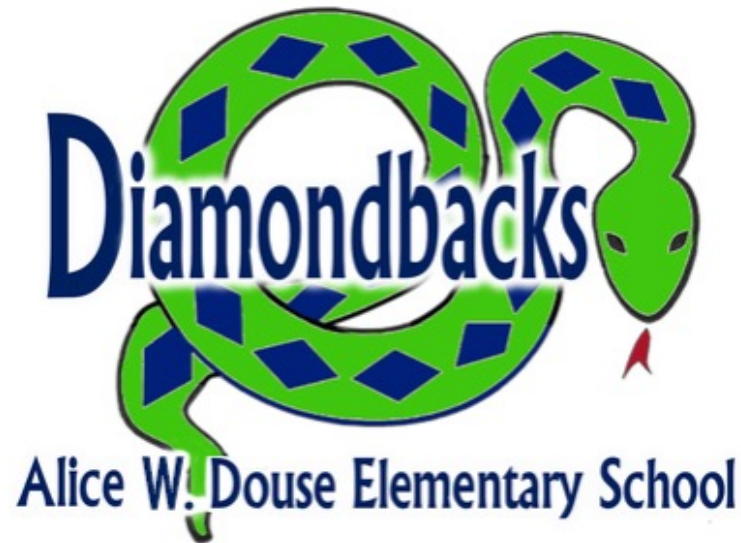


**Killeen Independent School District**  
**Alice W. Douse Elementary School**  
**2023-2024 Formative Review with Notes**



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



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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will provide enrichment opportunities and differentiated instruction to maximize learning for all students regardless of learning levels to address the needs of individual learners to include SpEd, GT, EB and At-Risk identified students in math, reading, language arts, and social students. Differentiation will include following documented accommodations for instruction and assessments for students identified under SpEd, Section 504, and LPAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists All Teachers</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 <b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4, 5</p>	<div> <div>Nov</div> <div>  50% </div> <div> <b>November Evidence of Progress</b>  Teachers follow SpEd IEP, Section 504, and LPAC accommodations for identified students.   Small-group instruction is embedded throughout each instructional content block to address the scaffolding needs of at-risk learners. </div> </div> <div> <div>Jan</div> <div>  70% </div> <div> <b>January Evidence of Progress</b>  Continues:  Teachers follow SpEd IEP, Section 504, and LPAC accommodations for identified students.   Small-group instruction is embedded throughout each instructional content block to address the scaffolding needs of at-risk learners.   CIS will meet with GT identified students to address annual project information. </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>






Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Special Education teachers will plan and participate in the Collaborative Teaching Model with General Education teachers to provide SpEd identified students with on-grade level content support and instruction for ELA, Reading, Math, and Science content in the general education setting. Collaborative Teaching model will provide targeted instruction to close the achievement gap in core content areas for general education and special education students.</p> <p>Classroom teachers, Special Education teachers, and the ESL teacher will develop learning strategies to teach core concepts and skills through the Gradual Release of Responsibility framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative Teaching model will provide targeted instruction to close the achievement gap in core content areas for general education and special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists All Teachers</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> Demographics 2 - Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div> <p>Identified general education teachers work collaboratively with Resource and the ESL teacher to provide targeted instruction in the general education setting. This allows identified to students to have equal access to grade-level content.</p> </div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div> <p>Resource/Inclusion teachers continue to push for collaborative teaching..</p> <p>Continues: Identified general education teachers work collaboratively with Resource and the ESL teacher to provide targeted instruction in the general education setting. This allows identified to students to have equal access to grade-level content.</p> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> During grade-level planning time and in PLCs, teachers will utilize the data analysis protocol process for CUAs to make adjustments to instructional and intervention practices to improve and increase student proficiency on hard to learn standards (TEKS) in reading, math, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists All Teachers</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>About the grade-levels, from 2nd-5th, follow the CUA data protocol to include uploading completed documents and meeting as a team to discuss necessary reteach/intervention opportunities for struggling learners.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers are still requiring reminders and guidance on completing the CUA protocol and utilizing the CUA dashboard to address learning needs via intervention and reteach.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> During grade-level planning time and in PLCs, teachers will utilize the district collaborative planning process documents and planning process to create aligned learning assessments and learning with H.O.T. - higher order thinking learning tasks per the Cognitive Rigor Matrix and GRR instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Teachers</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>Problem Statements:</b> Demographics 2</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Douse teachers follow the district collaborative planning process and unit planning documents for instruction during the weekly designated team planning day, Thursdays. Though it has been noted the provided district documents do not include H.O.T. Higher Ordering Thinking questions, teachers are expected to collaborate on embedding questions that will facilitate student critical and higher-order thinking.</div> </div> <div> <div>Jan</div> <div>  30% </div> <div>January Evidence of Progress</div> <div>Teachers have shared they would like to practice with the cognitive matrix to align task and target along with viewing examples of higher order questions.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Teacher will provide students with enriching hands-on experience to apply divergent thinking strategies across curricular content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Most hands-on learning occurs through the use of manipulatives during math instruction. Douse teachers plan for hands-on experiences during Science lab exploration.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Continuing: Most hands-on learning occurs through the use of manipulatives during math instruction. Douse teachers plan for hands-on experiences during Science lab exploration.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The EB Teacher will collaborate with teachers and provide EB identified students classroom support and small group focused on building vocabulary and language skills applied in reading, math, social studies, and science content.</p> <p>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>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><b>Strategy's Expected Result/Impact:</b> Improve student achievement for EB identified students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists All Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	<div> <div>Nov</div> <div>  60% </div> <div> <b>November Evidence of Progress</b> <p>The ESL teacher pushes into general education classes and collaborates with teachers in providing ELAR instruction. The ESL teacher also works to ensure EB identified students have access to K12 Summit for additional language support and enrichment.</p> </div> </div> <div> <div>Jan</div> <div>  75% </div> <div> <b>January Evidence of Progress</b> <p>The ESL teacher pushes into general education classes and collaborates with teachers in providing ELAR instruction.</p> <p>The ESL teacher also works to ensure EB identified students have access to K12 Summit for additional language support and enrichment.</p> </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>



Strategy 7 Details	Reviews
<p><b>Strategy 7:</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. This will impact reading across all core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> This will impact reading across all core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Dyslexia Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>The dyslexia teachers provide a 45-minute explicit, systematic, sequential, multi-sensory phonics instruction through dyslexia services for identified students through the Wilson Reading System.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>Required: The dyslexia teachers provide a 45-minute explicit, systematic, sequential, multi-sensory phonics instruction through dyslexia services for identified students through the Wilson Reading System.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</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> Increased student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Interventionist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 4</p>	<div> <div>Nov</div> <div>  55% </div> <div>November Evidence of Progress</div> <div>Intervention aides were hired to provide additional support for at-risk learners during the daily Diamondback intervention block. Intervention aides work with small-groups based on scaffolding and learning needs.</div> </div> <div> <div>Jan</div> <div>  70% </div> <div>January Evidence of Progress</div> <div>Continues: Intervention aides were hired to provide additional support for at-risk learners during the daily Diamondback intervention block. Intervention aides work with small-groups based on scaffolding and learning needs.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Teachers will participate in Response to Intervention (RtI) meetings to determine appropriate Tier 2 or Tier 3 reading and math interventions to address the needs of struggling learners in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Classroom Teachers</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>Problem Statements:</b> Demographics 2</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Few teachers are following the designated RtI meeting calendar.</div> </div> <div> <div>Jan</div> <div>  30% </div> <div>January Evidence of Progress</div> <div>More teachers are following the RtI process.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Administrators will monitor the implementation of standards-based aligned lessons for reading, math, science, and language arts TEKS through the Gradual Release of Responsibility Instructional Model by providing ongoing instructional coaching-based walkthroughs, coaching walks, and lesson plan reviews.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 2.4</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 4</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>TTESS appraisers will continue to follow the designated calendar and embedded individual and team coaching walks for the remainder of the school year,</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Continues: TTESS appraisers will continue to follow the designated calendar and embedded individual and team coaching walks for the remainder of the school year,</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>








Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Implement an after-school learning academy for grades K-5 for targeted interventions and support students who still need to meet standards on curriculum, MAP, and STAAR assessments for reading and math. Tutoring will also include identified At-Risk students struggling to meet the state academic standards per Accelerated Learning guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5</p>	<div> <div>Nov</div> <div>N/A</div> <div> <div>November Evidence of Progress</div> <p>The after-school learning academy will begin in December 2023 for grades 2-5. PK-1 grade students will continue to receive needed intervention during the school day via Diamondback time and classroom interventions with assigned teachers.</p> </div> </div> <div> <div>Jan</div> <div> <div>60%</div> </div> <div> <div>January Evidence of Progress</div> <p>After School Learning Academy began in December and continues: The after-school learning academy will begin in December 2023 for grades 2-5. PK-1 grade students will continue to receive needed intervention during the school day via Diamondback time and classroom interventions with assigned teachers.</p> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>Continue/Modify</div> </div> <div> <div>Discontinue</div> </div>	

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

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

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will strengthen the ELAR instructional core through the use of a variety of instructional strategies that will include Close Reading, Empowering Writers, Comprehension at the Core, Vocabulary development, Phonics Instruction, and Phonemic Awareness to enhance reading and writing instruction for all students.</p> <p>Collaborative Teaching model will provide targeted instruction to close the achievement gap between general education and special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in reading for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Student Learning 3, 4, 8</p>	<div><div>Nov</div><div><div>55%</div></div><div>November Evidence of Progress</div><div>Douse teachers continue to collaboratively plan for instruction that include the following instructional practices:</div><div>Benchmark Phonic Instruction Empowering Writers A-R-A-C-E Writing Strategies Grade-level TEKS - ELAR &amp; Writing</div></div> <div><div>Jan</div><div><div>70%</div></div><div>January Evidence of Progress</div><div>Continues: Douse teachers continue to collaboratively plan for instruction that include the following instructional practices:</div><div>Benchmark Phonic Instruction Empowering Writers A-R-A-C-E Writing Strategies Grade-level TEKS - ELAR &amp; Writing</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Students will participate in online keyboarding skills training to develop automaticity, thus allowing students to focus on communicating their thinking throughout the constructed response process when responding to the text.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact student achievement on constructed response questions when responding to text.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Demographics 2</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Douse students in grade 2nd-5th utilize the typing club for practice. Students also gain typing experience while engaging in blended learning that requires them to type answers during CUAs, formative assessments, and online learning apps used as part of instruction.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Continues: Douse students in grade 2nd-5th utilize the typing club for practice. Students also gain typing experience while engaging in blended learning that requires them to type answers during CUAs, formative assessments, and online learning apps used as part of instruction.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students will improve mastery of ELAR TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! ELAR instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple opportunities to comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. Students will also be able to make reading-writing connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to comprehend and analyze literary and informational texts and respond using a variety of formats that mirror testing situations. Students will also be able to make reading-writing connections.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Student Learning 4, 8</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Mentoring Minds, Think up! has been ordered for ELAR instruction and intervention. There are a few of these learning materials left over from the 22-23 school year for use.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Mentoring Minds is used during daily interventions with 2nd - 5th grade students and for after school tutoring (2nd).</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	



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

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

**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. Additional math strategies will include Building Number Sense, Math Talk, and a grade-level problem-solving approach to help students understand and interact with learning targets and tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance in math for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Student Learning 1, 4, 7</p>	<div><div>Nov</div><div><div>40%</div></div><div>November Evidence of Progress</div><div>Currently Douse teachers use a couple of different problem-solving strategies during math instruction - CUBES, KFC.</div><div>The campus will look into creating an overall campus problem-solving math strategy.</div></div> <div><div>Jan</div><div><div>65%</div></div><div>January Evidence of Progress</div><div>Continues: Currently Douse teachers use a couple of different problem-solving strategies during math instruction - CUBES, KFC.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers in grades 3rd - 5th will use the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.</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 Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Student Learning 1, 4, 7</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div>November Evidence of Progress</div> <div>District expectation for these grades to follow the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Continues: District expectation for these grades to follow the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will participate in professional development through PLCs and designated district planning days and implement Model Math problem-solving for grades 2-5, to increase proficiency in applying problem solving skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher capacity for student achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5, 7</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Campus PD for this has not occurred.</div> </div> <div> <div>Jan</div> <div>N/A</div> <div>January Evidence of Progress</div> <div>Still pending.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

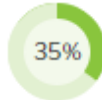

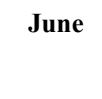
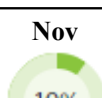

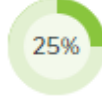
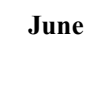

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Students will improve mastery of math TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! Math instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple opportunities for students to solve problems, to think critically, and apply the content and process standards for math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to engage in multiple opportunities for students to solve problems, to think critically, and apply the content and process standards for math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</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>Problem Statements:</b> Student Learning 1, 4, 7</p>	<div> <div>Nov</div> <div>N/A</div> <div> <div>November Evidence of Progress</div> <div>Mentoring Minds, Think up! has been ordered for Math instruction and intervention. There are a few of these learning materials left over from the 22-23 school year for use.</div> </div> </div> <div> <div>Jan</div> <div> <div> <div>50%</div> </div> </div> <div> <div>January Evidence of Progress</div> <div>Mentoring Minds is used during daily interventions with 2nd - 5th grade students and for after school tutoring (2nd).</div> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div>0%</div> <div>No Progress</div> </div>	<div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>










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

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

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will utilize the science labs through a sign-up schedule to support the mastery of grade-level science concepts. Classroom instruction will include the use of STEM-scope exploration kits for all grade levels and other hands-on STEM-related resources to enhance scientific engagement and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement in science for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 2, 6</p>	<div> <div>Nov</div> <div>  35% </div> </div> <p><b>November Evidence of Progress</b></p> <p>Some Douse teachers have planned for science exploration to take place in one of two science labs.</p> <div> <div>Jan</div> <div>  40% </div> </div> <p><b>January Evidence of Progress</b></p> <p>Slight improvement: Douse teachers have planned for science exploration to take place in one of two science labs.</p> <div> <div>Mar</div> <div>  0% </div> </div> <p><b>March Evidence of Progress</b></p> <div> <div>June</div> <div>  0% </div> </div> <p><b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> In continuing to improve science achievement and instruction, students will have access to research-based online programs and expository text to strengthen and develop science vocabulary and concepts. Teachers will provide additional virtual science learning experiences to build background knowledge and increase the higher-level application of science process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement in science for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 2, 6</p>	<div> <div>Nov</div> <div>  10% </div> </div> <p><b>November Evidence of Progress</b></p> <p>Access to online STEM Scopes have been proved to 4th and 5th grade.</p> <div> <div>Jan</div> <div>  25% </div> </div> <p><b>January Evidence of Progress</b></p> <p>Access to online STEM Scopes have been proved to 4th and 5th grade.</p> <div> <div>Mar</div> <div>  0% </div> </div> <p><b>March Evidence of Progress</b></p> <div> <div>June</div> <div>  0% </div> </div> <p><b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students will participate in a 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 achievement in the science for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.6</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 2, 6</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      Science Fair will be planned to Spring.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b> N/A                      Still pending.</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> Through field-based inquiry, students can take skills learned in the classroom and apply them in a new setting. The campus will support field-based instruction for students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued learning of skills through enhanced field-based instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   10%                      Kindergarten is currently the only grade-level with field-based inquiry planned for February 2024.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>   40%                      Planned FBI: Kindergarten Second Grade Fourth Grade PK</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> Students will improve mastery of science TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, ThinkUp! Science instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS. It provides students with multiple and varied opportunities to think critically, engage in scientific practices, analyze and interpret data, and participate in science activities.</p> <p><b>Strategy's Expected Result/Impact:</b> This learning resource will provide students with multiple and varied opportunities to think critically, engage in scientific practices, analyze and interpret data, and participate in science activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 6</p>	<div> <div>Nov</div> <div>N/A</div> <div> <div>November Evidence of Progress</div> <div>Mentoring Minds, Think up! has been ordered for Science instruction and intervention. There are a few of these learning materials left over from the 22-23 school year for use.</div> </div> </div> <div> <div>Jan</div> <div>  35% </div> <div> <div>January Evidence of Progress</div> <div>Received right before the holiday break, this research-based strategy is now incorporated as part of the daily intervention block for 2nd - 5th grades.</div> </div> </div> <div> <div>Mar</div> <div> <div>March Evidence of Progress</div> </div> </div> <div> <div>June</div> <div> <div>June Evidence of Progress</div> </div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  Continue/Modify </div> </div> <div> <div>  Discontinue </div> </div>	




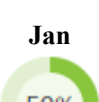
**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.





**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> New teachers to Killeen ISD and Douse ES will be partnered with a year-long mentor and attend New Teacher Tuesday PLC to receive additional support on effective teaching practices and classroom management and receive How-To support on other teaching expectations, i.e., obtaining reading levels. New to KISD but experienced teachers will be offered a Buddy Teacher for help, and 2nd-year new teachers will be invited back to New Teacher Tuesday for the 23-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 7</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>The 23-24 started with a couple of New Teacher Tuesday PLCs, the new teachers have attended the district New Teacher Tuesday PD in the absence of the campus-level PD.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Continues: The 23-24 started with a couple of New Teacher Tuesday PLCs, the new teachers have attended the district New Teacher Tuesday PD in the absence of the campus-level PD.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

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 1.81% by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 7</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>With 9 more Douse students identified as GT, more teachers have been signed up for the certification. Current Gt certified teachers are required to complete 6-hour updates, annually.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>With 9 more Douse students identified as GT, more teachers have been signed up for the certification. Current Gt certified teachers are required to complete 6-hour updates, annually.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </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 achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 6, 7</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Douse teacher are highly encouraged to attend all KISD PD and the CIS team provides job-embedded PD during PLCs.</div> </div> <div> <div>Jan</div> <div>  75% </div> <div>January Evidence of Progress</div> <div>Continues:  Douse teacher are highly encouraged to attend all KISD PD and the CIS team provides job-embedded PD during PLCs.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</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 achievement for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 1, 5, 6, 7</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>About the grade-levels, from 2nd-5th, follow the CUA data protocol to include uploading completed documents and meeting as a team to discuss necessary reteach/intervention opportunities for struggling learners.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Grade levels still need reminders and guidance to complete and address the CUA protocols and CUA dashboard data.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</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 achievement in core content areas for all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>The CIS team will continue work with teachers in need of instructional support to include modeling content lessons.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Continues; The CIS team will continue work with teachers in need of instructional support to include modeling content lessons.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> During PLCs and grade-level planning, the campus instructional leadership team will collaboratively plan with teachers utilizing the unit planning protocol and backward design process to plan aligned targets to aligned tasks and lessons to strengthen the instructional core to impact student growth and academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 7</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>The CIS team will continue work with Douse teachers on this expectation.</div> </div> <div> <div>Jan</div> <div>  65% </div> <div>January Evidence of Progress</div> <div>Continues: The CIS team will continue work with Douse teachers on this expectation.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Teaching staff will engage in monthly content meetings to discuss instructional needs and practices that impact scaffolding and prerequisite skills that impact student learning. Content teams will include team members across each grade-level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists Teachers</p> <p><b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Douse teachers have the opportunity to discuss content practices during weekly collaborative planning.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Continues: Douse teachers have the opportunity to discuss content practices during weekly collaborative planning.</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> The campus instructional leadership team will conduct monthly coaching walks to strengthen the instructional core toward improving student growth and achievement. The campus leadership team will share feedback with teacher teams during PLCs. We will discuss learning with teacher teams for input regarding needed professional development based on the data for implementing effective teaching practices and the GRR instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialists</p> <p><b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The CIS team will continue to engage in individual and instructional leadership coaching walks.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Continues: The CIS team will continue to engage in individual and instructional leadership coaching walks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	









**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><li>-Social Media Page (Facebook)</li></ul> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2, 4</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div><div></div><div>55%</div></div><div>Douse parents feel some teachers communicate weekly via email to what is being taught in the classroom. Douse parents would like for all grade levels to engage parents on what/how the curriculum is being taught.</div><div>Douse Smore newsletter is concise and provided valuable information, shared several ways with parents...email/text.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div><div></div><div>65%</div></div><div>Continues: Douse parents feel some teachers communicate weekly via email to what is being taught in the classroom. Douse parents would like for all grade levels to engage parents on what/how the curriculum is being taught.</div><div>Douse Smore newsletter is concise and provided valuable information, shared several ways with parents...email/text.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

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> <p>-October -February</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2, 4</p>	<div> <div>Nov</div> <div>  <div> <b>November Evidence of Progress</b>  Douse teachers met with most of the parents during the months of September and October for conferences.   Agenda was expected to be followed and the Home-School Compact was to be discussed and signed by the teacher, parent, and student. </div> </div> </div> <div> <div>Jan</div> <div>  <div> <b>January Evidence of Progress</b>  February Parent/Teacher Conferences are occurring at this time. </div> </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The campus will provide parents with the opportunity to attend information events such as the Title I and Title III - EB meetings, Meet the Teacher, Family Curriculum Nights, Parent University-Learning, and Parent/Teacher conferences, throughout the school year.</p> <p>Through the Parent University-Learning, parents will learning reading and math skills that can support their children at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2, 4</p>	<div> <div>Nov</div> <div>  <div> <b>November Evidence of Progress</b>  Family nights to include Meet the Teacher are great per Douse parents.   EB Title III and Annual Title I meetings were held in the fall. </div> </div> </div> <div> <div>Jan</div> <div>  <div> <b>January Evidence of Progress</b>  Family nights to include Meet the Teacher are great per Douse parents.   EB Title III and Annual Title I meetings were held in the fall. </div> </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</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 PFEP &amp; Home-School Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      To be held in the Spring.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b> N/A                      Scheduled for March.</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> 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> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 4</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>             Little Rattlers Early Literacy program has added 3-year old children to the learning this school year.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>             Continues;            Little Rattlers Early Literacy program has added 3-year old children to the learning 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> The campus will host a Fall and Spring Parent/Family Event for parents of EB identified students. Parents will be provided additional academic information and support on how to help their students at home. Information will include learning about characteristics, program support, and how parents can help Improve academic performance in core content areas for their children.</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 Assistant Principal Campus Instructional Specialists Counselors Teachers Parent Liaison</p> <p><b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div>November Evidence of Progress</div> <div>Title III EB Family Night held in the fall.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Pending Spring meeting.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</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 Principal Campus Instructional Specialists Counselors Staff Parent Liaison</p> <p><b>Title I:</b> 4.2 <b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  <div>90%</div> </div> <div>November Evidence of Progress</div> <div>Parent Liaison also serves as the Volunteer Coordinator along with the Early Literacy Coordinator.</div> </div> <div> <div>Jan</div> <div>  <div>90%</div> </div> <div>January Evidence of Progress</div> <div>Continues: Parent Liaison also serves as the Volunteer Coordinator along with the Early Literacy Coordinator.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Parents have to opportunity to connect with staff and students through the volunteer support process.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve the school volunteer program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Staff Parent Liaison</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<div> <div>Nov</div> <div>  75% </div> <div>November Evidence of Progress</div> <div>Douse parents feel that volunteer participation has increased and this provides a way for parents/guardians to be involved and engaged.</div> </div> <div> <div>Jan</div> <div>  80% </div> <div>January Evidence of Progress</div> <div>Continues: Douse parents feel that volunteer participation has increased and this provides a way for parents/guardians to be involved and engaged</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	





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

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



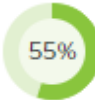

**Evaluation Data Sources:** # Disciplinary Referrals Data







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 Assistant Principal Campus Instructional Specialists Counselors Staff</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A CCC has yet to meet.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Admin meet to discuss behavior 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 2 Details	Reviews
<p><b>Strategy 2:</b> RtI committee members will closely monitor behavior referrals, attendance, and provide interventions through behavior intervention plans. Section 504 and SpEd BIPs will be closely monitored and adjusted to maintain the safety of the individual student and other students as well. Teachers will provide adequate and appropriate supervision while closely monitoring student behavior at all times, especially during recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student safety and decrease disciplinary concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Counselors Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Few teachers are following the designated RtI meeting calendar.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Slight improvement in following the RtI meeting 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 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will be provided ongoing professional development on Restorative Practices 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 Assistant Principal Campus Instructional Specialists Counselors Teachers Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1, 5</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>All campus staff attended Restorative Practice PD in the fall. Many of the teachers continue to implement restorative practices strategies.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Some restorative practices continue.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
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 Assistant Principal Campus Instructional Specialists Counselors Staff</p> <p><b>Problem Statements:</b> Perceptions 5</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Most of the Douse Special Education staff have attended the required training.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Most of the Douse Special Education staff have attended the required training.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

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 Assistant Principals Counselors Staff</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, 5</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>The Counseling team provided guidance lessons and individual sessions with students to discuss the importance of reporting possible bullying concerns and not being an individual accused of bullying others.</div> </div> <div> <div>Jan</div> <div>  80% </div> <div>January Evidence of Progress</div> <div>Continues: The Counseling team provided guidance lessons and individual sessions with students to discuss the importance of reporting possible bullying concerns and not being an individual accused of bullying others.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
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> Principal Assistant Principal Campus Instructional Specialists PE Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<div> <div>Nov</div> <div>  90% </div> <div>November Evidence of Progress</div> <div>Most of our students attend and participate in PE daily per the master schedule for 50 minutes to include CATCH lessons on healthy living practices.</div> </div> <div> <div>Jan</div> <div>  95% </div> <div>January Evidence of Progress</div> <div>Continues: Most of our students attend and participate in PE daily per the master schedule for 50 minutes to include CATCH lessons on healthy living practices.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>



Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Students will participate and engage in taught calm-down strategies and techniques in small-group, 1:1, and whole group counseling sessions. Staff will support and encourage student use of calm-down techniques campus-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> # of discipline referral decrease</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Staff</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>	<div> <div>Nov</div> <div>  <div>80%</div> </div> <div>November Evidence of Progress</div> <div>The Counseling team will continue to teach calm-down strategies and techniques in small-group, 1:1, and whole group counseling sessions. Staff will continue to support and encourage student use of calm-down techniques campus-wide.</div> </div> <div> <div>Jan</div> <div>  <div>90%</div> </div> <div>January Evidence of Progress</div> <div>Continues: The Counseling team will continue to teach calm-down strategies and techniques in small-group, 1:1, and whole group counseling sessions. Staff will continue to support and encourage student use of calm-down techniques campus-wide.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Diamondback of the Month and regular staff affirmation awards will be used to recognize positive character traits of students and staff for "Making Excellence a Habit!"</p> <p><b>Strategy's Expected Result/Impact:</b> # of discipline referral will decrease Improve school climate and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 5</p>	<div> <div>Nov</div> <div>  <div>55%</div> </div> <div>November Evidence of Progress</div> <div>Diamondback of the Month for students and staff affirmation will continue with recognizing positive character traits of students and staff for "Making Excellence a Habit!"</div> </div> <div> <div>Jan</div> <div>  <div>75%</div> </div> <div>January Evidence of Progress</div> <div>Continues: Diamondback of the Month for students and staff affirmation will continue with recognizing positive character traits of students and staff for "Making Excellence a Habit!"</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> All visitors must show a valid ID and gain approval through the TPASS check-in system for campus safety. Students in grades PK-1st grade will travel through campus with the Buddy System. Staff will always wear KISD/Douse ID badges and immediately report loss of ID, Swipe Key, and door keys to Principal Secretary. The school will work together to maintain a safe environment for all students and staff while providing a positive climate and culture at Douse ES.</p> <p><b>Strategy's Expected Result/Impact:</b> School safety</p> <p><b>Staff Responsible for Monitoring:</b> Douse Staff</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 4 - Perceptions 3</p>	<div> <div>Nov</div> <div>  <div>90%</div> </div> <div> <b>November Evidence of Progress</b>  REQUIRED - All visitors must show a valid ID and gain approval through the TPASS check-in system for campus safety. Students in grades PK-1st grade will travel through campus with the Buddy System. Staff will always wear KISD/Douse ID badges and immediately report loss of ID, Swipe Key, and door keys to Principal Secretary. The school will work together to maintain a safe environment for all students and staff while providing a positive climate and culture at Douse ES. </div> </div> <div> <div>Jan</div> <div>  <div>90%</div> </div> <div> <b>January Evidence of Progress</b>  REQUIRED - All visitors must show a valid ID and gain approval through the TPASS check-in system for campus safety. Students in grades PK-1st grade will travel through campus with the Buddy System. Staff will always wear KISD/Douse ID badges and immediately report loss of ID, Swipe Key, and door keys to Principal Secretary. The school will work together to maintain a safe environment for all students and staff while providing a positive climate and culture at Douse ES. </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	





**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>StemScopes, Starfall, BrainPop, BrainPop Jr., Learning A-Z, Accelerated Reading.</p> <p>Students will have access to mobile computer labs to enhance instruction in all content areas.</p> <p><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 Assistant Principals Campus Instructional Specialists Teachers Technologist Librarian</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 4, 6</p>	<div><div>Nov</div><div><div><div></div><div>65%</div></div></div><div>November Evidence of Progress</div><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>Stem Scopes, Starfall, BrainPOP, BrainPOP Jr., Learning A-Z.</p></div> <div><div>Jan</div><div><div><div></div><div>80%</div></div></div><div>January Evidence of Progress</div><p>Continues: 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>Stem Scopes, Starfall, BrainPOP, BrainPOP Jr., Learning A-Z.</p></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

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 reading and instructional use.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<div> <div>Nov</div> <div>  <div>85%</div> </div> <div>November Evidence of Progress</div> <div>The school librarian and principal will continue to monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.</div> </div> <div> <div>Jan</div> <div>  <div>90%</div> </div> <div>January Evidence of Progress</div> <div>Continues: The school librarian and principal will continue to monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Campus Leadership will meet weekly to discuss overall campus climate and culture needs, campus operations, departments needs and happenings, how to support all staff, and strategies to improve overall student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact overall campus climate and culture needs, campus operations, departments needs and happenings, how to support all staff, and strategies to improve overall student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Facilitator Campus Instructional Specialists Counselors Technologist Librarian Parent Liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<div> <div>Nov</div> <div>  <div>60%</div> </div> <div>November Evidence of Progress</div> <div>Campus Leadership will continue to meet weekly to discuss overall campus climate and culture needs, campus operations, departments needs and happenings, how to support all staff, and strategies to improve overall student achievement.</div> </div> <div> <div>Jan</div> <div>  <div>60%</div> </div> <div>January Evidence of Progress</div> <div>Meetings have slowed, due to campus schedules.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Campus SBDM committee meetings is scheduled to meet six times this school year to review, discuss, evaluate, and collaborate on the Campus Improvement Plan and overall campus happenings.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact overall school, stakeholder, and community connections to improve student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  <div>20%</div> </div> <div> <b>November Evidence of Progress</b>            Campus SBDM committee meetings is scheduled to meet six times this school year to review, discuss, evaluate, and collaborate on the Campus Improvement Plan and overall campus happenings.             2 of 6, SBDM meetings held - September and November         </div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div> <b>January Evidence of Progress</b>            Continues:            Campus SBDM committee meetings is scheduled to meet six times this school year to review, discuss, evaluate, and collaborate on the Campus Improvement Plan and overall campus happenings.             3 of 6, SBDM meetings held - September and November, January         </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Campus administration will meet weekly to discuss TTESS walkthrough data for collaboration, alignment, and calibration to impact teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 7 - Perceptions 3</p>	<div> <div>Nov</div> <div>  <div>40%</div> </div> <div> <b>November Evidence of Progress</b>            TTESS appraisers will continue to follow and discuss the walk-through calendar expectations.         </div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div> <b>January Evidence of Progress</b>            Continues;            TTESS appraisers will continue to follow and discuss the walk-through calendar expectations.         </div> </div> <div> <div>Mar</div> <div> <b>March Evidence of Progress</b> </div> </div> <div> <div>June</div> <div> <b>June Evidence of Progress</b> </div> </div>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> The campus master schedule is organized and implemented to ensure time is maximized for instruction. An intervention block is set for grades K-5, for targeted small-group interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize instructional and learning time to improve student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialists Teachers Staff</p> <p><b>Title I:</b> 2.5</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 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The master schedule has been adjusted to meet instructional requirements to include PE/Music.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The master schedule has been adjusted to meet instructional requirements to include PE/Music.</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> A weekly financial report meeting will ensure a checks and balance process to ensure an accurate accountability of campus activity funds and CIP expenses.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved alignment of expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The principal and the principal secretary will continue to meet to discuss spending and financial requirements.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Meetings continue.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	