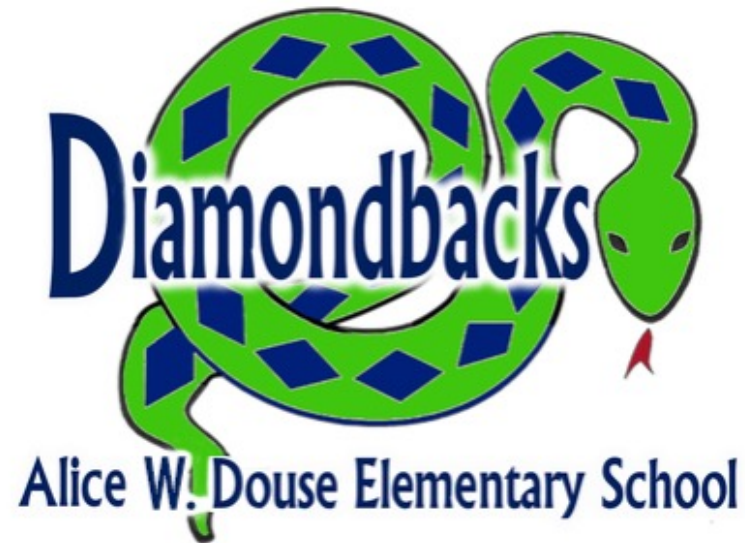


Killeen Independent School District

Alice W. Douse Elementary School

2024-2025



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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Human Capital 12
 - Financial Stewardship 15
- Priorities 17
 - Priority 1: Student Success 17
 - Priority 2: Human Capital 36
 - Priority 3: Financial Stewardship 43

Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1 Pathways for ALL students to build connections.

At Alice W. Douse Elementary School, ALL students have the opportunity to build lasting connections through relationship-building with peers, teachers, staff, and administrators. Strong, trusting relationships are essential and key to connecting with students during Tier 1 instruction and to students connecting. Through the Gradual Release of Responsibility Instructional Model (GRR), student thinking, input, and student discourse are all part of the Tier 1 learning process. During the instructional day, all students have access to a variety of learning modalities designed to facilitate a connection with a viable and guaranteed curriculum, the Texas Essential Knowledge and Skills (TEKS). Learning modalities that address the TEKS include district provided resources, I-Station, ST Math, MAP interventions/assessment, Benchmark Phonics, STEM Scopes, as well as teacher-created formative and summative learning tasks. Student learning is accessed throughout the school year utilizing the Measure of Academic Progress (MAP) for K-5, CIRCLE Progress Monitoring for PreK-4, and the State of Texas Assessment of Academic Readiness (STAAR) for 3rd - 5th.

Students at Douse receive social and emotional learning support from our SEL counselor and school counseling team to assist them with responsible decision-making, establishing and maintaining peer relationships, and showing empathy towards others. The connections our students receive via counseling are vital to overall social-emotional and academic growth. The GRR instructional model, which stands for 'Gradual Release of Responsibility', is a key part of this support. It involves students interacting with peers and the learning standards during the collaborative learning phase. During this time, students put learned social skills to use to access the learning and connect with their teacher and peers while doing so.

Other Pathways for ALL students to build connections include:

- Participation in after-school clubs such as Battle of the Books, Science Olympiad Club, Yearbook Club, Honor Choir, Douse Young Entrepreneurs Club, and community involvement with outside community organizations.
- Bully Prevention strategies used at Douse help to decrease the number of incidents reported to help create a safe welcoming learning environment for all students. Helpful strategies include: building trusting relationships, open communication, shared awareness of different types of bullying, taking all bullying seriously, and reporting and perceptions of bullying to staff.
- All student attend scheduled physical education and health classes, and daily recess to promote a healthy lifestyle.
- Interventions and accelerated instruction will take place during the instructional day to address the needs of at-risk and struggling learners across all grade levels.
- Students will receive targeted, skills-based interventions in the smallest groups possible to address learning needs.
- School Counselors will provide guidance lessons for students to promote positive behavior and leadership traits, character education, and increase the awareness of school safety in areas of anti-bullying.
- Students enrolled in grades prekindergarten through fifth grades will participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. Students in third - fifth grades will participate in Fitness Gram.

Gifted and Talented

- Teachers will review and analyze data and collaborate with parents to nominate more students for the GT identification process.
- Teachers will be identified to receive GT certification professional development and training on GT student identification.
- Gifted students will be provided supplemental instruction in both their area of giftedness and in areas for which they are not identified as gifted. Teachers will provide

instructional materials to support GT students with GT interventions, enrichment, project-based learning, and projects for TPSP.

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

Students at Douse are the driving force behind our district/campus goal for the 2024-25 school year. Their dedication and hard work will lead us to increased student achievement in reading. By 2030, we aim for 60% of all 3rd - 5th grade students to demonstrate performance in the *Meets or above category.

The STAAR Reading assessment, a crucial tool in our journey towards improved reading skills, encompasses constructed written responses to text. It challenges students to justify their thinking with text evidence, a skill that is vital for their academic and personal growth.

- Douse students will engage in intentional literacy learning to increase literacy and phonics proficiency for reading and writing across all content areas, including the use of the A-R-A-C-E writing strategy across all grade levels.
- Douse will use a Multi-Tiered System of Supports (MTSS) framework to identify students and prescribe appropriate support.
- Douse will schedule data meetings focused on instructional improvement and student needs.

CIRCLE Assessment

Students in Prekindergarten participate in CIRCLE Progress Monitoring assessments periodically throughout the school year.

% On Track	Rapid Letter Naming BOY	Rapid Letter Naming EOY	RLN GROWTH BOY/EOY	Rapid Vocabulary BOY	Rapid Vocabulary EOY	RLN GROWTH BOY/EOY	Phonological Awareness BOY	Phonological Awareness EOY	PA GROWTH BOY/EOY	MATH BOY	MATH EOY	MATH GROWTH BOY/EOY		Social Emotional EOY 2023-2024	Early Writing EOY 2023-2024
ALICE W DOUSE EL	63%	90%	27%	46%	64%	17%	85%	75%	-10%	88%	94%	6%		64%	66%
District Average	51%	84%	33%	49%	74%	25%	72%	80%	8%	80%	89%	10%		81%	85%

Measurement of Academic Progress (MAP) - Reading

- Teachers will continuously monitor student progress using MAP and other assessment data. Teachers will adjust instruction and intervention as needed and set specific goals for improvement while regularly assessing whether students are demonstrating growth.

The NWEA MAP is a nationally normed universal screener administered to students in grades K-8, Reading, three times a year. The MAP assessment is aligned to Texas Essential Knowledge and Skills standards (TEKS).

23-24 End of Year MAP Student Growth Summary for Reading

- K - 100 students assessed, 40% met projected growth.
- 1st - 141 students assessed, 28% met projected growth.
- 2nd - 134 students assessed, 36% met projected growth.
- 3rd - 149 students assessed, 39% met projected growth.
- 4th - 129 students assessed, 40% met projected growth.
- 5th - 132 students assessed, 34% met projected growth.

State of Texas Assessment and Academic Readiness (STAAR) 2023 - 2024 STAAR Assessment Performance for Reading

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.

Approaches - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. ***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.

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.

3rd STAAR Reading, Spring 2024 Performance - All Students

DNM - (Spring '23 - 27%) (Spring '24 - 26%)

Approaches - (Spring '23 - 73%) (Spring '24 - 74%)

*Meets - (Spring '23 - 45%) (Spring '24 - 45%)

Masters - (Spring '23 - 14%) (Spring '24 - 15%)

Constructed Written Responses - 45% of Douse assessed 3rd graders scored '0'.

4th STAAR Reading, Spring 2024 Performance - All Students

DNM - (Spring '23 - 19%) (Spring '24 - 19%)

Approaches - (Spring '23 - 81%) (Spring '24 - 81%)

*Meets - (Spring '23 - 44%) (Spring '24 - 41%)

Masters - (Spring '23 - 15%) (Spring '24 - 14%)

Constructed Written Responses - 30% of Douse assessed 4th graders scored '0'.

5th STAAR Reading, Spring 2024 Performance - All Students

DNM - (Spring '23 - 12%) (Spring '24 - 24%)

Approaches - (Spring '23 - 88%) (Spring '24 - 76%)

*Meets - (Spring '23 - 62%) (Spring '24 - 46%)

Masters - (Spring '23 - 22%) (Spring '24 - 23%)

Constructed Written Responses - 52% of Douse assessed 5th graders scored '0'.

STAAR Student Groups

It is evident from the Spring '24 STAAR Reading and Math assessment that student groups, including Hispanic, American Indian, Asian, Black or African-American, Native Hawaiian or Pacific Islander, White, Two or More Races, Economically Disadvantaged, Emergent Bilingual, and Special Education, are facing performance disparities. Therefore, it is imperative that targeted interventions are implemented to address these disparities.

- STAAR Reading Student Groups

Students identified in the At-Risk (3rd-23%), (4th-9%), (5th-17%) student groups, as well as several other student groups, continue to perform below the All Students Group in the Meets category across 3rd, 4th, and 5th grades: Black or African-American (3rd-39%), (4th-30%), (5th-40%), Economically Disadvantaged (3rd-44%), (4th-38%), (5th-39%), and Special Education (3rd-11%), (4th-15%), (5th-14%). This data, except for White 5th-grade students, 3rd & 4th Grade Hispanic students, and 3rd-grade Emergent Bilingual students, indicates that several student groups have less than 50% of students performing in the Meets category as per the STAAR Reading data according to the Spring 2024 assessment.

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics. *(Science included)

Students at Douse will continue to work towards meeting the district/campus goal for the 2024-25 school year. The campus goal is to increase student achievement in math so that by 2030, 60% of all 3rd - 5th grade students will demonstrate performance in the *Meets or above category.

- Teachers will continuously monitor student progress using MAP and other assessment data. Teachers will adjust instruction and intervention as needed and set specific goals for improvement while regularly assessing whether students are demonstrating growth.

Measurement of Academic Progress (MAP) - Math

The NWEA MAP is a nationally normed universal screener administered to students in grades K-8, Math, three times a year. The MAP assessment is aligned to Texas Essential Knowledge and Skills standards (TEKS).

23-24 End of Year MAP Student Growth Summary for Math

- K - 99 students assessed, 61% met projected growth.
- 1st - 143 students assessed, 48% met projected growth.
- 2nd - 134 students assessed, 43% met projected growth.
- 3rd - 148 students assessed, 34% met projected growth.
- 4th - 129 students assessed, 33% met projected growth.
- 5th - 132 students assessed, 30% met projected growth.

State of Texas Assessment and Academic Readiness (STAAR) 2023 - 2024 STAAR Assessment Performance for Math

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.

Approaches - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. ***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.

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.

3rd STAAR Math, Spring 2024 Performance - All Students

DNM - (Spring '23 - 34%) (Spring '24 - 34%)

Approaches - (Spring '23 - 66%) (Spring '24 - 66%)

*Meets - (Spring '23 - 39%) (Spring '24 - 40%)

Masters - (Spring '23 - 16%) (Spring '24 - 10%)

4th STAAR Math, Spring 2024 Performance - All Students

DNM - (Spring '23 - 41%) (Spring '24 - 43%)

Approaches - (Spring '23 - 59%) (Spring '24 - 57%)

*Meets - (Spring '23 - 41%) (Spring '24 - 28%)

Masters - (Spring '23 - 19%) (Spring '24 - 9%)

5th STAAR Math, Spring 2024 Performance - All Students

DNM - (Spring '23 - 26%) (Spring '24 - 38%)

Approaches - (Spring '23 - 74%) (Spring '24 - 62%)

*Meets - (Spring '23 - 39%) (Spring '24 - 32%)

Masters - (Spring '23 - 11%) (Spring '24 - 11%)

- STAAR Math Student Groups

Students identified in the At-Risk (3rd-19%), (4th-9%), (5th-9%) student groups, as well as several other student groups, continue to perform below the All Students Group in the Meets category across 3rd, 4th, and 5th grades: Black or African-American (3rd-30%), (4th-23%), (5th-27%), Economically Disadvantaged (3rd-36%), (4th-29%), (5th-29%), and Special Education (3rd-11%), (4th-8%), (5th-0%). This data, except for White 5th-grade students, 3rd Grade Hispanic students, and 3rd & 4th grade Emergent Bilingual students, indicates that several student groups have less than 50% of students performing in the Meets category as per the STAAR Math data according to the Spring 2024 assessment.

All students will meet or exceed the Texas grade-level standards in science.

Students at Douse will continue to work towards meeting the district/campus goal for the 2024-25 school year. The campus goal is to increase student achievement in science so that by 2030, 60% of all 5th grade students will demonstrate performance in the *Meets or above category.

- Teachers will continuously monitor student progress using MAP and other assessment data. Teachers will adjust instruction as needed and set specific goals for improvement while regularly assessing whether students are demonstrating growth.

23-24 End of Year MAP Student Growth Summary for Science

- 5th - 132 students assessed, 30% met projected growth.

State of Texas Assessment and Academic Readiness (STAAR) 2023 - 2024 STAAR Assessment Performance for Science

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.

Approaches - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. * **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.

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.

5th STAAR Science, Spring 2024 Performance - All Students

DNM - (Spring '23 - 42%) (Spring '24 - 59%)

Approaches - (Spring '23 - 58%) (Spring '24 - 41%)

*Meets - (Spring '23 - 21%) (Spring '24 - 12%)

Masters - (Spring '23 - 7%) (Spring '24 - 5%)

- STAAR Science Student Groups

Students identified in the At-Risk (5th-2%) student groups, as well as several other student groups, continue to perform below the All Students Group in the Meets category across 3rd, 4th, and 5th grades: Black or African-American (5th-5%), Economically Disadvantaged (5th-7%), and Special Education (5th-11%).

Parent Input Survey Request, Parent Involvement, and Student Achievement

- Douse Parent Liaison will continue to bridge the connection between the campus and parents to encourage parent involvement and volunteering.

- Parent University/Family Learning Nights

- Douse will host after-school Family Learning Nights with the purpose of empowering our parents to help their children succeed in school.

- Parent Volunteer -

Note: In order to be a volunteer at Alice W. Douse ES, parents must fill out an application online, be approved, and attend volunteer orientation.

- What a PARENT VOLUNTEER can do to help in the classroom:
 - Support learning centers/stations during group time.
 - Assist with reading to a small group of students
 - Assist students with writing skills (penmanship).

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

- Douse students will work towards and work on goal setting and tracking learning goals to reflect and improve on meeting academic growth and achievement goals.
- Douse students will engage and participate in the district-wide Capturing Kids Hearts initiative by focusing on and demonstrating the Character Trait of the Month.
- Douse students will engage in ongoing discussions about their future and participate in Career Day to explore possible career options along with career requirements.
- Douse will continue to meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Attendance

- Attendance rates have decreased from 94.88% in 2023-24 to 92.8% in 2023-24.
- Student attendance will continue to be monitored daily. Parents will continue to receive district and campus communication regarding chronic absenteeism throughout the

school year.

Discipline

- Student Code of Conduct referrals show an increase for the 23-24 school year with over 700 incidents processed, 109 = 16.34% repeat offenders up from the 2022-23 school year of 498 total incidents processed, 74 = 14.86% repeat offenders.
- Classroom teachers will have access to a deeper toolbox for classroom management strategies through Capturing Kids Hearts to address the various needs of our students.
- More parent/teacher conferences are needed to build a solid partnership in addressing the needs of students with behavioral challenges across all grade levels.

Student Success Strengths

Goal 1.1 Pathways for ALL students to build connections.

- Participation in after-school clubs such as Battle of the Books, Science Olympiad Club, Yearbook Club, Honor Choir, Douse Young Entrepreneurs Club, and community involvement with the Killeen Branch NAACP Youth Council.
- Douse Diamondbacks won 2nd place in the 23-34 Battle of the Books competition.
- The number of GT identified students increased from 22-23 with 9 students to over 20 students for the 23-24 SY.
- A Douse student won the John Lewis Youth Leadership National NAACP Award for serving her community.
- Douse Diamondbacks placed in the top 10 overall competing against 20+ elementary schools at Science Olympiad competition with several independent ribbons.
- Parent volunteers/involvement has increased from previous years.
- Of the 70 parents who completed the EOY survey, 56 parents feel strongly that their child's teacher established a relationship regarding academic progress.

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

- STAAR data indicates that our Emergent Bilingual, Hispanic, and White student groups across 3rd, 4th, & 5th are out performing other student groups.

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

- STAAR data indicates that our Emergent Bilingual, Hispanic, and White student groups across 3rd, 4th, & 5th are out performing other student groups.
- K, MAP Math, 99 students assessed, over 50% met growth expectations.

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

- Diamondback of the Month recognizes PK-5 students for demonstrating the Killeen ISD Character Trait of Month throughout the entire school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased: 3rd grade went from 50% to 49%. 4th grade went from 44% to 41%. 5th went from 62% to 46%. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

Problem Statement 2: Math STAAR, the percentage of 4th, and 5th grade students in the meets or above category decreased. 4th grade went from 41% to 28%. 5th went from 39%

to 32%; 3rd grade demonstrated slight 1-point growth from 39% to 40%. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

Problem Statement 3: Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 21% to 12%. **Root Cause:** Science instruction lacks rigor, specificity of the science TEKS, lack of academic vocabulary, and authentic lab experiences.

Problem Statement 4: The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block. There are a lack of 3rd, 4th, 5th consistent tutors for the After School Learning Academy.

Problem Statement 6: Parent Survey input indicated there was a lack of information regarding the curriculum expectations from teachers. **Root Cause:** Lack of school and teacher outreach to develop and promote communication regarding curriculum expectations across all grade levels.

Problem Statement 7: K-5 grade students are not meeting projected growth in reading, math, or science on MAP. **Root Cause:** Clarification of essential TEKS across all content is needed by the teachers to plan and execute explicit Tier 1 instruction.

Problem Statement 8: Student Code of Conduct referrals show an increase for the 23-24 school year with over 700 incidents processed, 109 = 16.34% repeat offenders up from the 2022-23 school year of 498 total incidents processed, 74 = 14.86% repeat offenders. **Root Cause:** Struggle to implement effective campus-wide discipline strategies. A deeper toolbox of classroom management strategies through Capturing Kids Hearts is needed to address the various needs of our students.

Problem Statement 9: EOY Parent Survey indicated 70 parents out of 928 student families completed the survey. This was the 2nd survey sent to gather input, the initial survey resulted in 1 parent response. **Root Cause:** Lack of school and teacher outreach to develop and promote communication and relationships with more parents and guardians.

Problem Statement 10: STAAR data for Extended Constructed Responses (ECRs) indicate that 45% of 3rd graders assessed, 40% of 4th graders assessed, and 52% of 5th graders assessed, scored '0' on ECRs. **Root Cause:** Lack of teacher clarity knowledge of the writing process that align with ECR expectations and use of writing rubrics with fidelity.

Problem Statement 11: The percentage of students making at least one full year of academic growth must increase. **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

Problem Statement 12: There is a need to decrease the severity and frequency of student discipline incidents in general education and Special Education self-contained classrooms to ensure student safety and acceptable classroom learning environments. **Root Cause:** Only a limited number of staff members have extensive training in strategies to identify behavioral triggers and how to deescalate disruptive, severe, and violent behaviors.

Problem Statement 13: The frequency that students receive differentiated, strategic, and extended instruction, and the quality of that instruction, must increase to meet individual learning needs of GT student. **Root Cause:** Lack of teacher clarity on the identification of GT students and how to extend their learning needs which impacts overall yearly growth.

Problem Statement 14: Attendance rates have decreased from 94.88% in 2023-24 to 92.8% in 2023-24. **Root Cause:** Lack of 'attendance matters' initiatives in place at the campus level.

Problem Statement 15: EB identified students STAAR Reading Meets data indicated a decrease from Spring 23 of 63% to 59% in Spring 24. **Root Cause:** There is a limited number of ESL certified teachers to support EB identified student numbers.

Human Capital

Human Capital Summary

Douse teachers will continue to 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 a varying degree 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. Teachers are also expected to have the learning target, language objectives, and success criteria posted in the classroom for students to understand, interact with, and refer to during instruction. Teachers will continue to use the STRIVE FOR 5 as an instructional strategy to reinforce the learning of the posted learning target and learning task throughout the lesson.

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

- Alice W. Douse ES will invest in all staff to promote a positive work environment through a culture of support, development, and empowerment to make a positive impact on the learning community.
- Douse will focus on intentional relationship building and learning across grade-level opportunities consistently throughout the year, both within and outside of campus. This will include highlighting staff monthly through Diamondback of the Month for Staff and on a frequent basis.
- Douse will use a variety of incentives/awards to cultivate a culture of fun and high engagement to include continuing our partnership with the campus PTA to host staff appreciation opportunities.
- In following the KISD new teacher and new to KISD mentoring program, all new teachers, instructors, and teacher apprentices will be provided a mentor for the school year. New to KISD but experienced teachers will be provided buddy teacher for support.
- A parent liaison has been hired to bridge and encourage parent and family engagement.
- Intervention Aides to support teachers in addressing the needs of at-risk students on this Title I campus.
- A Campus Instructional Specialist has been hired to support the instructional practices and needs of classroom teachers at Douse.

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

- In following district hiring policies, campus leadership will implement effective practices that will consistently and strategically staff classrooms and support for other campus learning areas by attending and recruiting at job fairs and interviewing candidates as a committee.
- Douse will engage new and current staff through professional development, Professional Learning Communities (PLCs), mentoring support, and team/relationship building to grow and retain staff.
- Teacher leadership is welcomed at Douse as lead teachers are encouraged to share their knowledge and expertise during collaborative planning in PLCs, staff meetings/professional development, peer observations/mentoring, as well as advocating for research-based and innovative instructional strategies aligned with district provided resources.
- Douse teachers will plan using the English Language Proficiency Standards (ELPS) and provide opportunities for students to utilize academic vocabulary and concepts in Listening, Speaking, Reading, and Writing.
- The campus will engage in an Effective Schools Framework (ESF) school diagnostic to support the continuous improvement of our campus. The instructional core at Douse will be strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.

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

- Through data analysis and data driven practices Douse instructional leadership will identify and provide ongoing training and coaching needed for staff to build teacher efficacy and professional capacity.
- Through Action Coaching: A Get Better Faster Approach for Teachers, Douse teaching staff will receive feedback and coaching to build capacity towards improving Tier I instruction and classroom management.
- Douse teachers will participate in Professional Learning Communities (PLCs) to design equitable, engaging lessons, academic discussions, and rigorous learning tasks to strengthen Tier 1 instruction and improve student growth and achievement.
- New Teachers as well as teachers needing additional support will be invited to New Teacher Tuesday to receive additional coaching and overall classroom support with the instructional leadership team.
- During the PLC process teachers will continue to strengthen their capacity in addressing the essential PLC questions: What do we want our students know and be able to do? How will we know if they have learned it? How will we respond when some students do not learn it? and How will we extend the learning for students who have demonstrated proficiency?
- Ongoing training with Lead4ward, TEKSCON professional development, and PD via Solutions Tree PLC workshops will include aggressive monitoring training and overall Tier I instruction and data analysis improvement.

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

- Through the utilization of surveys and the evaluation process, ALL Douse staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.
- Douse staff are encouraged to participate and share input as part of several campus committees, i.e., SBDM, Campus Conduct Committee (CCC), Campus Employee Advocacy Committee (CEAC), and Staff Club.

Human Capital Strengths

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

- Douse staff facilitated staff activities to encourage cohesiveness towards a promoting a strong campus culture.
- Douse teachers are encouraged to be teacher leaders on campus in support of one another.
- New teachers are assigned mentors for their first year as educators.
- Certified teachers new to Douse are offered and provided buddy teachers for support and guidance.
- Douse staff participated in and facilitated several campus endeavors, i.e. SBDM, Battle of the Books, Honor Choir, Staff Club, DEAC Rep.

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

- Minimal staff concerns with Killeen ISD Employee Handbook compliance.

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

- Douse teaching staff attended district level and campus level learning.
- Douse teaching staff attended out of district professional learning, i.e. Lead4ward PD, Professional Learning Communities.
- Douse teaching staff received feedback via TTESS walkthrough and coaching information.
- An additional Campus Instructional Specialist (CIS) was hired to support classroom teachers in providing instructional feedback.

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

- Douse staff are able to share input regarding suggestions and concerns via open-door opportunities with administration.
- Douse staff are able to share input regarding performance via TTESS, TPESS, and Paraprofessional Evaluation processes.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Turnover rate continuous to be a concern each school year. **Root Cause:** Staff feel they need more recognition and PLC professional development.

Problem Statement 2: Instructional leadership team members are not part of data conversations, coaching, PLC, and professional development **Root Cause:** Increasing discipline concerns in gen. ed. and SpEd. self-contained classrooms.

Problem Statement 3: During the 2023-24 school 31% of the teaching staff were Waiver or District of Innovation hires working towards completing teacher certification requirements. **Root Cause:** Turnover rate continuous to be a concern each school year to include the lack of certified teachers available for hiring.

Problem Statement 4: There is a need to increase teacher knowledge in addressing the PLC essential questions: What do we want our students know and be able to do? How will we know if they have learned it? How will we respond when some students do not learn it? and How will we extend the learning for students who have demonstrated proficiency? **Root Cause:** Teachers have a varying degree of teacher knowledge and experience related to Professional Learning Communities and addressing the learning needs of students.

Problem Statement 5: There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. **Root Cause:** Leaving staff has expressed concern with overall team struggles and campus culture.

Financial Stewardship

Financial Stewardship Summary

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

- Deploy funds necessary to meet operational and strategic functions
- Establish and continuously review allocated resources to address needs for the health, safety, and wellness of students, faculty, and staff.
- The campus will conduct a data analysis of local and state assessment data to prioritize resource allocations to be outlined in the Campus Improvement Plan (CIP).
- The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.

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

- The campus financial team will prepare and conduct financial meetings to ensure a checks and balances process in place for accurate accountability of campus activity funds and CIP funding spending to be shared with SBDM stakeholders.

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

- The campus will continuously evaluate and update policies and procedures to foster a positive culture and climate.
- The Campus Improvement Plan will be posted on our campus website available to staff, parents, and stakeholders in an understandable format.
- The Site-Based Decision-Making Committee (SBDM) and campus staff will continuously evaluate and update campus policies and procedures to foster a positive culture and climate.
- SBDM committee members will conduct formative reviews of the CIP periodically throughout the school year. During this process SBDM committee members will have the opportunity to offer input on strategic actions revisions so that the needs of students are continuously addressed.
- Campus leadership will meet weekly to discuss overall campus climate and culture needs, campus operations, how to support all staff to foster a positive culture and climate.
- Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

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

- Campus level training will focus on the effective and timely use of district provided resources and procedures.
- Implement campus wide updates on all aspects of budget.

Financial Stewardship Strengths

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

- CIP data is used to drive planning in prioritizing resource allocations.

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

- Alice W. Douse ES received a rating of “Substantial Compliance”. This is the highest rating given to any campus from an external audit of campus activity funds for 23-24 school year.

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

- Title I and CIP budget and funding information is discussed with SBDM stakeholders and staff.

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

- Campus sections receive information and training on effective and sustainable use of district resources and procedures.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Minimal attendance at SBDM meeting of required members: Parent Representatives, Business Representatives, District Representatives, including teaching staff. **Root Cause:** Monthly meeting usually held at a specific time that may not work for off-campus personnel.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Douse students will engage and participate in the district-wide Capturing Kids Hearts initiative by focusing on building and strengthening relationships with peers and teachers and demonstrating the CKH Character Trait of the Month.</p> <p>Progress Measure (Lead): Enforce the Student Code of Conduct, utilizing consistent discipline strategies, Student Shout-outs, Diamondback Incentive Cards.</p> <p>Relationship building is a priority.</p> <p>Celebrate CKH Character Trait of the Month recipients.</p> <p>Red Ribbon Week & Safety Week to promote Say No to Drugs and promote school safety.</p> <p>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>Outcome Measure (Lag): Discipline Referrals will decrease from 667 noted in 23-24 to less than 500 during the 24-25 SY.</p> <p>Dates/Timeframes: 2024 - 2025 SY</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Collaborating Departments: Teacher Teams, Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 8, 14</p> <p>Funding Sources: CKH Character Trait of the Month Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.140.30.000 - \$1,500</p>

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 8, 14

Funding Sources: CKH Character Trait of the Month Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.140.30.000 - \$1,500

Key Strategic Action 2 Details

Key Strategic Action 2: Douse will implement proactive strategies for improving attendance rates.

Progress Measure (Lead): Parents will be informed of the campus goal for all students to have fewer than 5 absences during the school year.

Students will receive school attendance awards.

Attendance Matters will be discussed in the monthly Smore Parent Newsletter.

Monitor students attendance, social-emotional well being, and address academic needs.

Outcome Measure (Lag): Attendance Rates will increase from 92.8% in 23-24 to 96% for the 24-25 SY.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Admin, Teacher Teams, Attendance Secretary

Collaborating Departments: Admin, Teacher Teams, Attendance Secretary

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 14

Funding Sources: Student Attendance Recognition Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.140.30.000 - \$2,000

Key Strategic Action 3 Details

Key Strategic Action 3: Douse students participation will increase in extracurricular activities before, during, and after school to enhance and support their learning experiences, academic performance to include physical education, health class, and recess.

Progress Measure (Lead): Students will attend scheduled physical education and daily recess to promote physical activities for good health and release energy that could impact undesired behaviors.

Douse students will connect through special recognition opportunities and student celebrations.

Douse students will connect through clubs, Student Council, Battle of the Books, Science Olympiad Science Club, Honor Choir, Douse Young Entrepreneur Club, Checkers and Chess Club, STEM Club and community involvement with outside organizations.

Students will participate in Field Trips focused on Math, Science, and STEM/STEAM.

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

Outcome Measure (Lag): Student Council participation will increase from 0# of students in 23-24 to 7-10 student representing 3rd-5th grade by end of 2025.

After School Club participation will increase from 8% of 2nd-5th grade students to 10% of 2nd-5th grade students for the 24-25 SY.

Dates/Timeframes: 2024 - 2025 SY

Staff Responsible for Monitoring: All Staff

Collaborating Departments: Teachers, Admin, Club Sponsors

ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 4 Details

Key Strategic Action 4: Through field-based inquiry, Douse 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.

Progress Measure (Lead): Increased awareness of relationship between curriculum and real world experiences.

Outcome Measure (Lag): Virtual field based instructional (VBFI) experiences will increase from 0# of VBFI to 20 or more VBFI opportunities for grades PK-5 by end of 2025.

Field-based instruction for self-contained SpEd classes will increase from 0 to 1, FBI during the 24-25 SY.

Field-based instruction will include locations that will reinforce content area TEKS that are difficult to replicate in the classroom setting so that students in grades PK-5 will have the opportunity to experience read world connection 1 FBI exploration for the 24-25 SY.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Leadership, Admin

Collaborating Departments: Teacher Teams, Leadership, Admin

Funding Sources: Field-based Learning Transportation - 166 - State Comp Ed - 166.11.6494.00.140.30.AR0 - \$13,000, Field-based Learning Entry Fees - 166 - State Comp Ed - 166.11.6412.00.140.30.AR0 - \$6,890

Key Strategic Action 5 Details

Key Strategic Action 5: Douse students in K-5 will participate in the Gifted and Talented nomination process. Hands-on learning experience and exploration will provided to GT identified students with the opportunity to apply critical thinking skills in real world situations.

Progress Measure (Lead): Teaching staff will examine MAP data to determine GT nominations for K-5 students.

Identified GT students will participate in the GT, TPSP Campus and District Showcase.

The school librarian will conduct pull-out enrichment for GT identified students to participate in maker space and a variety of exploration and critical thinking activities.

Gifted and Talented identified students will receive differentiated instruction and challenging learning experiences in the classroom and during pull-out opportunities.

Outcome Measure (Lag): GT identified students will increase from 2% during the 23-24 SY to 5% for the 24-25 school in grades K-5.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 13

Funding Sources: Instructional resources for GT enrichment - 177 - Gifted/Talented - 177.11.6399.00.140.21.000 - \$7,139

Key Strategic Action 6 Details

Key Strategic Action 6: Douse students, including HB 1416 identified students will participate in the What I Need (WIN) intervention block to receive instructional strategies, techniques that can be used to help them while learning new skills, improve their fluency, or apply existing skills to new and different learning situations for math and reading.

Intervention Aides will continued to be hired to provide additional support by addressing the needs of at-risk and disadvantaged learners in all core content areas during WIN Time.

Progress Measure (Lead): Douse students will participate in the MTSS process which includes progress monitoring.

Additional headphones will be purchased to support online instruction and learning.

Outcome Measure (Lag): Increased student performance on assessments by 5% or higher by end of Spring 2025.

Improved student passing rates in Math and Reading at the meets level by 5% or higher by end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership, Interventionist, Intervention Aides

Collaborating Departments: Teacher Teams, Instructional Leadership

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Success 5

Funding Sources: Salary for At-Risk Aide I to support at-risk learners. - 166 - State Comp Ed - 166.11.6129.00.140.30.AR0 - \$25,110, Salary for Intervention Aide I to support struggling learners. - 211 - ESEA, Title I Part A - 211.11.6129.00.140.30.000 - \$81,373, Supplementary Spiral review resource for after school Tutoring (Think Up) - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$15,000, Instructional Supplies for daily intervention and after school learning - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$10,000, Headphones for student learning - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$15,000

Key Strategic Action 7 Details

Key Strategic Action 7: Douse will provide Tier I instruction and appropriate services for all students to include students eligible for special programs including but not limited to: At-Risk, Economically Disadvantaged, Various Ethnic/Racial populations, EB/LEP, Dyslexia, Homeless, 504, and G/T.

Progress Measure (Lead): Review master schedules to ensure designated content minutes are provided for grade level for Tier I instruction via the GRR instructional model.

Document accommodations for instruction and assessments for students identified under SpEd, Section 504, and LPAC.

Establish intervention times and utilize evidence based programs, universal screening data, and benchmark data to provide identified students with targeted intervention.

Outcome Measure (Lag): Students identified under special programs will demonstrate an overall increase on STAAR reading, math, and science of 5% or higher in the Meets category by Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers

Collaborating Departments: Instructional Leadership Team, Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 7, 11

Funding Sources: Instructional Supplies - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$35,060, Instructional Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$8,920

Key Strategic Action 8 Details

Key Strategic Action 8: 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.

Progress Measure (Lead): After-school Learning Academy

Students will improve mastery of ELAR TEKS by using high-quality instructional learning materials and assessments. Mentoring Minds, Think-Up! ELAR and Math instructional resource assists teachers in acquiring a clear understanding of the expectations of the TEKS.

Outcome Measure (Lag): Improved math and reading grades to 70% or higher by Spring 2025.

STAAR Results - Social Studies, Science, Math, Reading will improve overall by 5% of higher in the meets category by Spring 2025.

Dates/Timeframes: End of Spring 2025

Staff Responsible for Monitoring: Classroom Teacher, Instructional Leadership Team

Collaborating Departments: Classroom Teacher, Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 5

Funding Sources: Nutritional snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.140.30.000 - \$2,625, Instructional Resources for after school tutoring - 166 - State Comp Ed - 166.11.6399.00.140.30.AR0 - \$12,000

Key Strategic Action 9 Details

Key Strategic Action 9: 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.

Progress Measure (Lead): 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.

Outcome Measure (Lag): Discipline Referrals will decrease from 667 noted in 23-24 to less than 500 during the 24-25 SY.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Administration, Staff

Collaborating Departments: Administration, Staff

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 8

Goal 1 Problem Statements:

Student Success

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need extensive scaffolding during instruction and remediation during the intervention block. There are a lack of 3rd, 4th, 5th consistent tutors for the After School Learning Academy.

Problem Statement 7: K-5 grade students are not meeting projected growth in reading, math, or science on MAP. **Root Cause:** Clarification of essential TEKS across all content is needed by the teachers to plan and execute explicit Tier 1 instruction.

Problem Statement 8: Student Code of Conduct referrals show an increase for the 23-24 school year with over 700 incidents processed, 109 = 16.34% repeat offenders up from the 2022-23 school year of 498 total incidents processed, 74 = 14.86% repeat offenders. **Root Cause:** Struggle to implement effective campus-wide discipline strategies. A deeper toolbox of classroom management strategies through Capturing Kids Hearts is needed to address the various needs of our students.

Problem Statement 11: The percentage of students making at least one full year of academic growth must increase. **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

Problem Statement 13: The frequency that students receive differentiated, strategic, and extended instruction, and the quality of that instruction, must increase to meet individual learning needs of GT student. **Root Cause:** Lack of teacher clarity on the identification of GT students and how to extend their learning needs which impacts overall yearly growth.

Problem Statement 14: Attendance rates have decreased from 94.88% in 2023-24 to 92.8% in 2023-24. **Root Cause:** Lack of 'attendance matters' initiatives in place at the campus level.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Douse classroom teachers will provide data-driven instruction and Intervention with evidence based practices in core instruction for reading and writing at all levels to include the use of Writables.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in RLA.

Follow unit maps to increase the inclusion of all standards

Expect and Inspect short or extended constructed responses on reading and writing benchmarks.

For Constructed Responses, teachers will still be expected to utilize the ARACE acronym to address ECRs.

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data

Utilize Get Better Faster Coaching to increase observations of reading and writing in all grade levels.

Outcome Measure (Lag): PK EOY Circle Phonological Awareness data will increase from -10% to 10% or more by Spring 2025

Kinder EOY MAP will increase from 40% to 50% or higher by Spring 2025

1st EOY MAP will increase from 28% to 40% or higher by Spring 2025

2nd EOY MAP will increase from 36% to 50% or higher by Spring 2025

3rd STAAR Meets on reading will increase from 45% to 50% or higher by Spring 2025

4th STAAR Meets on reading will increase from 41% to 50% or higher by Spring 2025

5th STAAR Meets on reading will increase from 46% to 55% or higher by Spring 2025

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 1, 10

Key Strategic Action 2 Details

Key Strategic Action 2: Ensure a vertically aligned guaranteed viable RLA curriculum is taught and assessed in all classrooms with fidelity.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in RLA

Follow unit maps to increase the inclusion of all standards

Expect and Inspect short or extended constructed responses on reading and writing benchmarks.

Expect and Inspect the use of the

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Ensure Quick Performance Assessments (QPAs) from Benchmark Phonics are analyzed in PLCs

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data.

Utilize Get Better Faster Coaching to increase observations of reading and writing in all grade levels.

Outcome Measure (Lag): PK EOY Circle Phonological Awareness data will increase from -10% to 10% or more by Spring 2025

Kinder EOY MAP will increase from 40% to 50% or higher by Spring 2025

1st EOY MAP will increase from 28% to 40% or higher by Spring 2025

2nd EOY MAP will increase from 36% to 50% or higher by Spring 2025

3rd STAAR Meets on reading will increase from 45% to 50% or higher by Spring 2025

4th STAAR Meets on reading will increase from 41% to 50% or higher by Spring 2025

5th STAAR Meets on reading will increase from 46% to 55% or higher by Spring 2025

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

Problem Statements: Student Success 1

Key Strategic Action 3 Details

Key Strategic Action 3: 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 and writing content.

Progress Measure (Lead): 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.

Integrate the use of visual aides, academic vocabulary games, hands-on task, and review assessments.

Research-based strategies include:

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

Outcome Measure (Lag): EB identified students STAAR Reading Meets data will increase from 59% to 65% for the 24-25 SY.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: ESL Teacher, Teacher Teams, Instructional Leadership

Collaborating Departments: ESL Teacher, Teacher Teams, Instructional Leadership

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 15

Funding Sources: Supplemental curricula, instructional materials, and/or assessment resources designed to support EB identified students will be used to increase academic achievement of English Learners - 165/ES0 - ELL - 165.11.6399.00.140.25.ES0 - \$2,000

Key Strategic Action 4 Details

Key Strategic Action 4: 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.

Progress Measure (Lead): This will impact reading across all core content areas.

Outcome Measure (Lag): Reading scores will improve by 5% or higher for identified students by end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Dyslexia Teachers, Classroom Teachers, Instructional Leadership Team

Collaborating Departments: Dyslexia Teachers, Classroom Teachers, Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 4

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased: 3rd grade went from 50% to 49%. 4th grade went from 44% to 41%. 5th went from 62% to 46%. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

Problem Statement 4: The AA, Econ. Dis., SPED, and At-Risk student groups performed below the All Student group in all tested subject areas for STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

Problem Statement 10: STAAR data for Extended Constructed Responses (ECRs) indicate that 45% of 3rd graders assessed, 40% of 4th graders assessed, and 52% of 5th graders assessed, scored '0' on ECRs. **Root Cause:** Lack of teacher clarity knowledge of the writing process that align with ECR expectations and use of writing rubrics with fidelity.

Problem Statement 15: EB identified students STAAR Reading Meets data indicated a decrease from Spring 23 of 63% to 59% in Spring 24. **Root Cause:** There is a limited number of ESL certified teachers to support EB identified student numbers.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure a vertically aligned guaranteed viable math curriculum is taught and assessed in all classrooms with fidelity.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in math.

Follow unit maps to increase the inclusion of all math standards.

Expect and Inspect the use of the math problem-solving strategies.

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Ensure Quick Performance Assessments (QPAs) from math are analyzed in PLCs.

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data.

Utilize Get Better Faster Coaching to increase observations of math in all grade levels.

Teachers will use the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.

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.

Outcome Measure (Lag): - PK EOY Circle Math data will increase from 6% to 11% or higher.

- Kinder EOY MAP Math will increase from 61% to 65% or higher.

- 1st EOY MAP Math will increase from 48% to 55% or higher.

- 2nd EOY MAP Math will increase from 43% to 50% or higher.

- 3rd STAAR Meets on math will increase from 40% to 45% or higher.

- 4th STAAR Meets on math will increase from 28% to 35% or higher.

- 5th STAAR Meets on math will increase from 32% to 40% or higher.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

Problem Statements: Student Success 2, 7

Funding Sources: Math Manipulatives to support math instruction for at-risk learners. - 211 - ESEA, Title I Part A - 211.11.6399.00.140.30.000 - \$5,000

Key Strategic Action 2 Details

Key Strategic Action 2: Douse classroom teachers will provide data-driven instruction and Intervention with evidence based practices in core instruction for math at all levels.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in math.

Follow unit maps to increase the inclusion of all math standards.

Expect and Inspect the use of the math problem-solving strategies.

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Ensure Quick Performance Assessments (QPAs) from math are analyzed in PLCs.

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data.

Utilize Get Better Faster Coaching to increase observations of math in all grade levels.

Teachers will use the Guided Math Instructional Model during the math block to provide targeted instruction to close the achievement gap in math.

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.

Outcome Measure (Lag): - PK EOY Circle Math data will increase from 6% to 11% or higher.

- Kinder EOY MAP Math will increase from 61% to 65% or higher.

- 1st EOY MAP Math will increase from 48% to 55% or higher.

- 2nd EOY MAP Math will increase from 43% to 50% or higher.

- 3rd STAAR Meets on math will increase from 40% to 45% or higher.

- 4th STAAR Meets on math will increase from 28% to 35% or higher.

- 5th STAAR Meets on math will increase from 32% to 40% or higher.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: All students meet or exceed the Texas grade level standards in science.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in science.

Follow unit maps to increase the inclusion of all science standards.

Expect and Inspect the use of the science problem-solving strategies.

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Ensure Quick Performance Assessments (QPAs) from science are analyzed in PLCs.

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data.

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.

Utilize Get Better Faster Coaching to increase observations of science in all grade levels.

Outcome Measure (Lag): - 5th EOY MAP Science will increase from 30% to 40% or higher.

- 5th STAAR Meets on science will increase from 12% to 20% or higher.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

ESF Levers:

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

Problem Statements: Student Success 3

Key Strategic Action 4 Details

Key Strategic Action 4: Douse classroom teachers will provide data-driven instruction with evidence based practices in core instruction for science at all levels.

Progress Measure (Lead): Follow the dedicated instructional minutes on the master schedule for each grade level in science.

Follow unit maps to increase the inclusion of all science standards.

Expect and Inspect the use of the science problem-solving strategies.

Expect and Inspect the use of the Benchmark Data Protocol in PLCs to identify instructional strengths and weaknesses.

Ensure Quick Performance Assessments (QPAs) from science are analyzed in PLCs.

Track fidelity of staff utilizing district curriculum and resources, effective Tier 1 instruction and effective use of data.

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.

Utilize Get Better Faster Coaching to increase observations of science in all grade levels.

Outcome Measure (Lag): - 5th EOY MAP Science will increase from 30% to 40% or higher.

- 5th STAAR Meets on science will increase from 12% to 20% or higher.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Teacher Teams, Instructional Leadership

Collaborating Departments: Teacher Teams, Instructional Leadership

ESF Levers:

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

Problem Statements: Student Success 3, 7

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Math STAAR, the percentage of 4th, and 5th grade students in the meets or above category decreased. 4th grade went from 41% to 28%. 5th went from 39% to 32%; 3rd grade demonstrated slight 1-point growth from 39% to 40%. **Root Cause:** Formative and summative data were not consistently desegregated in a timely manner and used to adjust instruction and determine needed interventions, including reading and writing, which were not implemented with fidelity.

Problem Statement 3: Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 21% to 12%. **Root Cause:** Science instruction lacks rigor, specificity of the science TEKS, lack of academic vocabulary, and authentic lab experiences.

Problem Statement 7: K-5 grade students are not meeting projected growth in reading, math, or science on MAP. **Root Cause:** Clarification of essential TEKS across all content is needed by the teachers to plan and execute explicit Tier 1 instruction.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Douse will create a partnership with community members to provide students with an opportunity to interact with a variety stakeholders through guest speakers and face to face experiences and will participate in a Career Day event to inform them of future career opportunities.

Progress Measure (Lead): Elementary students will participate in the STEM Mobile Lab to explore STEM concepts and careers.

Douse will facilitate at least two college and career readiness event for students.

Outcome Measure (Lag): Industry partnerships will increase from 1 to 2 events, 1-Fall (Nov.) and 1-Spring (Mar.).

STEM Day campus events will increase from 0 (23-24) to 1 (24-25) annual event.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Leadership, Admin, Parent Liaison

Collaborating Departments: Leadership, Admin, Parent Liaison

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 11

Key Strategic Action 2 Details

Key Strategic Action 2: Expand community partnerships to enhance and broaden learning experiences for students.

Progress Measure (Lead): Active partnerships with the Adopt a School Program.

Active partnership with the MFLC program.

Outcome Measure (Lag): Student participation with the MFLC program will increase from 45 students to 50 or students by end of 2025..

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Admin, Parent Liaison, Leadership, Staff

Collaborating Departments: Admin, Parent Liaison, Leadership, Staff

ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: Douse will create a partnership with community members, parents, and stakeholders with an opportunity to interact and collaborate with school personnel on various school policies and curriculum learning.

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

Progress Measure (Lead): Conduct Home School Compact and Parent & Family Engagement Policy collaborative meetings with parents and community stakeholders.

Invite parents and community stakeholders to join the Douse Site-Based Decision-Making (SBDM) committee.

Create learning opportunities for parents during Family Learning Nights.

Little Rattlers Early Literacy programs builds a connection between home, school, and community.

Outcome Measure (Lag): Increase parent and community stakeholder participation attendance for the HSC and PFEP collaborative meetings from 2-3 attendee to 5-7 attendees by end of Spring 2025.

Increase parent and community stakeholder participation attendance in SBDM collaborative meetings from 3-4 parent/community members to 5-7parent/community members by end of 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Admin, Parent Liaison, Leadership

Collaborating Departments: Admin, Parent Liaison, Leadership

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 6

Funding Sources: Salary for Parent Liaison - 211 - ESEA, Title I Part A - 211.11.6129.00.140.30.000 - \$37,687, Parent learning resources - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.140.24.PAR - \$1,988, Snacks for parent meetings and family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.140.24.PAR - \$1,000

Goal 4 Problem Statements:

Student Success

Problem Statement 6: Parent Survey input indicated there was a lack of information regarding the curriculum expectations from teachers. **Root Cause:** Lack of school and teacher outreach to develop and promote communication regarding curriculum expectations across all grade levels.

Problem Statement 11: The percentage of students making at least one full year of academic growth must increase. **Root Cause:** Individualized learning supports and extended learning opportunities are focused on helping student meet minimum grade level expectations. Students who start above minimum expectations are not growing to their potential.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: New teachers to Killeen ISD and Douse ES will be partnered with a year-long mentor. New to KISD but experienced teachers will be offered a Buddy Teacher for assistance throughout the first year at Douse.

Progress Measure (Lead): 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 beginning after fall break.

Outcome Measure (Lag): Improve academic achievement in core content areas for all students by 5% or higher by the end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Instructional Leadership Team

Collaborating Departments: Instructional Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 3

Key Strategic Action 2 Details

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

Progress Measure (Lead: 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

Outcome Measure (Lag): Increase G/T identified students to 5% from 1.81% by EOY.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Instructional Leadership Team

Collaborating Departments: Instructional Leadership Team

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 13

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will increase instructional capacity of teaching staff by attending professional development activities that focus on ELAR, ELPS, Math, Science Tier I instruction and MTSS interventions.

Progress Measure (Lead: The professional development will focus on academic language, effective curriculum delivery, effective interventions, and cultural connections.

Outcome Measure (Lag): Improve academic achievement in core content areas for all students by 5% or higher by the end of Spring 2025.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Instructional Leadership Team

Collaborating Departments: Instructional Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 4, 5

Funding Sources: ESF Diagnostic - 211 - ESEA, Title I Part A - 211.23.6239.00.140.30.000 - \$7,200, Teacher Conference and Travel Fees - 211 - ESEA, Title I Part A - 211.13.6411.00.140.30.000 - \$15,000, Conference and Travel Fees - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.140.30.000 - \$3,000, ESL Classroom Teacher Conference & Travel Fees - 165/ES0 - ELL - 165.13.6411.00.140.25.ES0 - \$2,970

Key Strategic Action 4 Details

Key Strategic Action 4: We will continue to hire a Campus Instructional Specialist to provide additional support for teachers.

Progress Measure (Lead): 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.

Outcome Measure (Lag): Improve academic achievement in core content areas for all students by 5% or higher by the end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Principal

Collaborating Departments: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 3

Funding Sources: Salary for CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.140.30.000 - \$87,065

Goal 1 Problem Statements:

Student Success

Problem Statement 13: The frequency that students receive differentiated, strategic, and extended instruction, and the quality of that instruction, must increase to meet individual learning needs of GT student. **Root Cause:** Lack of teacher clarity on the identification of GT students and how to extend their learning needs which impacts overall yearly growth.

Human Capital

Problem Statement 3: During the 2023-24 school 31% of the teaching staff were Waiver or District of Innovation hires working towards completing teacher certification requirements. **Root Cause:** Turnover rate continuous to be a concern each school year to include the lack of certified teachers available for hiring.

Problem Statement 4: There is a need to increase teacher knowledge in addressing the PLC essential questions: What do we want our students know and be able to do? How will we know if they have learned it? How will we respond when some students do not learn it? and How will we extend the learning for students who have demonstrated proficiency?

Root Cause: Teachers have a varying degree of teacher knowledge and experience related to Professional Learning Communities and addressing the learning needs of students.

Problem Statement 5: There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. **Root Cause:** Leaving staff has expressed concern with overall team struggles and campus culture.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus administration will view possible qualified teacher candidates and paraprofessional staff for hiring via the Killeen ISD hiring process through the Frontline system.</p> <p>Progress Measure (Lead): Interview Title I qualified paraprofessional staff.</p> <p>Interview certified SpEd teacher candidates.</p> <p>Retain current teaching staff going into the 25-26 school year.</p> <p>Outcome Measure (Lag): Increase and retain qualified teaching staff by 5% of higher through the end of 2025.</p> <p>Dates/Timeframes: 2024-2025 SY</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Collaborating Departments: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Human Capital 1, 5</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 1: Turnover rate continuous to be a concern each school year. Root Cause: Staff feel they need more recognition and PLC professional development.</p> <p>Problem Statement 5: There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. Root Cause: Leaving staff has expressed concern with overall team struggles and campus culture.</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: During PLCs and grade-level planning, the campus instructional leadership team will collaboratively plan with teachers utilizing the unit planning protocol to plan aligned targets to aligned tasks and lessons to strengthen the instructional core to impact student growth and academic achievement.

Progress Measure (Lead: Impact teacher efficacy and capacity to improve effective teaching practices to improve academic achievement in core content areas for all students.

Outcome Measure (Lag): Improve academic achievement in core content areas for all students by 5% or higher by the end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Instructional Leadership Team

Collaborating Departments: Instructional Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: The campus instructional leadership team will conduct monthly coaching walks to strengthen the instructional core toward improving student growth and achievement.

Progress Measure (Lead: 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.

Outcome Measure (Lag): Improve academic achievement in core content areas for all students by 5% or higher by the end of Spring 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Instructional Leadership Team

Collaborating Departments: Instructional Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 2, 5

Goal 3 Problem Statements:

Human Capital

Problem Statement 1: Turnover rate continuous to be a concern each school year. **Root Cause:** Staff feel they need more recognition and PLC professional development.

Problem Statement 2: Instructional leadership team members are not part of data conversations, coaching, PLC, and professional development **Root Cause:** Increasing discipline concerns in gen. ed. and SpEd. self-contained classrooms.

Problem Statement 5: There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. **Root Cause:** Leaving staff has expressed concern with overall team struggles and campus culture.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Douse professional and paraprofessional staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.</p> <p>Progress Measure (Lead: TTESS appraisals and walkthroughs</p> <p>Professional & SLO Goal Input/Artifacts</p> <p>Coaching walks</p> <p>Paraprofessional Evaluation Input</p> <p>Outcome Measure (Lag): Overall student achievement improvement 5% or more by end of 2025.</p> <p>Dates/Timeframes: 2024 - 2025 SY</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Collaborating Departments: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Human Capital 2, 5</p>

Goal 4 Problem Statements:

Human Capital
<p>Problem Statement 2: Instructional leadership team members are not part of data conversations, coaching, PLC, and professional development Root Cause: Increasing discipline concerns in gen. ed. and SpEd. self-contained classrooms.</p> <p>Problem Statement 5: There is a need to improve overall teaching staff turnover, instructional concerns, and campus culture. Root Cause: Leaving staff has expressed concern with overall team struggles and campus culture.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: A weekly financial meeting will ensure a checks and balances process to ensure an accurate accountability of campus activity funds, local funds, and CIP expenditures.

Progress Measure (Lead): Principal and financial secretary will collaborate in weekly financial meetings.

Outcome Measure (Lag): Overall internal and external audit passing rate of 100% by end of 2025.

Dates/Timeframes: 2024-2025 SY

Staff Responsible for Monitoring: Principal, Principal Secretary

Collaborating Departments: Principal, Principal Secretary

ESF Levers:

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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