESL/EB identified, an increase from 6.40% during the 2021-2022 school year. The English Language Learners Program implemented new state requirements during the 2018-2019 school year:

- 1) ELAR teachers serving ELL students must be ESL certified.
- 2) A single language assessment must be used statewide (Pre-LAS and LAS).

Continued professional development is essential for our ELL teachers as well as for our all classroom teachers who assist ELL/EB identified students with vocabulary building in math, reading, science, and social studies. Asking thoughtful and meaningful questioning beyond the comprehension and knowledge levels continues to be a goal for students to be able to connect to the content. Parents of our ELL/EB identified students often ask for ways to help their children/students at home. Parents of ELL identified students continue to express concerns about not speaking and fully understanding the English language and curriculum which impacts their ability to help their students/children at home. An ELL Parent Information Meeting is offered in the Fall and in the Spring.

Accelerated Instruction

During the 2022-2023 school year, Alice W. Douse continued in alignment with KISD and state expectations implemented the requirement of HB 4545 which establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness STAAR. Targeted instruction and intervention will take place in areas for Math and Reading based on STAAR tested areas in grades 3 and 5. To meet the needs of Douse students, the following practices have been established:

- Intervention block created during the school day to work on online programs for reading and math.
- Common unit assessment data to identify and cluster students needing Tier 2 intervention during this intervention period.
- Accelerated Instruction provided throughout the course of the school day for students who did not test or failed last year's STAAR test.
- Teachers and interventionists provide targeted, skills-based interventions in the smallest groups possible.

Instructional Technology

At Alice W. Douse instruction drives technology through integrated modern learning environments which facilitate creativity, collaboration, share best practices, and integrate 21st-century skills into classroom practice. Instructional technology enables students to learn in relevant, real-world contexts, allows equitable access to quality learning tools, technologies, and resources.

Our campus has a variety of hardware, software, and access to online resources. All classrooms are networked with high-speed internet. Document cameras and interactive projectors are utilized to enhance the learning experience of our students because we realize the importance of technology integration. Teachers incorporate a variety of curriculum-based programs and applications to integrate technology into regular lessons and student learning. An assortment of digital assessment tools and applications are available for teacher and/or student use including ST Math, iLiteracy, iStation, Science Flix, True Flix-Scholastic, Accelerated Reader, Square Panda, Starfall, Learning A-Z, RAZ Kids. and other technology-based learning programs. Our Special Education students will also gain learning experiences through technology with Success Maker and Waterford software programs.

Guidance and Counseling

School counselors work in conjunction with campus administration to implement policies and protocols to provide training to campus staff on trauma-informed care and the integration of psychological safety strategies. Even at the elementary school level, there has been a steady increase in the number of self-harm and

homicidal threats made by students this school year to include towards school staff. There is a need to increase awareness among our school community, provide staff with the training needed to recognize signs, be proactive, respond appropriately, and find age-appropriate ways of teaching the students about these dangers.

School Processes & Programs Strengths

- Teachers benefit from district, out of district professional development, and PLCs to gain a deeper understanding of the standards to improve and enhance student achievement.
- Our campus is well-equipped with technology to enhance student learning.
- Teachers have multiple opportunities to learn about and incorporate technology in their instructional practices.
- New Teacher Tuesday provides additional professional development and learning for new teachers.
- Teachers and interventionists provide targeted, skills-based interventions in the smallest groups possible to address reading and math learning gaps.
- School counselors work in conjunction with campus administration to implement policies and protocols to provide training to campus staff on trauma-informed care and the integration of psychological safety strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase teacher knowledge in addressing PLC Essential Question #3, What will we do when they don't learn? and PLC Question #4, What will we do if they already know it?

Problem Statement 2: There is need to increase effective communication and know-how for parents of our ELL/EB identified students on ways to help their children with curriculum and academic achievement.

Problem Statement 3: Due to the steady increase in the number of students requiring trauma informed care during the 22-23 school year, there is a need to increase awareness among our school community, provide staff with the training needed to recognize signs, be proactive, respond appropriately, and find age-appropriate ways of teaching the students about these dangers.

Problem Statement 4: There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.

Problem Statement 5: There is a need to increase the use of formative assessment data to differentiate, and adjust instruction to improve collaborative learning, small group instruction and independent practice.

Problem Statement 6: There is a need to implement professional development on problem-solving skills and math comprehension to improve overall math achievement for K-5 students.

Problem Statement 7: There is a need to build capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring of new teachers.

Perceptions

Perceptions Summary

SCHOOL CULTURE AND CLIMATE

Our school has an encouraging and positive learning environment. Our priority is to address the needs of all students, including Special Education, Gifted and Talented, ESL, and Dyslexia students. Intervention time, which we call Diamondback Time, is provided during the school day for students to receive dyslexia intervention, RtI intervention for reading and/or math, and Speech services. During that time, teachers provide classroom intervention for students in need of individual or small group instruction. Teachers are a part of a variety of school-wide committees to facilitate the various needs on campus. One of these is the Site-based Making Committee. It consists of campus administrators, teachers, staff, parents, district representatives, and community members who meet six times a year. Teacher leaders facilitate and lead the Campus Culture Committee.

Our goal is to return to teachers being provided a content-based planning day this school year. The school also provides opportunities for teachers to attend out of district conferences to improve student growth in the area of Music, PE, ESL, and G/T as well as the Solution Tree (Dufour) PLC Conferences, Lead4Ward conferences, Instructional Strategies to Improve Student Outcomes Workshop, to name a few.

Staff members will focus on creating lasting relationships with students through the district-wide Restorative Practices initiatives. The primary purpose of Restorative Practices is to restore to facilitate positive student interactions and connections. Administration and the teaching staff received district professional development over the summer months and will continue to participate in ongoing professional development of Restorative Practices this school year. Through these practices the goal is to decrease the number of discipline referrals by helping students feel safe and a part of their learning. Restorative Circles will be used to facilitate strong classroom cultures where students will have input in creating their learning environment. This initiative will assist with maintaining the focus on student excellence in academics and behavior. Part of the campus culture will be to instill what "make excellence a habit," truly means for staff and students. Students and teachers will also participate in other programs aimed at improving their overall well-being and mental health.

Student safety is a priority at our school. Staff and students participate in monthly fire drills and lock down drills. We also practice tornado drills each semester. Teachers are highly encouraged to practice with students in the event of real-time, real-world situations. All classroom doors remain locked throughout the instructional day for student and staff safety.

Students will continue to have the opportunity to participate and be a part of a variety of clubs. Some of the clubs will include Science Olympiad, Student Council, and Battle of the Books. All after school clubs will encourage students to have high expectations for themselves and to be mindful of behavior practices that can possibly have them removed from participation. Diamondback Student of the Month is held to recognize and honor students displaying positive character traits. Each month teachers recognize and nominate two students from their classrooms to be honored by the school leadership team.

PARENT and FAMILY ENGAGEMENT

Parent and family engagement has become a major focus at Alice W. Douse Elementary. The Elementary and Secondary Educations Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services. At the start of each school year in the Fall an Annual Title I Parent Information Meeting is held to inform parents of the school's participation in Title I, Part A, and explain the requirements of Title I, Part A, explain parental rights and opportunities as parents and families to be involved in their child's learning and achievement. Schools with 40% or more of students from low-income families qualify to be served as a Title I School wide campus. Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to supplement the school's existing programs in order to improve student achievement. These dollars can be used for identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards, purchasing supplemental: staff, programs, materials, supplies, and conducting parent and family engagement meetings, training, and activities.

We remain committed to improving Parent Involvement on our campus. Parents are key stakeholders and are vital to building a lasting partnership in educating our students. As a Title I campus, The Alice W. Douse Site-Based Decision-Making Committee (SBDM) consists of administrators, teachers, staff, parents, business, and community members who meet to address, review, and discuss academic goals outlined in the Campus Improvement Plan. During scheduled Title I meetings parents expressed they would like consistent communication from school staff. Parents also expressed the need to continue curriculum nights during the 2023-2024 school year. Parents have expressed concerns with grading accountability per the KISD Elementary Grading Handbook. The grading concerns range from grades not being posted in a timely manner to parents not receiving communication regarding academic concerns until their child has a failing grade. This parent concern and input is now noted in the 2023-2024 Home School Compact under the Teacher section. Each

year, parents are and will continue to be invited to share their thoughts and input regarding campus communication and concerns. In the Fall and Spring of each school year, parents are invited to assist with reviewing and revising Parent and Family Engagement Policy and the Home School Compact, as needed. Parents are encouraged to participate in volunteering opportunities available on campus as well.

As part of our outreach to our community, our Little Rattlers groups focus on early childhood reading strategies. The younger siblings of Alice W. Douse students and community non-school aged children are invited to bring their parents to our Little Rattlers Literacy Group. During Little Rattlers time, our parent liaison provides activities that make learning a fun experience and gives parents tips on early reading activities to do at home. It's a great way to spend time with your child. Little Rattlers Literacy Group is for 2 – 4 years of age and not currently enrolled in school.

The staff at Alice W. Douse Elementary recognizes the importance of strong home-school communication and will continue to work toward strengthening relationships with parents and the community. Parents will continue to be given opportunities to volunteer on campus during the 2022-2024 school year. Additionally, parents will continue to receive school information through our Wednesday folders. Our teachers are highly encouraged to maintain constant and consistent communication with parents. The Alice W. Douse family will continue to be a part of the school's culture, climate, values, and beliefs.

Creating an atmosphere of open communication with employees, parents, students, and the community is important. Douse utilizes tools such as a monthly campus newsletter, daily planner communication from teachers, parent meetings, district mass communication system, emails, and the ever-growing school Facebook page.

Volunteers are a significant resource in helping create a supportive and welcoming environment. Volunteer orientation will continue to be offered as part of the application process on different days and times as well as a virtual option. Volunteer numbers have slightly increased during the 2022-2023 school year, however, there is a need to re-establish and strengthen the volunteer program here at Douse.

Parent Survey Data - May 2023

DISCIPLINE

We will continue to work on lowering the number of discipline referrals generated by a campus-wide focus on behavior management through building relationships and Restorative Practices. Teachers and students will work together in creating positive classroom communities built on trusting relationships. Building trust and consistency with classroom management plans and the supervision of all students is paramount to student safety and student discipline while students are present for school.

Restorative Practices are designed to teach students appropriate behavior and change the way staff approaches student misconduct. During the 2023-2024 school year, we will continue the implementation of Restorative Practices through a district-wide initiative. Campus administration and teaching staff are attending ongoing professional development to gain additional insight on building relationships and improving classroom cultures through Restorative Practices to address the increasing number of students receiving incident referrals. Students will collaborate with one another and with their classroom teacher to create Respect Agreements and hold Restorative Circles throughout the school year to build a lasting and caring classroom culture and learning environment.

We continue to struggle to implement effective campus-wide discipline strategies with consistency. A deeper toolbox of classroom management strategies through Restorative Practices Professional Development is needed to address the various needs of our students, especially in the younger grades. Relationship building along with parent support and input are key to changing student behaviors.

	2023			2022			2021			2020			2019		
	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders
Alice W Douse EL	498	74	14.86%	713	129	18.09%	412	65	15.78%	516	83	16.09%	735	141	19.18%

Perceptions Strengths

- Parental involvement through volunteer opportunities.
- Early literacy training provided for parents.
- Parents and the community are invited to all campus programs and activities.
- Clubs will provide extracurricular and participation activities for our students.
- Teacher leaders facilitate and lead the Campus Culture Committee.
- Douse utilizes tools such as a monthly campus newsletter, daily planner communication from teachers, parent meetings, district mass communication system, emails, and the ever-growing school Facebook page.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Though there was a decrease in overall discipline referrals from 21-22 (713) to 22-23 (448), there is still a need to implement classroom management plans and Restorative Practices with fidelity across the campus; 14.86% (74 students) of students with referrals are repeat offenders.

Problem Statement 2: There is a need to increase consistent and effective communication with parents regarding grade level curriculum expectations and academic concerns from the teaching staff.

Problem Statement 3: There is a need to address the physical well-being and mental health of students, faculty, and staff.

Problem Statement 4: There is a need to re-establish and strengthen the volunteer program here at Douse.

Problem Statement 5: We continue to struggle to implement effective campus-wide discipline strategies with consistency. A deeper toolbox of classroom management strategies through Restorative Practices Professional Development is needed to address the various needs of our students, especially in the younger grades. Relationship building along with parent support and input are key to changing student behaviors.

Goals

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

Performance Objective 1: Teachers will implement the district curriculum, strategies, and initiatives to strengthen the instructional core, impact student growth, and increase overall CIRCLE and MAP assessment data by five-percent by May 2024.

Evaluation Data Sources: CUA, MAP, CIRCLE, STAAR for Reading

Strategy 1 Details
<p>Strategy 1: Teachers will provide enrichment opportunities and differentiated instruction to maximize learning for all students regardless of learning levels to address the needs of individual learners to include SpEd, GT, EB and At-Risk identified students in math, reading, language arts, and social students. Differentiation will include following documented accommodations for instruction and assessments for students identified under SpEd, Section 504, and LPAC.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 5</p> <p>Funding Sources: Instructional resources for GT enrichment - 177 - Gifted/Talented - 177.11.6399.00.140.21.000 - \$2,525, Reading materials for GT enrichment - 177 - Gifted/Talented - 177.11.6329.00.140.21.000 - \$500</p>

Strategy 2 Details

Strategy 2: Special Education teachers will plan and participate in the Collaborative Teaching Model with General Education teachers to provide SpEd identified students with on-grade level content support and instruction for ELA, Reading, Math, and Science content in the general education setting. Collaborative Teaching model will provide targeted instruction to close the achievement gap in core content areas for general education and special education students.

Classroom teachers, Special Education teachers, and the ESL teacher will develop learning strategies to teach core concepts and skills through the Gradual Release of Responsibility framework.

Strategy's Expected Result/Impact: Collaborative Teaching model will provide targeted instruction to close the achievement gap in core content areas for general education and special education students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

All Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 3, 4

Strategy 3 Details

Strategy 3: During grade-level planning time and in PLCs, teachers will utilize the data analysis protocol process for CUAs to make adjustments to instructional and intervention practices to improve and increase student proficiency on hard to learn standards (TEKS) in reading, math, and science.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

All Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Demographics 2 - Student Learning 3, 4

Strategy 4 Details

Strategy 4: During grade-level planning time and in PLCs, teachers will utilize the district collaborative planning process documents and planning process to create aligned learning assessments and learning with H.O.T. - higher order thinking learning tasks per the Cognitive Rigor Matrix and GRR instructional model.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 5 Details

Strategy 5: Teacher will provide students with enriching hands-on experience to apply divergent thinking strategies across curricular content.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Instructional material to support classroom instruction for disadvantaged learners. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$6,600

Strategy 6 Details

Strategy 6: The EB Teacher will collaborate with teachers and provide EB identified students classroom support and small group focused on building vocabulary and language skills applied in reading, math, social studies, and science content.

Supplemental curricula, instructional materials, educational software, and/or assessment resources designed to support ELL students will be used to increase academic achievement of English Learners. This includes integrating visual aides, academic vocabulary games, hands-on task, and review assessments.

Research-based strategies include:

- Focus on academic language, literacy, and vocabulary.
- Link background knowledge and culture to learning.
- Increase comprehensible input and language output.
- Promote classroom interaction; and
- Stimulate higher-order thinking and the use of classroom/grade level learning strategies.

Strategy's Expected Result/Impact: Improve student achievement for EB identified students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

All Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Funding Sources: Supplemental curricula, instructional materials, and/or assessment resources designed to support ELL students will be used to increase academic achievement of English Learners. - 165/ES0 - ELL - 165.11.6399.00.140.25.ES0 - \$3,640

Strategy 7 Details

Strategy 7: Dyslexia teachers will continue to use the Wilson Reading System to provide explicit, systematic, sequential, multi-sensory phonics instruction through dyslexia services for identified students. This will impact reading across all core content areas.

Strategy's Expected Result/Impact: This will impact reading across all core content areas.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Dyslexia Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Intervention Aides will provide additional support by addressing the needs of at-risk and disadvantaged learners in all core content areas.

Strategy's Expected Result/Impact: Increased student achievement in reading and math.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Interventionist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: Salary for Intervention Aide I to support struggling learners. - 211 - ESEA, Title I Part A - 211.11.6129.00.140.30.000 - \$78,817, Salary for At-Risk Aide I to support at-risk learners. - 166 - State Comp Ed - 166.11.6129.00.140.30.AR0 - \$23,807, Instructional supplies for small group intervention in core content areas - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$10,000

Strategy 9 Details

Strategy 9: Teachers will participate in Response to Intervention (RtI) meetings to determine appropriate Tier 2 or Tier 3 reading and math interventions to address the needs of struggling learners in a timely manner.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Strategy 10 Details

Strategy 10: Administrators will monitor the implementation of standards-based aligned lessons for reading, math, science, and language arts TEKS through the Gradual Release of Responsibility Instructional Model by providing ongoing instructional coaching-based walkthroughs, coaching walks, and lesson plan reviews.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 2, 4

Strategy 11 Details

Strategy 11: Implement an after-school learning academy for grades K-5 for targeted interventions and support students who still need to meet standards on curriculum, MAP, and STAAR assessments for reading and math. Tutoring will also include identified At-Risk students struggling to meet the state academic standards per Accelerated Learning guidelines.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Instructional Specialists
Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 5

Funding Sources: Nutritional snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.140.30.000 - \$2,500, Instructional resources for after school tutoring - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$10,920

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of identified Gifted and Talented students continues to see a decline from 2.58% in 2021-22 to 1.81% in 2022-2023.

Problem Statement 2: Research shows educationally disadvantaged students experience gaps in academic achievement. Educationally disadvantaged students comprise 47.48% of the student population at Alice W. Douse ES. Additional time and resources will be needed to address their learning needs.

Student Learning

Problem Statement 2: The most current MAP Science (RIT -1.4) and Raw STAAR (33%) data for 22-23 reveals student achievement in the tested area of science is below the district average (36%) in 5th grade.

Problem Statement 3: While the majority of the PK students outperformed the district in several learning categories, PK students performed below the district in Phonological Awareness (0.4%) compared to the district (PA, 7%) and in Math, Douse (8%)/district (9%) for the end of the year CIRCLE assessment average.

Problem Statement 4: There is a need to increase student achievement so that by 2030, 60% of 3rd, 4th, and 5th grade students score meets grade level or above on STAAR Mathematics and Reading.

Problem Statement 5: There is still a need to extend learning opportunities beyond the school day to address the needs of educationally disadvantaged learners and those continuing to experience learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 2: Teachers will implement the district curriculum, strategies, and initiatives to strengthen the instructional core, impact student growth, and increase overall STAAR assessment data in reading by five-percent by May 2024.

Evaluation Data Sources: Curriculum Unit Assessments (CUAs), State Assessments (STAAR, TELPAS), Benchmark assessments (CIRCLE, MAP)

Strategy 1 Details
<p>Strategy 1: Teachers will strengthen the ELAR instructional core through the use of a variety of instructional strategies that will include Close Reading, Empowering Writers, Comprehension at the Core, Vocabulary development, Phonics Instruction, and Phonemic Awareness to enhance reading and writing instruction for all students.</p> <p>Collaborative Teaching model will provide targeted instruction to close the achievement gap between general education and special education students.</p> <p>Strategy's Expected Result/Impact: Improve academic performance in reading for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4, 8</p> <p>Funding Sources: Instructional materials to enhance ELAR instruction, to include Empowering Writers, or a similar resource - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$5,388</p>

Strategy 2 Details

Strategy 2: Students will participate in online keyboarding skills training to develop automaticity, thus allowing students to focus on communicating their thinking throughout the constructed response process when responding to the text.

Strategy's Expected Result/Impact: Impact student achievement on constructed response questions when responding to text.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Funding Sources: Keyboarding online subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.140.30.000 - \$2,300

Strategy 3 Details

Strategy 3: Students will improve mastery of ELAR TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! ELAR instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple opportunities to comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. Students will also be able to make reading-writing connections.

Strategy's Expected Result/Impact: Students will be able to comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. Students will also be able to make reading-writing connections.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 8

Funding Sources: Instructional materials to support reading, including Mentoring Minds, ThinkUp! ELAR or a similar resource. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$11,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Research shows educationally disadvantaged students experience gaps in academic achievement. Educationally disadvantaged students comprise 47.48% of the student population at Alice W. Douse ES. Additional time and resources will be needed to address their learning needs.

Student Learning

Problem Statement 3: While the majority of the PK students outperformed the district in several learning categories, PK students performed below the district in Phonological Awareness (0.4%) compared to the district (PA, 7%) and in Math, Douse (8%)/district (9%) for the end of the year CIRCLE assessment average.

Problem Statement 4: There is a need to increase student achievement so that by 2030, 60% of 3rd, 4th, and 5th grade students score meets grade level or above on STAAR Mathematics and Reading.

Problem Statement 8: While MAP Reading data indicates that most of the K-5 grade levels performed above the district per mean RIT scoring, 52% of Douse K-5 students did not meet their projected growth for MAP Reading at the end of the 22-23 school year.

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

Performance Objective 3: Teachers will implement the district curriculum, strategies, and initiatives to strengthen the instructional core, impact student growth, and increase overall STAAR assessment data in math by five-percent by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment
CIRCLE - EOY Benchmark
MAP - EOY Benchmark

Strategy 1 Details
<p>Strategy 1: Based on CUA and MAP data, teachers will progress monitor student understanding of math concepts, provide differentiated instruction in flexible groups, implement independent-work stations, and practice individualized math concepts. Additional math strategies will include Building Number Sense, Math Talk, and a grade-level problem-solving approach to help students understand and interact with learning targets and tasks.</p> <p>Strategy's Expected Result/Impact: Improve academic performance in math for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4, 7</p> <p>Funding Sources: Math instructional supplies and materials for small group instruction and intervention for struggling learners. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$8,000, Math instructional supplies for intervention for at-risk learners. - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$5,000</p>

Strategy 2 Details

Strategy 2: Teachers in grades 3rd - 5th will use the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.

Strategy's Expected Result/Impact: Improve academic performance in math for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 4, 7

Strategy 3 Details

Strategy 3: Teachers will participate in professional development through PLCs and designated district planning days and implement Model Math problem-solving for grades 2-5, to increase proficiency in applying problem solving skills.

Strategy's Expected Result/Impact: Teacher capacity for student achievement in math.

Staff Responsible for Monitoring: Principal

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 5, 7

Funding Sources: Professional instructional materials to study during PLCs to enhance math planning and instruction. - 211 - ESEA, Title I Part A -

211.13.6399.00.140.30.000 - \$1,500

Strategy 4 Details

Strategy 4: Students will improve mastery of math TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! Math instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple opportunities for students to solve problems, to think critically, and apply the content and process standards for math.

Strategy's Expected Result/Impact: Students will be able to engage in multiple opportunities for students to solve problems, to think critically, and apply the content and process standards for math.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 4, 7

Funding Sources: Instructional materials needed to support math, Mentoring Minds, ThinkUp! Math or a similar resource. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$15,000

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: According to the 2023 STAAR data, continued support is needed with our Economically Disadvantaged, African-American, and Special Education identified students across reading, math and science for 3rd, 4th, and 5th grades.

Problem Statement 4: There is a need to increase student achievement so that by 2030, 60% of 3rd, 4th, and 5th grade students score meets grade level or above on STAAR Mathematics and Reading.

Problem Statement 7: While MAP Math data indicates that most of the K-5 grade levels performed above the district per mean RIT scoring, 55% of Douse K-5 students did not meet their projected growth for MAP Math at the end of the 22-23 school year.

School Processes & Programs

Problem Statement 5: There is a need to increase the use of formative assessment data to differentiate, and adjust instruction to improve collaborative learning, small group instruction and independent practice.

Problem Statement 7: There is a need to build capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring of new teachers.

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

Performance Objective 4: Teachers will implement the district curriculum, strategies, and initiatives to strengthen the instructional core so that assessment performance will demonstrate a five-percentage point growth in science by June 2024.

High Priority

Evaluation Data Sources: STAAR Assessment, MAP data

Strategy 1 Details

Strategy 1: Teachers will utilize the science labs through a sign-up schedule to support the mastery of grade-level science concepts. Classroom instruction will include the use of STEM-scope exploration kits for all grade levels and other hands-on STEM-related resources to enhance scientific engagement and learning.

Strategy's Expected Result/Impact: Improve academic achievement in science for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 6

Funding Sources: Science Spiral Review Materials for concept and vocabulary development - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$5,000, Instructional Resources to support science instruction and investigation - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$5,000

Strategy 2 Details

Strategy 2: In continuing to improve science achievement and instruction, students will have access to research-based online programs and expository text to strengthen and develop science vocabulary and concepts. Teachers will provide additional virtual science learning experiences to build background knowledge and increase the higher-level application of science process standards.

Strategy's Expected Result/Impact: Improve academic achievement in science for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 6

Funding Sources: Online resource to enhance science learning, - 211 - ESEA, Title I Part A - 211.11.6299.OL.140.30.000 - \$4,500, Science supplemental resources for content area vocabulary development. - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$4,000, Science expository text for supplemental science support - 166 - State Comp Ed - 166.11.6329.00.140.30.AR0 - \$1,000

Strategy 3 Details

Strategy 3: Students will participate in a campus-wide Science Fair as part of the STEM and Science Curriculum Family Night.

Strategy's Expected Result/Impact: Improve academic achievement in the science for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 6

Funding Sources: Instructional supplies and materials for grade level STEM and science fair projects. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$5,000

Strategy 4 Details

Strategy 4: Through field-based inquiry, students can take skills learned in the classroom and apply them in a new setting. The campus will support field-based instruction for students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Continued learning of skills through enhanced field-based instruction.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2

Funding Sources: Field-based Learning Transportation - 166 - State Comp Ed - 166.11.6494.00.140.30.AR0 - \$13,000, Field-based Learning - Entry Fees - 166 - State Comp Ed - 166.11.6412.00.140.30.AR0 - \$5,000

Strategy 5 Details

Strategy 5: Students will improve mastery of science TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! Science instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple and varied opportunities to think critically, engage in scientific practices, analyze and interpret data, and participate in science activities.

Strategy's Expected Result/Impact: This learning resource will provide students with multiple and varied opportunities to think critically, engage in scientific practices, analyze and interpret data, and participate in science activities.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 6

Funding Sources: Instructional materials to support science, including Mentoring Minds, ThinkUp! Science or a similar resource. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$9,000

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Research shows educationally disadvantaged students experience gaps in academic achievement. Educationally disadvantaged students comprise 47.48% of the student population at Alice W. Douse ES. Additional time and resources will be needed to address their learning needs.

Student Learning

Problem Statement 2: The most current MAP Science (RIT -1.4) and Raw STAAR (33%) data for 22-23 reveals student achievement in the tested area of science is below the district average (36%) in 5th grade.

Problem Statement 6: In 22-23, end of year MAP data for Science indicates, 3rd grade mean RIT at 206.1 compared to the district mean RIT at 210.3 and 4th grade mean RIT at 201.2 compared to the district mean RIT at 203.6. Both grades performed below the district with 3rd (-4.1) and 4th (-2.4) indicating a need for aligned science lessons that incorporate hands-on learning and exploration.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: As teacher knowledge increases and instruction/interventions improve, student achievement will increase in all subject areas by 5% in meets grade-level standards.

High Priority
Evaluation Data Sources: Professional Learning Communities, Campus and District Professional Development

Strategy 1 Details
<p>Strategy 1: New teachers to Killeen ISD and Douse ES will be partnered with a year-long mentor and attend New Teacher Tuesday PLC to receive additional support on effective teaching practices and classroom management and receive How-To support on other teaching expectations, i.e., obtaining reading levels. New to KISD but experienced teachers will be offered a Buddy Teacher for help, and 2nd-year new teachers will be invited back to New Teacher Tuesday for the 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement in core content areas for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 1, 7</p>

Strategy 2 Details

Strategy 2: G/T teachers will receive 30-hour training and 6 hour update training annually.

Every teacher assigned to teach a GT course has or will attain required 30 hours of GT training in:

- a) Nature and needs
- b) Assessing and identifying
- c) Curriculum and instruction
- d) Assessing social and emotional needs
- e) Creativity and instructional strategies

Strategy's Expected Result/Impact: Improve academic performance in core content areas for all students.

Increase G/T identified students to 5% from 1.81% by EOY.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

Problem Statements: Demographics 1 - School Processes & Programs 7

Strategy 3 Details

Strategy 3: The campus will increase instructional capacity of teaching staff by attending professional development activities that focus on ELAR, ELPS, Math, Science interventions. The professional development will focus on academic language, effective curriculum delivery, effective interventions, and cultural connections.

Strategy's Expected Result/Impact: Improve academic achievement in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1, 6, 7

Funding Sources: Job embedded Professional Development for teachers - Effective curriculum delivery in literacy. - 211 - ESEA, Title I Part A - 211.13.6411.00.140.30.000 - \$10,000, Teacher Conference fees and Travel for academic language and effective curriculum delivery through interventions. - 166 - State Comp Ed - 166.13.6411.00.140.30.AR0 - \$15,000, Materials for Campus Based Professional Development on effective curriculum delivery through interventions - 166 - State Comp Ed - 166.13.6329.00.140.30.AR0 - \$2,000, Substitute pay for teachers to attend Professional Development - 211 - ESEA, Title I Part A - 211.11.6116.00.140.30.000 - \$2,000

Strategy 4 Details

Strategy 4: In Professional Learning Communities, teachers will examine data from common assessments as well as data from progress monitoring to identify specific strengths and weaknesses for all students.

Strategy's Expected Result/Impact: Collaboration to improve academic achievement for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 5, 6, 7

Funding Sources: Professional Development to Support PLC Learning - Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.140.30.000 - \$15,000, Admin Professional Development to Support PLC Learning - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.140.30.000 - \$10,000, Substitute Pay for PLC Conference - Teacher - 211 - ESEA, Title I Part A - 211.11.6116.00.140.30.000 - \$5,000

Strategy 5 Details

Strategy 5: We will continue to hire a Campus Instructional Specialist to provide additional support for teachers. The CIS will assist teachers in strengthening the instructional core by modeling research-based instructional practices, observing teaching practices, and providing instructional guidance throughout the school year. The CIS will also serve as the mentor coordinator for new teachers.

Strategy's Expected Result/Impact: Improve academic achievement in core content areas for all students

Staff Responsible for Monitoring: Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 7

Funding Sources: Salary for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.140.30.000 - \$74,832

Strategy 6 Details

Strategy 6: During PLCs and grade-level planning, the campus instructional leadership team will collaboratively plan with teachers utilizing the unit planning protocol and backward design process to plan aligned targets to aligned tasks and lessons to strengthen the instructional core to impact student growth and academic achievement.

Strategy's Expected Result/Impact: Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

Problem Statements: School Processes & Programs 1, 7

Strategy 7 Details

Strategy 7: Teaching staff will engage in monthly content meetings to discuss instructional needs and practices that impact scaffolding and prerequisite skills that impact student learning. Content teams will include team members across each grade-level.

Strategy's Expected Result/Impact: Improve academic achievement in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 7

Strategy 8 Details

Strategy 8: The campus instructional leadership team will conduct monthly coaching walks to strengthen the instructional core toward improving student growth and achievement. The campus leadership team will share feedback with teacher teams during PLCs. We will discuss learning with teacher teams for input regarding needed professional development based on the data for implementing effective teaching practices and the GRR instructional model.

Strategy's Expected Result/Impact: Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialists

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: School Processes & Programs 1, 7

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of identified Gifted and Talented students continues to see a decline from 2.58% in 2021-22 to 1.81% in 2022-2023.

School Processes & Programs

Problem Statement 1: There is a need to increase teacher knowledge in addressing PLC Essential Question #3, What will we do when they don't learn? and PLC Question #4, What will we do if they already know it?

Problem Statement 5: There is a need to increase the use of formative assessment data to differentiate, and adjust instruction to improve collaborative learning, small group instruction and independent practice.

Problem Statement 6: There is a need to implement professional development on problem-solving skills and math comprehension to improve overall math achievement for K-5 students.

Problem Statement 7: There is a need to build capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring of new teachers.

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

Performance Objective 1: Through family and community partnerships, we expect a 3% increase in family/community participation in the educational process.

Evaluation Data Sources: Volunteer hours, sign-in sheets

Strategy 1 Details
<p>Strategy 1: Develop and communicate campus-wide expectations for parent communication.</p> <ul style="list-style-type: none">-Monthly newsletter-Wednesday Folder-Classroom Planner-School Website-Social Media Page (Facebook) <p>Strategy's Expected Result/Impact: Improve parent communication</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p>Problem Statements: Perceptions 2, 4</p>
Strategy 2 Details
<p>Strategy 2: Parent/Teacher Conferences will be conducted to discuss student progress, learning concerns, the Home-School Compact, and students at risk of retention.</p> <ul style="list-style-type: none">-October-February <p>Strategy's Expected Result/Impact: Improve parent communication.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p>Problem Statements: Perceptions 2, 4</p>

Strategy 3 Details

Strategy 3: The campus will provide parents with the opportunity to attend information events such as the Title I and Title III - EB meetings, Meet the Teacher, Family Curriculum Nights, Parent University-Learning, and Parent/Teacher conferences, throughout the school year.

Through the Parent University-Learning, parents will learning reading and math skills that can support their children at home.

Strategy's Expected Result/Impact: Improve communication between home and school.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Teachers

Parent Liaison

Problem Statements: Perceptions 2, 4

Funding Sources: Reading materials to support parent engagement - 263 - ESEA, Title III Part A - 263.61.6329.LE.140.25.000 - \$780, Supplies to enhance parent learning. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.140.24.PAR - \$790

Strategy 4 Details

Strategy 4: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising PFEP & Home-School Compact.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Teachers

Parent Liaison

Problem Statements: Perceptions 4

Funding Sources: Title I Parent Involvement Refreshments - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.140.24.PAR - \$200

Strategy 5 Details

Strategy 5: We will continue the early literacy program to encourage parent involvement in preschool academic readiness.

Strategy's Expected Result/Impact: Improve parent communication.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Teachers

Parent Liaison

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 3 - Perceptions 4

Funding Sources: Instructional Supplies for Early Literacy program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.140.24.PAR - \$2,000, Refreshment for Early Literacy Program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.140.24.PAR - \$706

Strategy 6 Details

Strategy 6: The campus will host a Fall and Spring Parent/Family Event for parents of EB identified students. Parents will be provided additional academic information and support on how to help their students at home. Information will include learning about characteristics, program support, and how parents can help Improve academic performance in core content areas for their children.

Strategy's Expected Result/Impact: Improve academic performance in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Teachers

Parent Liaison

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 2 - Perceptions 2

Strategy 7 Details
<p>Strategy 7: A parent liaison will provide support in bridging the home-school connect to help improve parent involvement.</p> <p>Strategy's Expected Result/Impact: To improve parent involvement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Staff Parent Liaison</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Salary for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.140.30.000 - \$36,413</p>
Strategy 8 Details
<p>Strategy 8: Parents have to opportunity to connect with staff and students through the volunteer support process.</p> <p>Strategy's Expected Result/Impact: To improve the school volunteer program.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Staff Parent Liaison</p> <p>Problem Statements: Perceptions 4</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: While the majority of the PK students outperformed the district in several learning categories, PK students performed below the district in Phonological Awareness (0.4%) compared to the district (PA, 7%) and in Math, Douse (8%)/district (9%) for the end of the year CIRCLE assessment average.</p>
School Processes & Programs
<p>Problem Statement 2: There is need to increase effective communication and know-how for parents of our ELL/EB identified students on ways to help their children with curriculum and academic achievement.</p>
Perceptions
<p>Problem Statement 2: There is a need to increase consistent and effective communication with parents regarding grade level curriculum expectations and academic concerns from the teaching staff.</p> <p>Problem Statement 4: There is a need to re-establish and strengthen the volunteer program here at Douse.</p>

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By the end of 2023-24 school year, the number of incident referrals received for discipline will decrease by 5%.

High Priority

Evaluation Data Sources: # Disciplinary Referrals Data

Strategy 1 Details
<p>Strategy 1: The Campus Conduct Committee which consists of a representative from each grade level will meet to discuss strategies, techniques, and/or behavior intervention plans to address discipline concerns.</p> <p>Strategy's Expected Result/Impact: Improve student safety and decrease disciplinary concerns.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Staff</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1, 5</p>
Strategy 2 Details
<p>Strategy 2: Rtl committee members will closely monitor behavior referrals, attendance, and provide interventions through behavior intervention plans. Section 504 and SpEd BIPs will be closely monitored and adjusted to maintain the safety of the individual student and other students as well. Teachers will provide adequate and appropriate supervision while closely monitoring student behavior at all times, especially during recess.</p> <p>Strategy's Expected Result/Impact: Improve student safety and decrease disciplinary concerns.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists Counselors Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 5</p>

Strategy 3 Details

Strategy 3: Teachers will be provided ongoing professional development on Restorative Practices processes in order to provide a safe, healthy, secure, and orderly environment.

Teachers will conduct Restorative Circles to facilitate community building, decrease bullying, improve social-emotional awareness, and improve student achievement.

Campus-wide discipline expectations will be addressed throughout the school.

Strategy's Expected Result/Impact: Improve student safety and decrease disciplinary incidents.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Teachers

Staff

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 1, 5

Strategy 4 Details

Strategy 4: Staff members will attend Non-Violent Crisis Intervention classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation, as needed.

Trained staff members will participate in monthly refresher training on campus to ensure correct de-escalation strategies are followed for student safety.

Strategy's Expected Result/Impact: De-escalate discipline situations.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Counselors

Staff

Problem Statements: Perceptions 5

Strategy 5 Details

Strategy 5: Bully Prevention strategies will be used at Douse to help decrease the number of incident referrals for discipline and create a safe and welcoming learning environment for all students. Teachers will use the following strategies to help prevent bullying:

- Build trusting relationships with students.
- Have open communication with students.
- Talk about forms of bullying with students.
- Staff and teachers will be visible and adequately supervise students, especially during unstructured times (hallway/classroom transitions, recess, lunch).
- Be mindful of verbal and physical bullying indicators.
- Talk to students about being effective bystanders and to tell someone if they suspect bullying.
- Take all reports of bullying seriously so it can be thoroughly investigated.
- Report all incidents to administration.

Strategy's Expected Result/Impact: Decrease in behavior incidents.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Staff

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 1, 5

Strategy 6 Details

Strategy 6: Students will attend scheduled physical education and daily recess to promote physical activities for good health and release energy that could impact undesired behaviors.

Strategy's Expected Result/Impact: Students are to participate in physical activities and demonstrate good behavior choices after recess and PE.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

PE Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Perceptions 3

Strategy 7 Details

Strategy 7: Students will participate and engage in taught calm-down strategies and techniques in small-group, 1:1, and whole group counseling sessions. Staff will support and encourage student use of calm-down techniques campus-wide.

Strategy's Expected Result/Impact: # of discipline referral decrease

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Staff

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 1

Strategy 8 Details

Strategy 8: Diamondback of the Month and regular staff affirmation awards will be used to recognize positive character traits of students and staff for "Making Excellence a Habit!"

Strategy's Expected Result/Impact: # of discipline referral will decrease

Improve school climate and culture

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Strategy 9 Details

Strategy 9: All visitors must show a valid ID and gain approval through the TPASS check-in system for campus safety. Students in grades PK-1st grade will travel through campus with the Buddy System. Staff will always wear KISD/Douse ID badges and immediately report loss of ID, Swipe Key, and door keys to Principal Secretary. The school will work together to maintain a safe environment for all students and staff while providing a positive climate and culture at Douse ES.

Strategy's Expected Result/Impact: School safety

Staff Responsible for Monitoring: Douse Staff

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - Perceptions 3

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Due to the steady increase in the number of students requiring trauma informed care during the 22-23 school year, there is a need to increase awareness among our school community, provide staff with the training needed to recognize signs, be proactive, respond appropriately, and find age-appropriate ways of teaching the students about these dangers.

Problem Statement 4: There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.

Perceptions

Problem Statement 1: Though there was a decrease in overall discipline referrals from 21-22 (713) to 22-23 (448), there is still a need to implement classroom management plans and Restorative Practices with fidelity across the campus; 14.86% (74 students) of students with referrals are repeat offenders.

Problem Statement 3: There is a need to address the physical well-being and mental health of students, faculty, and staff.

Problem Statement 5: We continue to struggle to implement effective campus-wide discipline strategies with consistency. A deeper toolbox of classroom management strategies through Restorative Practices Professional Development is needed to address the various needs of our students, especially in the younger grades. Relationship building along with parent support and input are key to changing student behaviors.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Through efficient and effective management of resources and operations, Alice W. Douse ES will maximize learning time and will meet or exceed ALL local, state, and federal requirements.

High Priority

Evaluation Data Sources: Tutoring and Intervention Logs; Master Schedule; Local, State, and Federal requirement monitoring reports

Strategy 1 Details
<p>Strategy 1: Technology-based learning will be utilized to increase student achievement in reading, math, science, social studies by allowing students to actively engage with specific content and skills.</p> <p>Teachers and students will also have access to technology-based strategies that will serves to help improve overall mental health and well-being of at-risk students.</p> <p>StemScopes, Starfall, BrainPop, BrainPop Jr., Learning A-Z, Accelerated Reading.</p> <p>Students will have access to mobile computer labs to enhance instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: Improve academic performance mental well-being for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists Teachers Technologist Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 6</p> <p>Funding Sources: Online resources to enhance instruction and learning in the core content areas. - 211 - ESEA, Title I Part A - 211.11.6299.OL.140.30.000 - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: We will monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.</p> <p>Strategy's Expected Result/Impact: Increased resources in place for teachers and students reading and instructional use.</p> <p>Staff Responsible for Monitoring: Principal Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p>

Strategy 3 Details

Strategy 3: Campus Leadership will meet weekly to discuss overall campus climate and culture needs, campus operations, departments needs and happenings, how to support all staff, and strategies to improve overall student achievement.

Strategy's Expected Result/Impact: Impact overall campus climate and culture needs, campus operations, departments needs and happenings, how to support all staff, and strategies to improve overall student achievement.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Facilitator

Campus Instructional Specialists

Counselors

Technologist

Librarian

Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 4 Details

Strategy 4: Campus SBDM committee meetings is scheduled to meet six times this school year to review, discuss, evaluate, and collaborate on the Campus Improvement Plan and overall campus happenings.

Strategy's Expected Result/Impact: Impact overall school, stakeholder, and community connections to improve student academic achievement.

Staff Responsible for Monitoring: Principal

ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Campus administration will meet weekly to discuss TTESS walkthrough data for collaboration, alignment, and calibration to impact teaching practices.

Strategy's Expected Result/Impact: Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.

Staff Responsible for Monitoring: Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 7 - Perceptions 3

Strategy 6 Details

Strategy 6: The campus master schedule is organized and implemented to ensure time is maximized for instruction. An intervention block is set for grades K-5, for targeted small-group interventions.

Strategy's Expected Result/Impact: Maximize instructional and learning time to improve student academic achievement.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialists

Teachers

Staff

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - School Processes & Programs 7

Strategy 7 Details

Strategy 7: A weekly financial report meeting will ensure a checks and balance process to ensure an accurate accountability of campus activity funds and CIP expenses.

Strategy's Expected Result/Impact: The expected impact is improved alignment of expenditures.

Staff Responsible for Monitoring: Principal

Principal Secretary

ESF Levers:

Lever 1: Strong School Leadership and Planning

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Research shows educationally disadvantaged students experience gaps in academic achievement. Educationally disadvantaged students comprise 47.48% of the student population at Alice W. Douse ES. Additional time and resources will be needed to address their learning needs.

Student Learning

Problem Statement 4: There is a need to increase student achievement so that by 2030, 60% of 3rd, 4th, and 5th grade students score meets grade level or above on STAAR Mathematics and Reading.

Problem Statement 6: In 22-23, end of year MAP data for Science indicates, 3rd grade mean RIT at 206.1 compared to the district mean RIT at 210.3 and 4th grade mean RIT at 201.2 compared to the district mean RIT at 203.6. Both grades performed below the district with 3rd (-4.1) and 4th (-2.4) indicating a need for aligned science lessons that incorporate hands-on learning and exploration.

School Processes & Programs
Problem Statement 1: There is a need to increase teacher knowledge in addressing PLC Essential Question #3, What will we do when they don't learn? and PLC Question #4, What will we do if they already know it?
Problem Statement 7: There is a need to build capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring of new teachers.
Perceptions
Problem Statement 3: There is a need to address the physical well-being and mental health of students, faculty, and staff.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Stephanie Ford	Principal
Classroom Teacher	Sam Weatherly	PK4 Teacher
Classroom Teacher	Suzanne Ferguson	Kindergarten Teacher
Classroom Teacher	Sandy Cornet	1st Grade Teacher
Classroom Teacher	Jennifer Jensen	2nd Grade Teacher
Classroom Teacher	Nichole Law	3rd Grade Teacher
Classroom Teacher	Nancy Scott	4th Grade Teacher
Classroom Teacher	Catherine Anderson-Reynolds	5th Grade Teacher
Classroom Teacher	x x	SPED Teacher
Business Representative	x x	Business Representative
Community Representative	TaNeika Moultrie	Community Member
District-level Professional	Iris Felder	District-Level Professional
Parent	Patricia Pope	Parent
Parent	Claudia Rodriguez	Parent
Paraprofessional	Angie Collins	Paraprofessional (Title I)
Paraprofessional	Shelby Crow	Paraprofessional (Title I)
Technologist	Amber Castaneda	Other School Appropriate Personnel (Title I)
Campus Instructional Specialist	Toishema Holley	Other School Leader (Title I)
Administrator	Chelsea Jordan	Assistant Principal - Other School Leader (Title I)
Counselor	Amy Sobers	Specialized Instructional Support (Title I)
Administrator	Lynette Pettway	Assistant Principal
Administrator	Cher Nickerson	Assistant Principal
Paraprofessional	Cynthia Webster	Parent Liaison