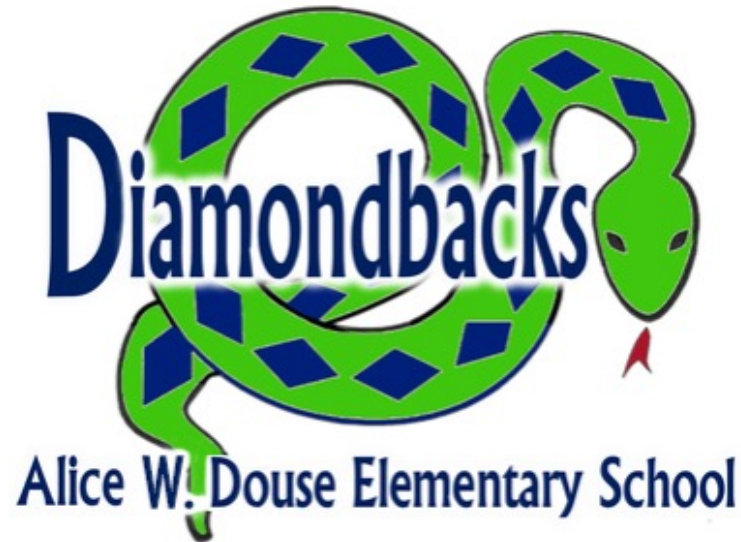


**Killeen Independent School District**  
**Alice W. Douse Elementary School**  
**2022-2023 Formative Review with Notes**

**Accountability Rating: B**



# 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.

## Commitments

We are committed to:

Encouraging students to exceed their own expectations by creating a safe and respectful learning environment.

Meeting the needs of each individual student.

Nurturing student academic and social-emotional growth to develop the whole child, to become a productive, knowledgeable, and globally cognizant individual.

Advocating for all students and supporting each other.

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# Goals





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



**Performance Objective 1:** By the end of 2022-2023 school year, student achievement in reading on campus, district, and state assessments will increase by 5% in meets grade-level standards for all student groups.



## **HB3 Goal**

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





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will use a balanced literacy approach to strengthen the ELAR instructional core. Teaching staff will use a variety of instructional strategies that will include Next Generation Balanced Literacy, Close Reading, Empowering Writers, Comprehension at the Core, Vocabulary development, 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><b>Strategy's Expected Result/Impact:</b> Improve academic performance in reading for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists CIS AP Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers use the following instructional practices to strengthen ELAR in classrooms:</p> <ul style="list-style-type: none"> <li>Small group instruction</li> <li>Empowering Writers HUB resources</li> <li>Comprehension Toolkit</li> <li>Daily writing</li> <li>Guided Reading/Shared Reading</li> <li>Phonics/Phonemic Awareness Lessons Academic Vocabulary</li> <li>Auditory/Visual instructional guidance</li> <li>Learning stations</li> <li>Graphic organizers</li> </ul> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers use the following instructional practices to strengthen ELAR in classrooms:</p> <ul style="list-style-type: none"> <li>Small group instruction</li> <li>Empowering Writers HUB resources</li> <li>Comprehension Toolkit</li> <li>Daily writing</li> <li>Guided Reading/Shared Reading</li> <li>Phonics/Phonemic Awareness Lessons Academic Vocabulary</li> <li>Auditory/Visual instructional guidance</li> <li>Learning stations</li> <li>Graphic organizers</li> </ul> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in reading for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Dyslexia Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Dyslexia teachers are required by law/policy to fully implement the Wilson Reading System with fidelity. Students identified under Section 504/SpEd receive daily services to address dyslexia characteristics.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Dyslexia teachers are required by law/policy to fully implement the Wilson Reading System with fidelity. Students identified under Section 504/SpEd receive daily services to address dyslexia characteristics.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> K- 3rd Grade teachers will use the Fountas &amp; Pinnell Word Study master lesson guide (pp. 47-71) as the scope and sequence for phonics and word study with fidelity. Teachers will respond to the needs of the students in their class when making decisions about which lessons are needed. The sequence of the master lesson guide must be followed; however, the pacing may differ from class to class.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in reading and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers CIS APs Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Fountas &amp; Pinnell Word Study lessons are implemented as part of the ELAR block through the GRR, interventions, and learning stations. Some teachers have created student folders to maintain lesson fidelity/consistency. Some teachers relate lessons to content vocabulary.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Fountas &amp; Pinnell Word Study lessons are implemented as part of the ELAR block through the GRR, interventions, and learning stations. Some teachers have created student folders to maintain lesson fidelity/consistency. Some teachers relate lessons to content vocabulary.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Intervention Aides will provide additional support by addressing the needs of at-risk and disadvantaged learners in all core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Team Teachers AP Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Intervention blocks are part of the campus master schedule. Intervention aides provide support by working with classroom teachers to address the needs of at-risk/disadvantaged students. Formative, CUA, &amp; MAP data is used to drive intervention groupings. - LLI</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Intervention blocks are part of the campus master schedule. Intervention aides provide support by working with classroom teachers to address the needs of at-risk/disadvantaged students. Formative, CUA, &amp; MAP data is used to drive intervention groupings. - LLI</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p>Additionally, Home to School Connections Newsletters will be purchased for ELL parents to provide tips and ideas to extend the learning at home.</p> <p>Research-based strategies include:</p> <ul style="list-style-type: none"> <li>- Focus on academic language, literacy, and vocabulary.</li> <li>- Link background knowledge and culture to learning.</li> <li>- Increase comprehensible input and language output.</li> <li>- Promote classroom interaction; and</li> <li>- Stimulate higher-order thinking and the use of classroom/grade level learning strategies.</li> </ul> <p>The ELL teacher will collaborate with classroom teachers to ensure that vocabulary and other skills taught are transferring to students' work in class.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Teacher Teachers CIS Team AP Principal</p> <p><b>Title I:</b> 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The ELL teacher pushes in to classrooms to address the learning needs of identified EB students. This includes Special Education, Skills classrooms. Teachers check out ELL resources to enhance identified EB students '</p> <p>We have not purchased the Home to School Connection this school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The ELL teacher pushes in to classrooms to address the learning needs of identified EB students. This includes Special Education, Skills classrooms. Teachers check out ELL resources to enhance identified EB students '</p> <p>We have not purchased the Home to School Connection this school year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Teachers will provide accommodations for instruction and assessments as appropriate. Differentiated instruction will be provided to meet the needs of various student populations (SPED, ELLs, GT, 504, Migrant, Dyslexia, and At-Risk students).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS AP Principal</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers are required to follow all accommodations for students identified under Section 504, SpEd, EB, Dyslexia policies. Differentiated instruction is part of best instructional practices for all students, to include Gt identified students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers are required to follow all accommodations for students identified under Section 504, SpEd, EB, Dyslexia policies. Differentiated instruction is part of best instructional practices for all students, to include GT identified students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Teachers will utilize the RtI process to provide systematic tiered interventions to At Risk and struggling students during Diamondback Intervention Time for reading and math. The RtI committee will convene every five weeks to discuss student progress, SSP data, and next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers CIS AP Principal</p> <p><b>Staff Responsible for Monitoring:</b> Improve student achievement in reading and math.</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The RtI committee will convene every five weeks to discuss student progress, SSP data, and next steps.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The RtI committee will convene every five weeks to discuss student progress, SSP data, and next steps.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

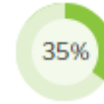
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Implement an after-school tutorial program for grades K-5 for targeted interventions and support students who have failed to meet standard on curriculum, MAP and STAAR assessments. Tutoring will also include identified At Risk students who are struggling to meet the state academic standards per Accelerated Learning guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve student achievement for students in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS AP Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> In-progress to begin 2nd semester.</p> <p> 0%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Tutoring will begin in February.</p> <p> 0%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Gifted &amp; Talented identified students will receive and participate in additional differentiated instruction through the Texas Performance Standards Project. The TPSP is a resource of differentiated instruction for GT students in the core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS AP Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	

**Nov**



**November Evidence of Progress**  
Many of the identified GT students have not started their TPSP projects.

**Jan**




**January Evidence of Progress**  
GT students has started on their Pursuit of Passion projects.


**Mar**


**March Evidence of Progress**

**June**

**June Evidence of Progress**

 No Progress

 Accomplished





 Continue/Modify







 Discontinue

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

**Performance Objective 2:** By the end of 2022-2023 school year, student achievement in science on campus, district, and state assessments will increase by 5% in meets grade-level standards for all student groups.

**Evaluation Data Sources:** STAAR Assessment, MAP data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Collaborative Teaching model will provide targeted instruction to close the achievement gap in science between general education, special education students, and ESL identified students.</p> <p>Classroom teachers, Special Education teachers, and the ESL teacher will develop strategies to teach science concepts and skills through the Gradual Release of Responsibility framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in science for all students.  <b>Staff Responsible for Monitoring:</b> Principal            AP            CIS            Teachers</p> <p><b>Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The ESL teacher pushes in to provide instructional support to identified EB students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The ESL teacher pushes in to provide instructional support to identified EB students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will utilize the science labs to support 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,</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in science for all students.  <b>Staff Responsible for Monitoring:</b> Principal            AP            CIS            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers will utilize the science labs to support mastery of grade-level science concepts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers will utilize the science labs to support mastery of grade-level science concepts.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students will participate in campus-wide Science Fair as part of the STEM and Science Curriculum Family Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in the science content area for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> TBD for 2nd semester.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> Moved to May.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	









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

**Performance Objective 3:** By the end of 2022-2023 school year, student achievement in math on campus, district, and state assessments will increase by 5% in meets grade-level standards for all student groups.

**HB3 Goal**

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



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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.</p> <p>Additional math strategies will include Building Number Sense, Math Talk, Guided Math, and the use of grade level problem solving strategies to help students understand and interact with math learning targets and tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in math for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            AP            CIS            Interventionist            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers will progress monitor student understanding of math concepts, provide differentiated instruction in flexible groups, implement independent-work stations, and practice individualized math concepts.            - CUA data            -MAP data            - CIRCLE data</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers will progress monitor student understanding of math concepts, provide differentiated instruction in flexible groups, implement independent-work stations, and practice individualized math concepts.            - CUA data            -MAP data            - CIRCLE data</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Collaborative Teaching model will provide targeted instruction to close the achievement gap in math between general education and special education students.</p> <p>Classroom teachers, Special Education teachers, and the ESL teacher will develop strategies to teach math comprehension concepts and skills through the Gradual Release of Responsibility framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in math for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The Collaborative Teacher Model is not implemented with current teachers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The Collaborative Teacher Model is not implemented with current teachers due to current vacancies and schedules.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will engage in the Guided Math Instructional Model to provide targeted instruction to close the achievement gap in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in math for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher CIS Team AP Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 5, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Currently, KISD requires 3rd and 4th grade teachers to follow this math to improve instructional practice close learning gaps in student achievement in math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Currently, KISD requires 3rd and 4th grade teachers to follow this math to improve instructional practice close learning gaps in student achievement in math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	





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







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

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration to improve academic performance for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Weekly PLC with teachers to examine data from common assessments as well as data from progress monitoring to identify specific strengths and weaknesses for all students. Collaborative planning occurs in PLC along with district curriculum update PD learning sessions.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Weekly PLC with teachers to examine data from common assessments as well as data from progress monitoring to identify specific strengths and weaknesses for all students. Collaborative planning occurs in PLC along with district curriculum update PD learning sessions.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





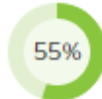

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> G/T teachers will receive 30-hour training and 6 hour update training annually.</p> <p>Every teacher assigned to teach a GT course has or will attain required 30 hours of GT training in:</p> <ul style="list-style-type: none"> <li>a) Nature and needs</li> <li>b) Assessing and identifying</li> <li>c) Curriculum and instruction</li> <li>d) Assessing social and emotional needs</li> <li>e) Creativity and instructional strategies</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in core content areas for all students.</p> <p>Increase G/T identified students to 5% from 2.42% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> G/T certified teachers CIS Assistant Principals Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p>	<div style="text-align: center;"> <p><b>Nov</b>                      <b>November Evidence of Progress</b></p>  <p>Several teacher names have been submitted to complete GT certification training.</p> </div> <div style="text-align: center;"> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p>  <p>Several teacher names have been submitted to complete GT certification training.</p> </div> <div style="text-align: center;"> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> </div> <div style="text-align: center;"> <p><b>June</b>                      <b>June Evidence of Progress</b></p> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<div style="text-align: center;"> <p><b>Nov</b>                      <b>November Evidence of Progress</b></p>  <p>Teachers are currently attending planned district PD sessions.</p> </div> <div style="text-align: center;"> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p>  <p>Teachers are currently attending planned district PD sessions.</p> </div> <div style="text-align: center;"> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> </div> <div style="text-align: center;"> <p><b>June</b>                      <b>June Evidence of Progress</b></p> </div>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in core content areas for all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> A Campus Instructional Specialist has been hired 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.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> A Campus Instructional Specialist has been hired 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.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





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



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

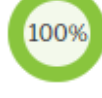
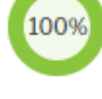
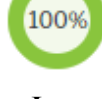
**Evaluation Data Sources:** Volunteer hours, sign-in sheets

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Develop and communicate campus-wide expectations for parent communication.</p> <ul style="list-style-type: none"> <li>-Monthly newsletter</li> <li>-Wednesday Folder</li> <li>-Classroom Planner</li> <li>-School Website</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Campus-wide communication is sent out to Douse parents via, weekly dates, campus monthly news letter, and a classroom planner.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Campus-wide communication is sent out to Douse parents via, weekly dates, campus monthly news letter, and a classroom planner.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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"> <li>-October</li> <li>-February</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers Counselors</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>October - November parent/teacher conferences have been held per Title I policy.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>October - November parent/teacher conferences have been held per Title I policy.</p> <p>February - March parent/teacher conferences will be held.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Curriculum nights will be provided for parent and family engagement opportunities.</p> <p>Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal AP CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Family Nights Held:: Back to School Bash Reading Night Math Night</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Family Nights Held:: Back to School Bash Reading Night Math Night Movie Night</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> The campus will provide parents with the opportunity to attend events such as the Title I meetings, Meet the Teacher, Curriculum Nights, and Parent/Teacher conferences, throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Parent meetings held: - Fall Title I (Aug. 22) PULSE meeting (Oct. &amp; Jan.) October Parent /teacher conferences.</p> <p>-</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Parent meetings held: - Fall Title I (Aug. 22) PULSE meeting (Oct. &amp; Jan.) October Parent /teacher conferences.</p> <p>Meetings will continue.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and family members will have a role in developing, reviewing/revising PAFE &amp; Home-School Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Spring Parent Meeting TBD</p> <p> <b>0%</b></p> <p><b>Jan</b> <b>January Evidence of Progress</b> Spring Parent Meeting TBD</p> <p> <b>0%</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> We will continue the early literacy program to encourage parent involvement in preschool academic readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal AP CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Weekly early literacy program.</p> <p> <b>85%</b></p> <p><b>Jan</b> <b>January Evidence of Progress</b> Weekly early literacy program is held twice a week at Douse ES.</p> <p> <b>95%</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> The campus will host a Fall and Spring Parent/Family Event for parents of ESL identified students. Parents will be provided additional academic information and support on how to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP ESL Teacher CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Fall EB Parent meeting held at the beginning of the school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Fall EB Parent meeting held at the beginning of the school year.            Spring meeting not held, TBD.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

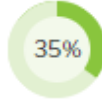

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> A parent liaison will provide support in bridging the home-school connect to help improve parent involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Parent Liaison Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Parent Liaison hired.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Parent Liaison hired.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>





 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**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 2022-23 school year, the number of incident referrals received for discipline will decrease by 5%.









**Evaluation Data Sources:** # Disciplinary Referrals Data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve student safety and decrease disciplinary concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselors Staff Members</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>The Admin team currently meets to discuss student discipline. Behavior Intervention Plans are created for identifies students through the SCOC, RtI, Section 504, and Special Education.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>The Admin team currently meets to discuss student discipline. Behavior Intervention Plans are created for identifies students through the SCOC, RtI, Section 504, and Special Education.</p> <p>We have a DEAC representative who attends district meetings.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> RtI committee members will closely monitor behavior referrals, attendance, and provide interventions through behavior intervention plans.</p> <p>Section 504 and SpEd BIPs will be closely monitored and adjusted to maintain the safety of the individual student and other students as well.</p> <p>Teachers will provide adequate and appropriate supervision while closely monitoring student behavior at all times, especially during recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student safety and decrease disciplinary concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselors Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>The Admin team currently meets to discuss student discipline. Behavior Intervention Plans are created for identifies students through the SCOC, RtI, Section 504, and Special Education.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>This continues:</p> <p>The Admin team currently meets to discuss student discipline. Behavior Intervention Plans are created for identifies students through the SCOC, RtI, Section 504, and Special Education.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will be provided ongoing professional development on Restorative Practices and Yoga Ed. processes in order to provide a safe, healthy, secure, and orderly environment.</p> <p>Teachers will conduct Restorative Circles to facilitate community building, decrease bullying, improve social-emotional awareness, and improve student achievement.</p> <p>Campus-wide discipline expectations will be addressed throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student safety and decrease disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Teachers Counselors</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Most teachers have attended Restorative Practices PD. Yoga Ed, has been presented as an additional resource to promote mental health for students and staff.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Most teachers have attended Restorative Practices PD. Yoga Ed, has been presented as an additional resource to promote mental health for students and staff.</p> <p>PE and Music teams have attended out of district PD.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p>Trained staff members will participate in monthly refresher training on campus to ensure correct de-escalation strategies are followed for student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> De-escalate discipline situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Staff Members</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Several teachers and the leadership team have attended the NCI classroom to learn escalation strategies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Several teachers and the leadership team have attended the NCI classroom to learn escalation strategies.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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:</p> <ul style="list-style-type: none"> <li>-Build trusting relationships with students.</li> <li>-Have open communication with students.</li> <li>- Talk about forms of bullying with students.</li> <li>- Staff and teachers will be visible and adequately supervise students, especially during unstructured times (hallway/classroom transitions, recess, lunch).</li> <li>- Be mindful of verbal and physical bullying indicators.</li> <li>- Talk to students about being effective bystanders and to tell someone if they suspect bullying.</li> <li>- Take all reports of bullying seriously so it can be thoroughly investigated.</li> <li>- Report all incidents to administration.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP School Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Principal, AP Team, and School Counselors work with teachers to investigate possible bully concerns.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Principal, AP Team, and School Counselors work with teachers to investigate possible bully concerns.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Students will attend scheduled physical education and daily recess to promote physical activities for good health and release energy that could impact undesired behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are to participate in physical activities and demonstrate good behavior choices after recess and PE.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers Principal Assistant Principals CIS Team</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students attend physical education based on policy hour requirements as part of the school master schedule.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students attend physical education based on policy hour requirements as part of the school master schedule.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> All visitors will continue to be required to sign-in at the front office to maintain school safety for students and staff. This will include a 100% I.D. check upon sign-in and release of students to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> To maintain school safety for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Secretary Staff All Staff</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   100% ID check needs to implemented with fidelity.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   100% ID check needs to implemented with fidelity.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 1:** 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.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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>Yoga Ed., 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><b>Strategy's Expected Result/Impact:</b> Improve academic performance mental well-being for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS Teachers Technologist Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers and students whave access to technology-based strategies that will serves to help improve overall mental health and well-being of at-risk students.</p> <p>Yoga Ed., Starfall, BrainPop, BrainPop Jr., Learning A-Z, Accelerated Reading.</p> <p>Students have access to mobile computer labs to enhance instruction in all content areas.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers and students whave access to technology-based strategies that will serves to help improve overall mental health and well-being of at-risk students.</p> <p>Yoga Ed., Starfall, BrainPop, BrainPop Jr., Learning A-Z, Accelerated Reading.</p> <p>Students have access to mobile computer labs to enhance instruction in all content areas.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> We will monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased resources in place for teachers and students to use; improved BrightBytes feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Our Librarian monitors library resources to ensure the ability to meet curricular needs and adequately address national and state library standards. This includes incorporating STEM learning activities across grade levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Our Librarian monitors library resources to ensure the ability to meet curricular needs and adequately address national and state library standards. This includes incorporating STEM learning activities across grade levels.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> To begin in January 2023.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Started in February, 1st - 5th grades.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	