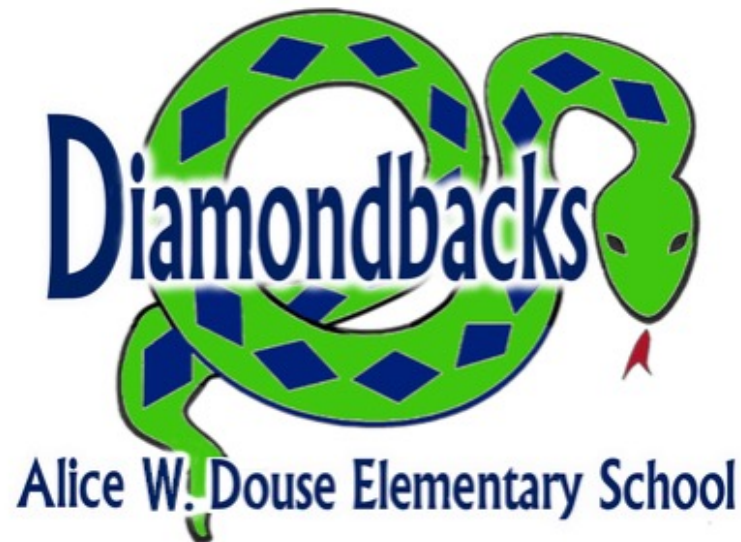


Killeen Independent School District
Alice W. Douse Elementary School

2022-2023

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alice W. Douse Elementary is in its sixth year of existence 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 33.75% African Americans, 28.59% Hispanics, 22.19% Caucasian, 3.10% Asian, 0.83% Pacific Islander, 0.21% Indian, and 11.35% Two or More Races. During the 2021-2022 school year, Douse had a mobility rate of 23.0%, and approximately 52.63% of the student population with a military connection. Students identified as At-Risk accounted for more than 44.99% of the population and 42.77% were identified as economically disadvantaged. Students identified for other programs and services include Section 504 (9.39%), Gifted and Talented (2.58%), Special Education (13.83%), and English as a Second Language (6.40%). 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.

At-Risk

Of the 969 enrollees, 44.99% of our students are identified as at-risk by state criteria, which is an increase from 2020-2021 school year, 42.77%. This 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, certified teachers 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.

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 experienced a significant decrease in overall attendance rates from an average of 96% in previous years to 93% for the 2020-2021 school year. However, the attendance rate has remained at a steady 93% for the 2021-2022 school year. Of the 7.26% absences, 3.57% were unexcused.

Staff

All teachers meet Texas Education Agency certification requirements, while all paraprofessional staff members meet the highly qualified requirements of Every Student Succeeds Act. Our team at Douse, which includes approximately professional and auxiliary staff, is retained through our mentoring program and support from professional learning communities. Through Response to Intervention (RtI) our teaching staff will continue to provide reading and math intervention support for student growth and achievement.

Teaching Staff Allocation Projections for the 2022-2023 School Year:

Prekindergarten Teachers	4	PE Teachers	3.5
Kindergarten Teachers	6	Music Teachers	2
First Grade Teachers	7	ESL Teacher	1
Second Grade Teachers	8	SPED Teachers	4
Third Grade Teachers	7	Dyslexia Teachers	1.5
Fourth Grade Teachers	7		
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 2022-2023 school year, class size ratios will remain at 1:22 for PK- 4 grade and 1:26 for 5th grade.

Demographics Strengths

Data analysis revealed the following demographic strengths:

- Alice W. Douse ES has a diverse student population. Each population brings a variety of cultures and enrichment to the campus makeup.
- Our teachers are all highly qualified and 100% of our teachers hold a bachelor's degree and/or master's degree from an accredited college or university. Many are also ESL or SPED certified.
- Paraprofessionals will serve as interventionist aides for reading and math to provide support in addressing the needs of at-risk and disadvantaged learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: From 2017 to 2019-20, the attendance rate has maintained a consistent average at about 96%, however, in 2020-21 and in 2021-22, the attendance rate has remained at 93%.

Problem Statement 2: The number of identified Gifted and Talented students in 2021-22 is 2.58% of student population. This percentage will decrease by 10 of the 25 identified students going into the 22-23 school year.

Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42.77% in 2020-2021 to 44.99% in 2021-2022.

Student Learning

Student Learning Summary

Student Learning Summary

During the 2021-2022 school year, STAAR assessments were administered to students in grades 3-5. 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.

STAAR Component - Performance on 2021 - 2022 STAAR Assessments

For the 2021-2022 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 for 21-22

21-22 STAAR	Approaches	Meets	Masters
3rd Math	61%	34%	12%

21-22 STAAR	Approaches	Meets	Masters
4th Math	65%	30%	18%

21-22 STAAR	Approaches	Meets	Masters
5th Math	69%	36%	17%

READING - STAAR ASSESSMENT for 21-22

21-22 STAAR	Approaches	Meets	Masters
3rd Reading	75%	49%	28%

21-22 STAAR	Approaches	Meets	Masters
4th Reading	82%	51%	23%

21-22 STAAR	Approaches	Meets	Masters
5th Reading	83%	53%	28%

SCIENCE - STAAR ASSESSMENT for 20-21

21-22 STAAR	Approaches	Meets	Masters
5th Science	58%	22%	7%

Student Demographics 2021-2022 STAAR Overview:

Approaches Grade Level - 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.

3RD - Pass Rate & Growth Report for Demographics STAAR Reading											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Douse	72%	72%	62%	82%	61%	75%	13%	--	--	67%	46%

3RD - Pass Rate & Growth Report for Demographics STAAR Math											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Students	67%	68%	50%	85%	58%	50%	38%	--	--	50%	43%

4TH - Pass Rate & Growth Report for Demographics STAAR Math											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Students	67%	75%	52%	73%	54%	67%	59%	--	--	82%	50%

4TH - Pass Rate & Growth Report for Demographics STAAR Reading											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Students	60%	75%	57%	58%	52%	50%	50%	--	--	50%	40%

5TH - Pass Rate & Growth Report for Demographics STAAR Math											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk

Students	70%	61%	63%	84%	77%	56%	36%	--	--	79%	48%
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5TH - Pass Rate & Growth Report for Demographics STAAR Reading											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Students	76%	66%	75%	88%	86%	56%	36%	--	--	79%	45%

5TH - Pass Rate & Growth Report for Demographics STAAR Science											
	ALL	Hisp	AA	White	ED	LEP	SPED	Pacific Islander	Asian	Two or More Races	At-risk
Students	56%	49%	37%	77%	55%	33%	31%	--	--	64%	23%

When comparing subgroups of students, as defined by ESSA, the percentage of students achieving Approaches Grade Level or Above was equivalent to or exceeded the district average for African American and Hispanic students in all subjects, ELA/reading, and mathematics. For American Indian students in mathematics and science. Students identified as English Learner (current) met or exceed the state in all subjects, ELA/reading, mathematics, and writing. In addition, our special education population met or exceeded the state average in ELA/reading (current and former SPED), mathematics (current and former SPED), science (current SPED), and social studies (former SPED).

INSTRUCTIONAL FOCUS

While many of the student in 3rd, 4th, and 5th grades demonstrated proficiency on standardized assessments. We continue to struggle to have individual student groups across these testing grades achieve the same results.

Similar data for our 5th grade students show that in math, students performed below the district at the Approaches level (69%), Meets (36%), and Masters (17%) compared to district averages for fifth grade math, Approaches (72%), Meets (39%), and Masters (17%). While some of the averages are slightly below compared to the district, this indicates a need to continue with specific and timely feedback and interventions to close achievement gaps.

This district and campus goal is to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading. The 21-22 STAAR Math data indicates a continued need to provide continued professional development with guided math lessons as well as with specific and timely feedback and interventions to close achievement gaps. Overall 3rd grade students performed below the district with a comparison of 61% to 66% in approaches and 12% to 14% in masters. While 3rd grade students performed the same in the meets with 34% compared to the district, more students performed at the approaches to indicate several students in 3rd grade are not performing on grade level (meets).

Improvement is also 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. Teachers will continue to utilize district resources such as Empowering Writers to enhance writing instruction for editing and revising and analyzing student compositions. 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, Next Generation Balanced Literacy, Developing Assessment Capable Learners, Vocabulary Development, Gradual Release of Responsibility Instructional Models, Who's Doing the Work, Close Reading, Better Learning Through Structured Teaching (GRR), 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.

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 % On Track	RLN BOY	RLN EOY	RLN GROWTH BOY/EOY	RV BOY	RV EOY	RV GROWTH BOY/EOY	PA BOY	PA EOY	PA GROWTH BOY/EOY	MATH BOY	MATH EOY	MATH GROWTH BOY/EOY
Douse	49%	86%	37%	49%	61%	12%	73%	70%	-3.0%	82%	93%	11%
District	50%	77%	36%	50%	74%	23%	71%	78%	7%	75%	87%	12%

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.

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 math.
- STAAR data for 3rd, 4th, and 5th grade indicates overall student growth in the Meets category for reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the majority of students in 3rd, 4th, and 5th grades demonstrated proficiency on the STAAR Reading student groups continue to struggle to achieve the

same results across all three grade levels.

Problem Statement 2: The percentage of 5th grade students scoring at the approaches level (22%) in science is below the district goal of (25%) at the meets level.

Problem Statement 3: While the majority of students in 3rd, 4th, and 5th grades demonstrated proficiency on the STAAR Math student groups continue to struggle to achieve the same results across all three grade levels.

Problem Statement 4: While the majority of the PK students outperformed the district in several learning categories, PK students performed below in Rapid Vocabulary (61%) and Phonological Awareness (70%) compared to the district (RV, 74%) and (PA, 78%) for the end of the year CIRCLE assessment average.

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

Problem Statement 6: There is a need to build the capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring.

Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instructional Processes

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, 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, 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.

Teachers use the Performance Assessments and/or teacher-created formative assessments to monitor students' understanding of the standards and make appropriate adjustments to their instructional practices. 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. Additionally, the Fountas & Pinnell Reading Assessment will be administered to obtain specific reading levels of students. Teachers will analyze and use the screening data to determine appropriate instructional support and intervention plans for students at the end of each unit. Assessment plays 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.

In order to address the problem of students not making adequate progress as indicated by STAAR data and other measures of s 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: Fountas and Pinnell Assessments, Measure of Academic Progress (MAP), Math, Dream Box, TELPAS, district Curriculum Unit Assessments, and Campus-Based Formative and Summative Assessments.

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.

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 Hospitality Committee.

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.

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 2021-2022 school year, 6.40% of the student population were ELL identified. 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 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 identified students often ask for ways to help their children/students at home. Parents of ELL identified students have expressed concern 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 2021-2022 school year, Alice W. Douse 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 through our imagine math and I-Lit interventions.
- 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 Imagine Math, Imagine Literacy & Language, 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.

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 to parents of our ELL identified students on ways to help their children with curriculum and academic achievement.

Problem Statement 3: There is a need to address behavioral concerns and social-emotional learning.

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

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.

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 DuFour PLC Conference.

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 per district guidelines to keep students safe.

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, Art, 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

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 will 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 schedule Title I meetings parents expressed they would like consistent communication from school staff. Parents also expressed the need to continue curriculum nights during the 2022-2023 school year. Parents have expressed concerns with grading accountability per the Killeen 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 2022-2023 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 join the campus Parent Teacher Association (PTA).

As an outreach to our community, our Little Rattlers focuses on early childhood reading strategies. The younger siblings of Alice W. Douse students are invited to bring their parents to our Little Rattlers Literacy Group. During Little Rattlers time, one of our counselors 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 siblings 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 2022-2023 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 2021-2022 school year, however, there is a need to re-establish and strengthen the volunteer program here at Douse.

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 2022-2023 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.

Perceptions Strengths

- Parental involvement through volunteer opportunities and PTA.
- 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the 2021-22 school year, 18.09% (129 students) of the SCOC discipline referrals for behavior incidents are from repeat offenders compared to the 2020-21 school year of 15.78% (65 students).

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: 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.

High Priority

HB3 Goal

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

Strategy 1 Details

Strategy 1: 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.

Collaborative Teaching model will provide targeted instruction to close the achievement gap between general education and special education students.

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

Staff Responsible for Monitoring: Teachers

Interventionists

CIS

AP

Principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 4, 5

Funding Sources: Instructional supplies to support balanced literacy and phonemic awareness concepts for struggling learners. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$6,059

Strategy 2 Details

Strategy 2: 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.

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

Staff Responsible for Monitoring: Principal

AP

Dyslexia Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 3

Strategy 3 Details

Strategy 3: K- 3rd Grade teachers will use the Fountas & 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.

Strategy's Expected Result/Impact: Improve academic performance in reading and writing.

Staff Responsible for Monitoring: Classroom Teachers

CIS

APs

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 3 - Student Learning 1, 5

Funding Sources: Reading supplies for small group phonics and word study instruction and intervention for at-risk learner. - 166 - State Comp Ed - 166.11.6329.00.140.30.AR0 - \$11,904.50

Strategy 4 Details

Strategy 4: 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: Improve academic progress in core content areas.

Staff Responsible for Monitoring: CIS Team

Teachers

AP

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 3

Funding Sources: Salary for At-Risk Intervention Aide - 166 - State Comp Ed - 166.11.6129.00.140.30.AR0 - \$23,255, Salary for Intervention Aides for struggling learners. - 211 - ESEA, Title I Part A - 211.11.6129.00.140.30.000 - \$75,277

Strategy 5 Details

Strategy 5: 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.

Additionally, Home to School Connections Newsletters will be purchased for ELL parents to provide tips and ideas to extend the learning at home.

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.

The ELL teacher will collaborate with classroom teachers to ensure that vocabulary and other skills taught are transferring to students' work in class.

Strategy's Expected Result/Impact: Improve academic progress in core content areas.

Staff Responsible for Monitoring: ELL Teacher

Teachers

CIS Team

AP

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 3 - School Processes & Programs 2

Funding Sources: Instructional supplies to assist ESL identified students with reading instruction, to include hands on instructional materials and visual aides for small group instruction. - 165/ES0 - ELL - 165.11.6399.00.140.25.ES0 - \$4,307, Reading Materials for parents of English Learners - 263 - ESEA, Title III Part A - 263.61.6329.LE.140.25.000 - \$885

Strategy 6 Details

Strategy 6: 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).

Strategy's Expected Result/Impact: Improve academic progress in all content areas.

Staff Responsible for Monitoring: Teachers

CIS

AP

Principal

Problem Statements: Demographics 3 - Student Learning 1

Funding Sources: Instructional supplies for differentiated instruction for struggling learners - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$3,000

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: Teachers

CIS

AP

Principal

Staff Responsible for Monitoring: Improve student achievement in reading and math.

Problem Statements: Demographics 3 - Student Learning 1, 5

Funding Sources: Intervention materials for at-risk learners. - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$13,611, Intervention materials for at-risk learners. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$4,000

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: To improve student achievement for students in reading and math.

Staff Responsible for Monitoring: Teachers

CIS

AP

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 3 - Student Learning 1, 4

Strategy 9 Details

Strategy 9: Gifted & 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.

Strategy's Expected Result/Impact: Improve academic progress in all content areas.

Staff Responsible for Monitoring: Teachers

CIS

AP

Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: Instructional supplies for differentiated instruction for GT identified students. - 177 - Gifted/Talented - 177.11.6399.00.140.21.000 - \$2,000, TPSP instructional supplies for GT identified students. - 177 - Gifted/Talented - 177.11.6399.00.140.21.000 - \$1,300

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42.77% in 2020-2021 to 44.99% in 2021-2022.

Student Learning

Problem Statement 1: While the majority of students in 3rd, 4th, and 5th grades demonstrated proficiency on the STAAR Reading student groups continue to struggle to achieve the same results across all three grade levels.

Problem Statement 4: While the majority of the PK students outperformed the district in several learning categories, PK students performed below in Rapid Vocabulary (61%) and Phonological Awareness (70%) compared to the district (RV, 74%) and (PA, 78%) for the end of the year CIRCLE assessment average.

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

School Processes & Programs

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

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.

High Priority

Evaluation Data Sources: STAAR Assessment, MAP data

Strategy 1 Details
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improve academic performance in science for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p>
Strategy 2 Details
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Improve academic performance in science for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p> <p>Funding Sources: Instructional Resources to support science instruction and investigation - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$10,000</p>

Strategy 3 Details
<p>Strategy 3: Students will participate in campus-wide Science Fair as part of the STEM and Science Curriculum Family Night.</p> <p>Strategy's Expected Result/Impact: Improve academic performance in the science content area for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p> <p>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 - \$10,000</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42. 77% in 2020-2021 to 44.99% in 2021-2022.</p>
Student Learning
<p>Problem Statement 2: The percentage of 5th grade students scoring at the approaches level (22%) in science is below the district goal of (25%) at the meets level.</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.

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.</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>Strategy's Expected Result/Impact: Improve academic performance in math for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Interventionist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 5</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 - \$10,000, Math intervention and tutoring supplies for at-risk learners. - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$11,904.50</p>

Strategy 2 Details

Strategy 2: Collaborative Teaching model will provide targeted instruction to close the achievement gap in math between general education and special education students.

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.

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

Staff Responsible for Monitoring: Principal

AP

CIS

Teachers

Additional Targeted Support Strategy

Problem Statements: Demographics 3 - Student Learning 3

Strategy 3 Details

Strategy 3: Teachers will engage in the Guided Math Instructional Model 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

Teacher

CIS Team

AP Team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5, 6

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42.77% in 2020-2021 to 44.99% in 2021-2022.

Student Learning

Problem Statement 3: While the majority of students in 3rd, 4th, and 5th grades demonstrated proficiency on the STAAR Math student groups continue to struggle to achieve the same results across all three grade levels.

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

Student Learning
Problem Statement 6: There is a need to build the capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring.

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: 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>Strategy's Expected Result/Impact: Collaboration to improve academic performance for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 1</p> <p>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 - \$2,000, Substitute Pay for PLC Conference - Teacher - 211 - ESEA, Title I Part A - 211.11.6116.00.140.30.000 - \$6,408</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 2.42% by EOY.

Staff Responsible for Monitoring: G/T certified teachers

CIS

Assistant Principals

Principals

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 2

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 performance in core content areas for all students.

Staff Responsible for Monitoring: Principal

AP

CIS

Teachers

TEA Priorities:

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

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 3

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 - \$12,000, 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 - \$12,000, Materials for Campus Based Professional Development on effective curriculum delivery through interventions - - 166

- State Comp Ed - 166.13.6329.00.140.30.AR0 - \$3,000, 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: 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 performance in core content areas for all students

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 6

Funding Sources: Salary for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.140.30.000 - \$37,882

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The number of identified Gifted and Talented students in 2021-22 is 2.58% of student population. This percentage will decrease by 10 of the 25 identified students going into the 22-23 school year.

Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42.77% in 2020-2021 to 44.99% in 2021-2022.

Student Learning

Problem Statement 6: There is a need to build the capacity of teachers and instructional leaders through professional learning communities, professional development, and mentoring.

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?

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.

High Priority

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 <p>Strategy's Expected Result/Impact: Improve parent communication</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</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 Principals Teachers Counselors</p> <p>Problem Statements: Perceptions 2</p>

Strategy 3 Details

Strategy 3: Curriculum nights will be provided for parent and family engagement opportunities.

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.

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

Staff Responsible for Monitoring: Teachers

Principal

AP

CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 2 - Perceptions 2

Funding Sources: Instructional Supplies for Curriculum Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.140.24.PAR - \$916,
Refreshment for Curriculum Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.140.24.PAR - \$300

Strategy 4 Details

Strategy 4: 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.

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

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Funding Sources: Reading materials to support parent engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.140.24.PAR - \$1,304

Strategy 5 Details

Strategy 5: 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 PAFE & Home-School Compact.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Strategy 6 Details

Strategy 6: 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: Teachers

Principal

AP

CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 2 - Perceptions 2

Funding Sources: Instructional Supplies for Early Literacy program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.140.24.PAR - \$1,000,
Refreshment for Early Literacy Program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.140.24.PAR - \$200

Strategy 7 Details

Strategy 7: 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.

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

Staff Responsible for Monitoring: Principal

AP

ESL Teacher

CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Strategy 8 Details

Strategy 8: A parent liaison will provide support in bridging the home-school connect to help improve parent involvement.

Strategy's Expected Result/Impact: To improve parent involvement.

Staff Responsible for Monitoring: Principal

Assistant Principals

Parent Liaison

Staff

Problem Statements: Perceptions 2

Funding Sources: Salary for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.140.30.000 - \$34,782

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is need to increase effective communication to parents of our ELL identified students on ways to help their children with curriculum and academic achievement.
Perceptions
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.

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%.

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 AP Counselors Staff Members</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Rtl 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>Strategy's Expected Result/Impact: Improve student safety and decrease disciplinary concerns.</p> <p>Staff Responsible for Monitoring: Principal AP Counselors Teachers</p> <p>Problem Statements: Perceptions 1</p>

Strategy 3 Details

Strategy 3: 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.

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

AP

Teachers

Counselors

Additional Targeted Support Strategy

Problem Statements: Perceptions 1

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

AP

Staff Members

Problem Statements: School Processes & Programs 3

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

AP

School Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3 - Perceptions 1

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: PE Teachers

Principal

Assistant Principals

CIS Team

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: To maintain school safety for students and staff.

Staff Responsible for Monitoring: Principal

AP

CIS

Secretary Staff

All Staff

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to address behavioral concerns and social-emotional learning.
Perceptions
Problem Statement 1: During the 2021-22 school year, 18.09% (129 students) of the SCOC discipline referrals for behavior incidents are from repeat offenders compared to the 2020-21 school year of 15.78% (65 students).

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>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>Strategy's Expected Result/Impact: Improve academic performance mental well-being for all students.</p> <p>Staff Responsible for Monitoring: Principal AP CIS Teachers Technologist Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: BrainPop & BrainPop Jr. Online Access for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.140.30.AR0 - \$8,000, Online Services for at-risk students (Reading Comprehension Support - Accelerated Reader) - 166 - State Comp Ed - 166.11.6299.OL.140.30.AR0 - \$6,000</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 to use; improved BrightBytes feedback.</p> <p>Staff Responsible for Monitoring: Principal Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>
Strategy 3 Details
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.140.30.000 - \$50,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.140.30.000 - \$11,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.140.30.000 - \$1,704, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$5,000</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: There is need to increase student academic growth and achievement for identified at-risk students. The percentage of at-risk identified students has increased from 42. 77% in 2020-2021 to 44.99% in 2021-2022.</p>
Student Learning
<p>Problem Statement 1: While the majority of students in 3rd, 4th, and 5th grades demonstrated proficiency on the STAAR Reading student groups continue to struggle to achieve the same results across all three grade levels.</p> <p>Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>
School Processes & Programs
<p>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?</p>