Alice W. Douse Elementary School
Annual Title I Meeting
2021 - 2022
Fall Session
Why are we here?

The Elementary and Secondary Education Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services:

• Informing you of the school’s participation in Title I, Part A
• Explaining the requirements of Title I, Part A
• Explaining your rights and opportunities as parents and families to be involved in your child’s learning and achievement
What is a Title I School?

- Schools with 40% or more of students from low income (38.15%) families qualify to be served as a Title I Schoolwide campus.
- Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to supplement the school’s existing programs in order to improve student achievement. These dollars can be used for...
  - Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State’s challenging content standards.
  - Purchasing supplemental: staff, programs, materials, and supplies.
  - Conducting parent and family engagement meetings, trainings, and activities.
Our campus teaches the Texas Essential Knowledge and Skills that are required for all schools in the state of Texas.

We monitor student progress using the following formative and summative assessments:

- Teacher Created Assessments
- Common Unit Assessments
- CIRCLE Assessment – Prekindergarten
- Texas Kindergarten Entry Assessment
- Measures of Academic Progress (MAP) – Math, Reading, and Science (K-5)
- Fountas & Pinnell Reading Benchmark Assessments
- Reading A–Z Assessments
- State of Texas Assessments of Academic Readiness (STAAR)
# Student Achievement Data

## 2021 STAAR Data - Alice W. Douse

### Grade 3

#### Math

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>66%</td>
<td>35%</td>
<td>18%</td>
<td>5/32</td>
<td>24.65%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### Reading

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>72%</td>
<td>46%</td>
<td>24%</td>
<td>6/32</td>
<td>35%</td>
<td>38%</td>
</tr>
</tbody>
</table>
# Student Achievement Data

## Grade 4

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>67%</td>
<td>40%</td>
<td>24%</td>
<td>7/30</td>
<td>29.83%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>60%</td>
<td>33%</td>
<td>15%</td>
<td>9/30</td>
<td>29.57%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>124</td>
<td>46%</td>
<td>14%</td>
<td>5%</td>
<td>26/30</td>
<td>21.13%</td>
<td>26%</td>
</tr>
</tbody>
</table>
# Student Achievement Data

## Grade 5

### Math

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
<td>70%</td>
<td>37%</td>
<td>22%</td>
<td>17/30</td>
<td>41.50%</td>
<td>43%</td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
<td>76%</td>
<td>44%</td>
<td>27%</td>
<td>14/30</td>
<td>43.28%</td>
<td>45%</td>
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</table>

### Science

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Rank</th>
<th>Dist. Meets Avg.</th>
<th>State Meets Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>56%</td>
<td>24%</td>
<td>8%</td>
<td>11/30</td>
<td>20.40%</td>
<td>30%</td>
</tr>
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</table>
Student Achievement Data

Pre-Kindergarten CIRCLE Assessment
Students in Pre-Kindergarten participate in CIRCLE assessments periodically throughout the school year. The CIRCLE assessments for PK are given at the Beginning of the Year (BOY), Middle of the Year (MOY), and at the End of the Year (EOY). The CIRCLE assessment provides teachers with immediate feedback on student progress in several areas: Rapid Letter Naming, Rapid Vocabulary Naming, Letter-Sound Correspondence, Phonological Awareness, Book and Print Knowledge, Story Retell, Early Writing, Mathematics, Science, Social Studies, and Social-Emotional Development. Pre-K teachers align the CIRCLE data with the Pre-K Guidelines to drive instruction and intervention for students.

<table>
<thead>
<tr>
<th>Alice W. Douse</th>
<th>RLN BOY</th>
<th>RLN EOY</th>
<th>RLN GROWTH BOY/EOY</th>
<th>RV BOY</th>
<th>RV EOY</th>
<th>RV GROWTH BOY/EOY</th>
<th>PA BOY</th>
<th>PA EOY</th>
<th>PA GROWTH BOY/EOY</th>
<th>MATH BOY</th>
<th>MATH EOY</th>
<th>MATH GROWTH BOY/EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>% On Track</td>
<td>RLN</td>
<td>RLN</td>
<td>RLN</td>
<td>RV</td>
<td>RV</td>
<td>RV</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH</td>
</tr>
<tr>
<td>Douse</td>
<td>44%</td>
<td>86%</td>
<td>42%</td>
<td>58%</td>
<td>75%</td>
<td>17%</td>
<td>79%</td>
<td>83%</td>
<td>4%</td>
<td>89%</td>
<td>94%</td>
<td>5%</td>
</tr>
<tr>
<td>+/-</td>
<td>0%</td>
<td>+11%</td>
<td>+11%</td>
<td>8%</td>
<td>3%</td>
<td>-5%</td>
<td>-7%</td>
<td>+3%</td>
<td>+7%</td>
<td>+6%</td>
<td>+8%</td>
<td>1%</td>
</tr>
<tr>
<td>District</td>
<td>44%</td>
<td>75%</td>
<td>31%</td>
<td>50%</td>
<td>72%</td>
<td>22%</td>
<td>86%</td>
<td>80%</td>
<td>-3%</td>
<td>82%</td>
<td>86%</td>
<td>4%</td>
</tr>
</tbody>
</table>

RLN = Rapid Letter Naming  
RV = Rapid Vocabulary  
PA = Phonological Awareness
Our Title I Funds

- The purpose of Title I funds is to support students who are in need of additional assistance in order to meet or exceed state performance standards.

- Our Title I funds have been prioritized to support student achievement in the following ways:
  - Staff:
    - Campus Instructional Specialist
    - Intervention Aides
    - Instructional Supplies/Materials for Core Content Areas
    - Professional Development
    - Parent/Family Engagement
    - Etc.

- A full description of how our Title I funds are being used can be found in our Campus Improvement Plan.
Campus Improvement Plan - CIP

The school’s Campus Improvement Plan (CIP) includes:

• A needs assessment and summary of data
• Goals, objectives, and strategies to address the academic needs of students
• Professional development needs
• Coordination of resources and services
• Identification of Title I, Part A funds and expenditures
• Strategies from the school’s parent and family engagement policy
• Title I parents have the right to be involved in the development of the CIP. Opportunities to provide input include Parents can provide input - SBDM, PAC, Surveys, etc.)
• You can view a copy of the CIP on our campus website or by requesting a copy via email to Stephanie.Ford@killeenisd.org.

Our campus website allows for the translation of the CIP into multiple languages. Please let our staff know if you need additional translation services.
Parent Involvement Funds

- Districts that receive more than $500,000 in Title I funds are required to set-aside a minimum of 1% of the Title I, Part A allocation for parent and family engagement.
  - Of that 1%, 10% may be reserved at the district level for system-wide initiatives and administrative expenses related to parent and family engagement
  - Of the 1%, 90% must be allocated to the Title I schools in the district to implement school-level parent and family engagement opportunities
  - Our campus receives Title I Parenting Funds
  - Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities
Parent and Family Engagement Policy

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convening an annual meeting
- Providing a flexible number of meetings
- Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Providing timely information about parent and family engagement activities
- Providing information to parents about curriculum and assessment
- If requested, providing additional meetings with parents to discuss decisions for the education of their child
- Title I parents have the right to be involved in the development of the Parent and Family Engagement Policy

A copy of our policy, which was reviewed and revised with parents and other stakeholders last spring, was given out at the beginning of the meeting and is available on our campus website.
Home-School Compact

- The home-school compact is a written agreement…
- That addresses high-quality curriculum and instruction
- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (required in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I parents have the right to be involved in the development of the Home-School Compact
- A copy of our compact, which was reviewed and revised with parents and other stakeholders last spring, was given out at the beginning of the meeting and is available on our campus website.
Input on the Policy and Compact

We review our Parent and Family Engagement Policy and Home-School Compact every spring in preparation for the following school year.

All parents are invited to attend and provide input on the revision of these two important documents.

Opportunities will be provided on flexible dates and times to allow for as many parents as possible to attend.

You are also welcome to provide written feedback throughout the year. Feedback received will be shared during the annual revision meeting.
Annual Evaluation

- The content and effectiveness of the parent and family engagement policy and program must be evaluated annually
- Barriers to participation in parental involvement are identified and addressed
- We gather data to evaluate our program through:
  - Parent questionnaires and surveys
  - Parent advisory committee input
  - Ongoing parent feedback
  - SBDM Input
- Results for the evaluation are shared with school staff and the SBDM committee.
Parents’ Right to Know

Parents’ Right to Know - Teacher and Paraprofessional Qualifications: Schools must inform parents of Title 1, Part A schools that they have the right to request information regarding the qualification of their student’s classroom teachers and paraprofessional providing services to the child. (Section 1112 (e) (1) (A)(i-ii))

• Parents must follow the school procedure to request this information
• Contact Principal Stephanie Ford to request this information via email.
  Stephanie.Ford@killeenisd.org

Parents’ Right to Know - Non-State Certified Teachers: Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned. (Section 1112(e)(1)(B)(ii))

Parents’ Right To Know - Student Achievement: Schools are required to provide each parent information of the level of achievement and academic growth of the parent’s child in each of the State Academic Assessments. (Sections 1112(e)(1)(B)(i))
Engagement Opportunities

- Welcoming Environment
- Back to School/Meet the Teacher
- Daily Agendas & Communication Folders - Wednesday Folders
- Parent Conferences - October and February
- ESL Information Meeting
- Dyslexia Information Meeting
- STAAR Information Meetings
- Newsletters - Monthly
- PTA & Volunteer Program
- Early Literacy Club - Little Rattlers
- Home Access Center - Monitor student assignments & grades
- Parent Advisory Council - Meeting with Principal to discuss school happenings/share input
- SBDM – Be part of stakeholder input regarding campus improvement
Ways to Support Student Achievement

Celebrate all successes
Praise effort and hard work
Encouragement, Encouragement, Encouragement
Take advantage of real-world learning opportunities such as rounding prices in the grocery store, estimating total costs, identifying shapes, giving directions, summarizing the plot of a movie or show, halving ingredients in a recipe, etc.
Read to your child/Have your child read to you, daily
Read the same book as your child and talk about what you’ve read
Practice sight words and math facts with your child, daily
Check the Home Access Center regularly for assignments and grades
Check your child’s communication agenda daily
Keep in regular contact with your child’s teacher
Attend school events and parent input meetings
Who do I contact?

Principal – Stephanie Ford (254) 336-7480, Stephanie.Ford@killeenisid.org
Assistant Principals: (254) 336-7480

- Desiree’ Bentley, Grades Pk, 1st, 5th – Desiree.Bentley@killeenisid.org
- Lynette Pettway, Grades Pk, K, 3rd – Lynette.Pettway@killeenisid.org
- Amy Shaw-Williams, Grades Pk, 2nd, 4th – Amy.ShawWilliams@killeenisid.org

Counselors: (254) 336-7480

- Monica Howell, Ben Ray – Monica.Howell@killeenisid.org & Ben.Ray@killeenisid.org

Nurse

- Ruta Timarky (254) 336-7488 – Ruta.Timarky@killeenisid.org

For Additional Information
Alice W. Douse Elementary School website: http://www.killeenisid.org
Texas Education Agency website: http://www.tea.state.tx.us
Thank you.

Please write all questions on the index cards.

Email: Stephanie.Ford@killeenis.org