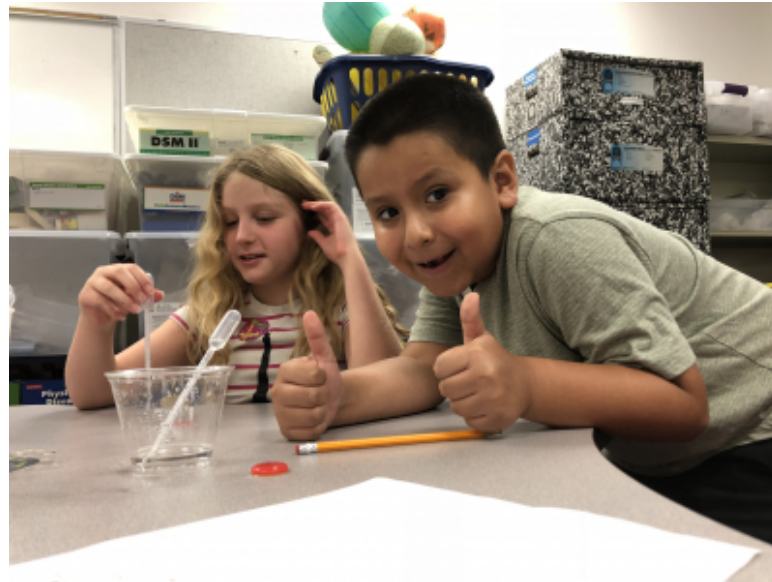


Krum Independent School District
Hattie Dyer Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Krum ISD's mission is to create a collaborative atmosphere with parents, students and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners, by providing a safe, respectful and positive learning environment.

Vision

At Hattie Dyer Elementary, we are committed to inspiring life-long learners through love, passion, and purpose in an engaged and challenging environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hattie Dyer Elementary is located at 304 N. 3rd St in Krum, Texas. Our community is comprised of rural farms and ranches as well as neighborhood homes. The students who attend Dyer Elementary come from a wide range of socio-economic family statuses. The Krum community has experienced steady growth over the last 10 years. New neighborhoods are currently being added annually. During the 2019-20 school year, Hattie Dyer increased the grade span to 5th grade and ended the year with 339 students. Currently, we have 326 students in grades 2 through 5, for the 2021-22 school year.

Our racial demographics during the 2020-21 school year, consisted of; 54.81% White students, 40.06% Hispanic, 1.28% African American, 1% American Indian/Alaskan Native, and 2.88% Two or More Races. Our Economically Disadvantaged percentage is 39.42% and percentage of Limited English Proficiency is 29.64%. The percentage of students served under Special Education is 15.71%, and At-Risk is 28.85%. The number of students with excessive misbehaviors is not a concern.

Our teaching staff is comprised of a variety of experience levels. Teachers who are new to the campus are assigned mentor teachers for the first year, at minimum.

Teacher leadership is valued at Dyer. Our teachers are innovative and on the front lines of new learning. They seek out learning opportunities and share out, not only with our Dyer staff, but also district-wide. Teachers learn from each other, open their classrooms up for peer observation, and plan collaboratively.

Demographics Strengths

- Bilingual Paraprofessionals to support our Dual Language Program
- Paraprofessionals to support our students who need in class support
- The integration of the Dual Language Program supports our students who are English Language Learners as well as enrichment for students who are Spanish Language Learners
- We have a Reading Intervention Teacher and a Math Intervention Teacher who support struggling students and classroom teachers through RtI, pull-out services, and push-in support.
- Tutorials are offered for those in need before school throughout the year, as well as targeted STAAR preparation.
- We provide WIN time during the school day for students to receive targeted intervention without missing new instruction.
- GT services are provided daily for students who have qualified.
- 4 Special Education teachers
- Class sizes smaller than the state cap

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are performing lower than the state targets on the STAAR assessments. **Root Cause:** Students are performing below their expected grade level when entering each grade, and struggle with the format of STAAR questions. In spite of the work that has been poured into improving instruction, and data analysis, the gaps created by COVID have had an unfortunate impact on student learning.

Problem Statement 2 (Prioritized): Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient. **Root Cause:** Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 3: Academic gaps were created when schools suddenly closed because of COVID-19 in March of 2020, which also carried into the 2020-21 school year. **Root Cause:** Students and teachers were not equipped to continue high levels of learning when schools suddenly closed in the Spring of 2020. Many students had connectivity issues, and teachers did not have the needed training and experience to fluidly shift from in-person learning to remote. School was in-person during 2020-21, but remote learning was an option. Students were in and out due to quarantines.

Problem Statement 4 (Prioritized): EL and Special Education students are not progressing as expected. **Root Cause:** Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Problem Statement 5: Prior to the realignment, student data on state assessments did not show a growth measure, which negatively effected the overall campus rating. **Root Cause:** By maintaining a 2nd and 3rd grade campus, there was no state assessment growth shown, with the exception of the TELPAS test for our EL population. We have yet to be re-rated since adding 4th and 5th grade to our campus.

Student Learning

Student Learning Summary

COVID prevented us from assessing students in 2019-20. Our STAAR scores in 2020-21 recorded the hits taken in education from the shut-downs, quarantines, and online learning that took place in 2019-20. Our scores did not change much from the 18-19 school year, which is indicative of the hard work poured into our students as teachers attempted to close unprecedented gaps, and overcome like obstacles.

Student assessment data is collected in a number of ways throughout the year. Teachers give regular common assessments, as well as unit assessments. The common assessments will help the teacher instruction based on student mastery and lack thereof. Common assessments will be discussed during DDI (Data Driven Instruction) meetings every 3 weeks, and guide WIN time across each grade level. Students will be grouped according to strengths and weaknesses during WIN Time to improve academic achievement of all students. We will more closely monitor English Language Learners and Economically Disadvantaged Learners to address their growth throughout the year. Interim Assessments are used as a benchmark two times during the school year. Student reading levels are assessed regularly, and reported three times during the school year.

With the district realignment and neighborhood school plan, the Dual Language program, which makes up the majority of our EL population, is now housed at Dyer Elementary. This will allow for vertical alignment between grade levels in the program. Families of English Learners will have more consistency, which will allow them to feel more comfortable and included in the school culture. We will be able to better measure growth throughout their time at our school. Our General Education teachers will have the support of multiple bilingual teachers on campus. We are currently seeking Spanish teachers for the 4th and 5th grade cohorts, and have dispersed the students in those classes into the non-Dual Language classrooms with intentionality in the meantime.

An assistant principal was hired for the 2019-2020 school year. This has allowed for two administrators to monitor Tier 1 instruction consistently, and share in the responsive and planning needs of running a campus.

Student Learning Strengths

- We have highly qualified teachers in place to support students and the need for intervention, acceleration, and enrichment.
- We have acceleration programs in place to ensure strategies are designed to improve student performance including; inclusion services, tutorials, reading intervention, guided reading groups, math interventions, SRA, Esperanza, MTA, and teacher formative and summative assessments.
- Processes in place and always being reexamined to help identify and meeting the needs of our struggling students based on performance indicators; PLCs, DDI, ARDs, RtI, 504, etc.
- Implementation of teaching strategies to enhance the learning of ELs in all classrooms. Teachers ensure ELPs are implemented, and utilize them when writing classroom objectives to ensure all needs of EL populations are being met.
- We have implemented intervention time with WIN time to meet the needs of all students that prevents them from missing new instruction.
- All ELAR teachers conduct small group guided reading on a daily basis.
- We have purchased StemScopes Math to support math instruction and vertical alignment, as well as ensuring the instruction is high quality.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are performing lower than the state targets on the STAAR assessments. **Root Cause:** Students are performing below their expected grade level when entering each grade, and struggle with the format of STAAR questions. In spite of the work that has been poured into improving instruction, and data analysis, the gaps created by COVID have had an unfortunate impact on student learning.

Problem Statement 2 (Prioritized): EL and Special Education students are not progressing as expected. **Root Cause:** Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Problem Statement 3: Prior to the realignment, student data on state assessments did not show a growth measure, which negatively effected the overall campus rating. **Root Cause:** By maintaining a 2nd and 3rd grade campus, there was no state assessment growth shown, with the exception of the TELPAS test for our EL population. We have yet to be re-rated since adding 4th and 5th grade to our campus.

Problem Statement 4: Students are performing below the target standards on the Math STAAR in all grade levels. **Root Cause:** District math alignment, resources, and staff development have needed updating. Instructional gaps have also been created with the interruptions to learning created by COVID.

Problem Statement 5 (Prioritized): Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient. **Root Cause:** Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 6: Academic gaps were created when schools suddenly closed because of COVID-19 in March of 2020, which also carried into the 2020-21 school year. **Root Cause:** Students and teachers were not equipped to continue high levels of learning when schools suddenly closed in the Spring of 2020. Many students had connectivity issues, and teachers did not have the needed training and experience to fluidly shift from in-person learning to remote. School was in-person during 2020-21, but remote learning was an option. Students were in and out due to quarantines.

School Processes & Programs

School Processes & Programs Summary

At Dyer Elementary, the teachers work collaboratively to implement high quality lessons and using TEKS Resource System as their scope and sequence. The inclusive and supportive practices in place have proven to be effective for our students who receive Special Education services. We also house the Dual Language program for grades 2-5.

Our students and teachers know they are supported and encouraged to take risks. Both groups are innovative thinkers who are not afraid to try something new. Our teachers are highly qualified, life-long learners who inspire one another regularly and are continually seeking out new information to enhance their instructional impact. Many of our teachers are leaders in the district. They are willing to share new-found knowledge with other staff and fellow educators on and off campus. Many of our teachers are pursuing higher education as they seek out Master's Degrees in Instructional Leadership, Special Education, and Bilingual Education.

Students are encouraged to stretch their thinking and be creative and passionate in their learning. They are taught explicitly how to ask inquiry questions, and supported in pursuing their personal interests with greater depth. Character Education is explicitly taught in the classrooms, with our counselor, and through campus-wide book studies each grading period. Students are also held to a high standard of behavior and character with our daily Dyer Pledge. When concerns arise, our largely encompassing campus pledge is referenced and students are able to recognize how their behavior may or may not align with the Bobcat Way. Through these intentional efforts, attendance is steady and behavior concerns have drastically decreased.

Dyer Elementary is supportive of innovative thinking and problem solving, providing many opportunities for students to use those skills through robotics, coding, STEM activities, our Gifted and Talented program, and enriching classroom instruction. We recognize that students still have gaps in their foundation skills when they enter 2nd grade, and have implemented various programs to support the establishment of a solid foundation in those areas. These include, but are not limited to; SRA, Esperanza, and MTA.

Teachers have weekly meetings; DDI, PLC, vertical, and horizontal planning. We have carved out time during Blue Days to provide professional development on Differentiation and Scaffolding. These meetings are facilitated by the campus administrators and will target student progress through common assessments and regular, consistent data collection. WIN Time will receive a facelift as all teachers on each grade level will use information from their PLC data to drive the student groups and instruction in WIN Time from week to week. Students will also track their own progress through their own goal-setting that will be visited regularly. The campus administrators visit with each child in grades 3-5 to discuss their personal goals and progress. Instruction will be monitored regularly and effectively by the administrators.

School Processes & Programs Strengths

- PLCs and DDI Meetings are implemented consistently and effectively.
- Common assessments are created to monitor student progress throughout the grading periods.
- All teachers have their initial 30 hours of GT training.
- All teachers are ESL Certified.
- All teachers maintain their TELPAS training, with or without current LEP students in their classrooms.
- RtI is effective and thorough, but will be overhauled this year as well look at making it a more collaborative effort.
- Lesson plans are submitted weekly and reviewed by the administrators.

- The staff at Dyer Elementary recognizes the need for relationship building. Students know they are valued and safe.
- Teachers are leaders for the district.
- A positive campus culture is a priority for the administration as well as faculty and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity. **Root Cause:** Lack of time management and maximized use of resources to meet the needs of diverse learners.

Problem Statement 2: Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient. **Root Cause:** Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 3: Our 4th and 5th grade Dual Language classes are missing a Spanish teacher, so those students have been redistributed among the other grade level teachers intentionally. **Root Cause:** A shortage of teachers across the state and difficult bilingual certification assessments have contributed to the problem finding teachers for this program. Our smaller district also has difficulty competing with the pay of higher surrounding districts.

Problem Statement 4 (Prioritized): Students are performing lower than the state targets on the STAAR assessments. **Root Cause:** Students are performing below their expected grade level when entering each grade, and struggle with the format of STAAR questions. In spite of the work that has been poured into improving instruction, and data analysis, the gaps created by COVID have had an unfortunate impact on student learning.

Problem Statement 5 (Prioritized): Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient. **Root Cause:** Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 6 (Prioritized): EL and Special Education students are not progressing as expected. **Root Cause:** Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Perceptions

Perceptions Summary

Dyer Elementary's overall perception in the community is positive. As a Title 1 campus, we are committed to partnerships with our parents and the community. This shows in the high quality support we receive. We provide a positive learning environment that promotes risk-taking and values parent contribution and involvement. Our positive climate of collaboration, professionalism, and support attracts highly qualified teachers who are passionate about teaching and learning. Teachers are viewed as respected instructional leaders and their input is valued in decision-making. The campus climate is built on a passionate commitment to build relationships with students and families.

The school environment is focused on academic growth. Students feel safe and supported, and are excited to come to school. We serve the needs of all of student groups. The district cohort of 2nd through 5th graders who participate in the Dual Language Program are housed at Dyer. This consists of about 24-34 students in each grade level. In this enriching program, about 50% of the students come from English speaking homes, and the other 50% come from Spanish speaking homes. All students who participate in the program are working to become bilingual and bi-literate. Not every English Language Learner participates in the Dual Language Program. For those who do not, all of our teachers are ESL certified and meet the needs of those students within the typical classroom structure. We are committed to a healthy understanding and appreciation of all learners and value the contribution each unique student group brings to our school. Our students who are served through Special Education have their needs met in a variety of ways; all with the number one goal of providing them with the least restrictive environment, and recognizing that it looks different for every child. We also provide pull-out services for our Gifted and Talented population. While all teachers are required to obtain their initial 30 hours of GT credit, we also have a certified GT teacher.

We are committed to creating a climate of leadership at Dyer. Our students have many opportunities to lead, and are encouraged to support one another in those roles. Fourth and Fifth graders are given the opportunity to be a part of NEHS, and 3rd graders are able to participate in Safety Patrol. Our campus-wide book studies are done through children's literature each 9 weeks. The common language and conversations that take place with these book studies are focused on character and leadership.

Parents and the community are welcomed and encouraged to be participants in the education of our students. Their involvement greatly enhances the education we provide. Our parent and family nights always have high turnouts, and we are seeing an increase in parent participation in events over the last couple of years. Parents are invited to complete a survey of their campus experiences each year. This information is used to drive our campus parent involvement planning as well as overall functioning and operation of the school.

Perceptions Strengths

- Our families value our communication throughout the school year, both campus wide and classroom specific.
- Parents feel valued and appreciated for their contributions and involvement.
- Teachers are viewed as high quality, talented professionals by the community, with wide ranging skill sets.
- Visitors appreciate the welcoming climate.
- We maintain a number of special programs to support the varied needs of our students.
- Leadership and character are pillars at Dyer.
- Students feel safe and look forward to coming to school
- The growth mindset that we expect with our students is modeled by our teachers and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inviting parents in for events at the school has been limited. **Root Cause:** The need to protect the health of everyone has reduced the opportunities we have had to invite parents in.

Problem Statement 2: Teacher collaboration suffered across the campus. **Root Cause:** Limited opportunities to cross grade levels, in order to protect health, created a slight disconnect among campus staff last year.

Problem Statement 3 (Prioritized): Students are performing lower than the state targets on the STAAR assessments. **Root Cause:** Students are performing below their expected grade level when entering each grade, and struggle with the format of STAAR questions. In spite of the work that has been poured into improving instruction, and data analysis, the gaps created by COVID have had an unfortunate impact on student learning.

Problem Statement 4 (Prioritized): Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient. **Root Cause:** Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 5 (Prioritized): EL and Special Education students are not progressing as expected. **Root Cause:** Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Problem Statement 6: Prior to the realignment, student data on state assessments did not show a growth measure, which negatively effected the overall campus rating. **Root Cause:** By maintaining a 2nd and 3rd grade campus, there was no state assessment growth shown, with the exception of the TELPAS test for our EL population. We have yet to be re-rated since adding 4th and 5th grade to our campus.

Priority Problem Statements

Problem Statement 1: Students are performing lower than the state targets on the STAAR assessments.

Root Cause 1: Students are performing below their expected grade level when entering each grade, and struggle with the format of STAAR questions. In spite of the work that has been poured into improving instruction, and data analysis, the gaps created by COVID have had an unfortunate impact on student learning.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Third Grade students who are EL and/or receive Special Education services have a low passing rate on the state assessments and growth from year to year is not sufficient.

Root Cause 2: Student performance was impacted by: 1) student experiences and limited vocabulary, 2) lack of parental resources and understanding of how to support at home, 3) instructional accountability, 4) reading abilities

Problem Statement 2 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: EL and Special Education students are not progressing as expected.

Root Cause 3: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Problem Statement 3 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 1: Student performance on STAAR tests will increase in reading, math, and science by 4% by June 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, TAPR

Strategy 1 Details	Reviews			
Strategy 1: A print rich environment will be provided in all classrooms; including word walls, anchor charts, writing journals, classroom libraries, and vocabulary. Strategy's Expected Result/Impact: Improved student reading and writing comprehension and fluency Staff Responsible for Monitoring: Teachers and Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: ongoing Word Wall materials - 199 - Local Funds (campus budget) - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intervention opportunities will be provided by the classroom teachers and reading specialist. Strategy's Expected Result/Impact: Increased student achievement, gap closing Staff Responsible for Monitoring: Principals, teachers, school counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Reading Intervention Teacher - 211 - Title I Part A - \$55,000, Math Intervention Teacher - 199 - State Comp Ed - \$53,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ongoing professional development opportunities will be provided for reading and math teachers to ensure student success. Strategy's Expected Result/Impact: Improved instruction, progress monitoring, and differentiation Staff Responsible for Monitoring: Principals and District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Professional Development - 199 - Local Funds (campus budget) - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted. Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS) Strategy's Expected Result/Impact: Increased student progress and reading development. Staff Responsible for Monitoring: Principals and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Individual student needs will be a priority when planning for a variety of Special Education services that will be needed (i.e. resource, co-teaching, inclusion, in class support) Strategy's Expected Result/Impact: We will meet individual student needs Staff Responsible for Monitoring: Principals, special education teachers, district administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Data Driven Instruction will continue to be trained on, and prioritized Strategy's Expected Result/Impact: Increased teacher knowledge of student gaps, and effective instruction Staff Responsible for Monitoring: Principals and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Utilize department heads for support, implementation of effective instruction, and creation of common assessments Strategy's Expected Result/Impact: Staff support, and leadership Staff Responsible for Monitoring: Principals and department heads Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Stipends for Department Heads - 199 - District Budget - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Reading and Math Instructional Coaches are recommended for alignment and support of instruction across the campus. Strategy's Expected Result/Impact: Increased teacher effectiveness and student success Staff Responsible for Monitoring: Principals and district administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Funding will be needed to staff these positions. - 199 - District Budget	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide opportunities to facilitate critical thinking and creative thinking, problem solving, and students engagement and investment in their own education. Strategy's Expected Result/Impact: Increased student achievement and engagement Staff Responsible for Monitoring: Principals, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: All students will receive leveled readers weekly, and small group instruction will be provided for all students daily. Strategy's Expected Result/Impact: Increased student achievement and reading development Staff Responsible for Monitoring: Classroom teachers, Principal, and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Ongoing improvement of leveled library - 199 - Local Funds (campus budget) - \$500	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11 Details	Reviews			
Strategy 11: Provide each math teacher with Stem Scopes Math and materials needed to teach math using a meaningful, hands-on approach Strategy's Expected Result/Impact: Math foundation improvement and STAAR assessment improvement Staff Responsible for Monitoring: Principal, Assistant Principal, District Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy Funding Sources: Stem Scopes Adoption and Materials - 199 - District Budget	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 2: The district will provide timely, relevant intervention for students who are not making gains after formative assessments are administered.

Evaluation Data Sources: RtI records
student data sheets

Strategy 1 Details	Reviews			
Strategy 1: Students who did not pass the STAAR tests last year, will be provided with Accelerated Instruction during the school day, or before school. This time will be a minimum of 30 hours per subject not passed. Strategy's Expected Result/Impact: Increased student success Staff Responsible for Monitoring: Principals, classroom teachers, math and reading intervention teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intervention teachers will be provided as a level of support for those students needing additional assistance. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals, district administration, school counselor, and RtI committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The RtI Committee will meet on any student who has been identified as needing support beyond tier 1 instruction. Strategy's Expected Result/Impact: Individual student needs met, and progress made Staff Responsible for Monitoring: Principals, counselor, RtI committee Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
Strategy 4: Teachers will maintain a writing portfolio for each student with samples being taken periodically throughout the year. Strategy's Expected Result/Impact: Improved writing across the campus Staff Responsible for Monitoring: Teachers and Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Writing folders and 2-hole punch for each - 199 - Local Funds (campus budget) - \$250		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 3: Dyer Elementary will improve learning opportunities for special populations including but not limited to; special education, ELL learners, at-risk students, gifted and talented, and economically disadvantaged.

Strategy 1 Details	Reviews			
Strategy 1: All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for ELL students. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All certified teachers will maintain their initial 30 hours of GT training each year. Strategy's Expected Result/Impact: Meet student needs for enriching instruction and high level achievement Staff Responsible for Monitoring: Principals, District Administration, Classroom teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: WIN time will be implemented so that intervention and accelerated instruction does not disrupt new learning Strategy's Expected Result/Impact: Increased student success, and protected instructional time Staff Responsible for Monitoring: Principals, interventionists, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Before school STAAR tutoring will take place for identified students Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Principals and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Students will be given an opportunity to participate in UIL academic events Strategy's Expected Result/Impact: Climate of high expectations and academic achievement Staff Responsible for Monitoring: Principals and classroom teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: UIL Materials - 199 - Local Funds (campus budget) - \$650, Teacher Stipends - 199 - District Budget - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Dual Language teachers will be provided wiht ongoing training and support throughout the school year. Strategy's Expected Result/Impact: Increased student success, teacher effectiveness, and teacher support Staff Responsible for Monitoring: Principals, district administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: A paraprofessional will be provided to assist in giving language support to our Dual Language students in 4th and 5th grade. Strategy's Expected Result/Impact: Language support, student success Staff Responsible for Monitoring: Principals, district administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Paraprofessional - 199 - District Budget - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Continue to implement RtI for intense student intervention as well as using it as a part of the special education and dyslexia referral processes. Strategy's Expected Result/Impact: Alignment, support, and effectiveness Staff Responsible for Monitoring: Principals, counselor, classroom teachers, and intervention teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Identify and serve students who qualified for dyslexia services using eh Multi Sensory Teaching Approach Strategy's Expected Result/Impact: Specific dyslexia intervention needs will be met Staff Responsible for Monitoring: Principal and dyslexia teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide You've Got Mail for students in need of academic supports through the summer to help limit summer loss. Strategy's Expected Result/Impact: Increased student retention of content taught throughout the year. Staff Responsible for Monitoring: Principals, classroom teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Director Stipend - 199 - District Budget - \$2,500, Supplies - 199 - Local Funds (campus budget) - \$600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Continue to provide at least one Spanish speaking paraprofessional to meet the needs of the Dual Language students who are also receiving special education services. Strategy's Expected Result/Impact: Increased student achievement and language needs met in conjunction with disabilities Staff Responsible for Monitoring: Principals, district administration Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Identify and serve students who qualify for gifted and talented services through pull-out and in-class GT programming Strategy's Expected Result/Impact: Student needs effectively met Staff Responsible for Monitoring: Principals, district administration, GT Teacher, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategy 1 Details	Reviews			
Strategy 1: Classrooms will continue to be equipped with Smart TVs Strategy's Expected Result/Impact: High level student engagement and technology opportunities Staff Responsible for Monitoring: Principals, District Technology Director Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate technology into the daily curriculum and instructional program, as well as continue technology training for teachers to enhance their skillsets. Strategy's Expected Result/Impact: Increased student engagement and teacher effectiveness Staff Responsible for Monitoring: Principals, teachers, district technology staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to make available a computer lab, and maintain mobile technology carts with working and current Chromebooks and iPads available on a daily basis for classroom teacher use. Strategy's Expected Result/Impact: Increased student engagement and teacher effectiveness Staff Responsible for Monitoring: Principals, classroom teachers, technology staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Chromebook Carts - 199 - District Budget - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students will use web-based computer programs to reinforce concepts for all subject areas, including: Mystery Science, Brain Pop, Education Galaxy, Xtra Math, etc. Strategy's Expected Result/Impact: Increased student understanding and concept fluency Staff Responsible for Monitoring: Principals and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Computer Based Programs - 199 - District Budget - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize technology to facilitate administrative tasks and improve communication Strategy's Expected Result/Impact: streamlined task effectiveness and communication Staff Responsible for Monitoring: Principals and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to annually purchase headphones for the computer lab; replacing broken ones Strategy's Expected Result/Impact: student use Staff Responsible for Monitoring: Principal and computer teacher Title I Schoolwide Elements: 2.5 Funding Sources: Headphones - 199 - Local Funds (campus budget) - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Add additional camera to the 4th grade hall/cafeteria restrooms Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Principal, District Administration Funding Sources: Camera - 199 - District Budget	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 1: We will provide a safe, welcoming, and supportive environment for students and staff. A climate of continued professional growth and high expectations will be maintained for all.

Evaluation Data Sources: Staff and student surveys
Retention rates

Strategy 1 Details	Reviews			
Strategy 1: Conduct Standards Response Protocol monthly emergency drills (fire, evacuate, lock-out, lock-down, safe shelter in place), as well as maintain campus wide daily safety protocols Strategy's Expected Result/Impact: Safe environment Staff Responsible for Monitoring: Principal, and entire staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All campus visitors and volunteers will register on the office computer. All campus presenters and volunteers will pass a criminal history background check. Strategy's Expected Result/Impact: Safe environment for all Staff Responsible for Monitoring: Principals, school secretaries TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will recognize staff accomplishments, and Educators of the Month Strategy's Expected Result/Impact: Maintain positive and supportive campus climate Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All staff will be encouraged to pursue growth opportunities related to their fields and areas of interest Strategy's Expected Result/Impact: Positive and supportive campus culture Staff Responsible for Monitoring: Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for ELL students. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All certified teachers will maintain their initial 30 hours of GT training each year. Strategy's Expected Result/Impact: Meet student needs for enriching instruction and high level achievement Staff Responsible for Monitoring: Principals, District Administration, Classroom teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All staff will be properly trained and supported with new initiatives, curriculum, and programs. Strategy's Expected Result/Impact: Supported and successful staff Staff Responsible for Monitoring: Principals and district administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: All new staff will be provided with a mentor teacher who checks in and ensures the new staff are supported and successful Strategy's Expected Result/Impact: Teacher retention and success Staff Responsible for Monitoring: Principals, district administration, mentor and mentee teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Data Driven Instruction will continue to be trained on, and prioritized Strategy's Expected Result/Impact: Increased teacher knowledge of student gaps, and effective instruction Staff Responsible for Monitoring: Principals and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: All 2nd and 3rd grade teachers, reading intervention teacher, and principals will participate in Reading Academy Strategy's Expected Result/Impact: improved reading instruction and effectiveness Staff Responsible for Monitoring: Principals, district administration, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				





Goal 3: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 1: Dyer Elementary will continue to cultivate relationships with students, parents and the community. A positive, safe, and engaging learning environment will be maintained.

Evaluation Data Sources: Increased parent involvement and support.
Increased student outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Counselor will provide lessons on character development, for each class, each grading period (at a minimum) Strategy's Expected Result/Impact: Strong student character and climate of leadership and kindness. Staff Responsible for Monitoring: Principal and counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Increase curriculum - 199 - Local Funds (campus budget) - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance will be celebrated every grading period and cumulatively at the end of the year. Strategy's Expected Result/Impact: Increased student attendance rates Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Student Incentives - 199 - Local Funds (campus budget) - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to offer special campus events such as award days, field trips, school wide picnic, evening music programs, Mobile Ed field trips, Book Character Parade, UIL, etc. Strategy's Expected Result/Impact: Positive school culture Staff Responsible for Monitoring: Principal, counselor, teachers Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: 3rd Grade Field Trip to Dallas Symphony Orchestra - 199 - Local Funds (campus budget) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: We will continue to provide opportunities for parents to be involved in the education of their children through; Title 1 Parent meetings, parent/teacher conferences, volunteer opportunities, and events during/after the school day. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal, teachers, counselor Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Family Nights will be hosted throughout the school year to increase parent understanding and involvement. Ex. Literacy Night, Math and Science Night, Dual Language Family Night, etc. Strategy's Expected Result/Impact: Increased parent involvement and student success Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Tools and Resources to send home - 199 - Local Funds (campus budget) - \$800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Host a Title 1 Parent Information Night at the beginning of the year so that parents understand the school programs and daily functioning, as well as Title 1. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Frequent parent communication about classroom, school, conferences, district events, and important information related to classrooms. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal and teachers Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: We will maintain the Watch DOGS program to promote father and father figure involvement Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Communication to parents will be in their home language. It will also be sent in paper and electronic format to ensure all parents have been able to access the information. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Teachers, Principal, Counselor Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 2: We will provide opportunities for students to receive positive feedback and intentional character development throughout the year.

Evaluation Data Sources: counselor's schedule and prevention programs

Calendar for prevention programs

Principal/Student goal-setting meetings

Strategy 1 Details	Reviews			
Strategy 1: A Treasure Tower and special recognition will be provided for student rewards, accomplishments, and leadership behavior Strategy's Expected Result/Impact: Climate of high expectations Staff Responsible for Monitoring: Principals, counselor, teachers, and support staff Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Treasure Tower Renewal - 199 - Local Funds (campus budget) - \$600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselor will provide lessons on character development, for each class, each grading period (at a minimum) Strategy's Expected Result/Impact: Strong student character and climate of leadership and kindness. Staff Responsible for Monitoring: Principal and counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be offered leadership opportunities, such as Safety Patrol and NEHS. Strategy's Expected Result/Impact: Improved student motivation toward high achievement and goal-setting Staff Responsible for Monitoring: Teachers, counselor, and principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Promote healthy choices through Red Ribbon Week and related extensions throughout the year. Strategy's Expected Result/Impact: Climate of high expectations for selves. Staff Responsible for Monitoring: Counselor and Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: RRW Gear - 199 - Local Funds (campus budget) - \$200	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Personnel for Hattie Dyer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Schertz	Reading Intervention Teacher	0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Hurlbut	Math Intervention	Math Intervention	

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Math Intervention Teacher		\$53,000.00
Sub-Total					\$53,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Intervention Teacher		\$55,000.00
Sub-Total					\$55,000.00
199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ongoing Word Wall materials		\$500.00
1	1	3	Professional Development		\$1,500.00
1	1	10	Ongoing improvement of leveled library		\$500.00
1	2	4	Writing folders and 2-hole punch for each		\$250.00
1	3	5	UIL Materials		\$650.00
1	3	10	Supplies		\$600.00
1	4	6	Headphones		\$300.00
3	1	1	Increase curriculum		\$500.00
3	1	2	Student Incentives		\$500.00
3	1	3	3rd Grade Field Trip to Dallas Symphony Orchestra		\$1,000.00
3	1	5	Tools and Resources to send home		\$800.00
3	2	1	Treasure Tower Renewal		\$600.00
3	2	4	RRW Gear		\$200.00
Sub-Total					\$7,900.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Stipends for Department Heads		\$2,500.00
1	1	8	Funding will be needed to staff these positions.		\$0.00
1	1	11	Stem Scopes Adoption and Materials		\$0.00

199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Teacher Stipends		\$2,500.00
1	3	7	Paraprofessional		\$25,000.00
1	3	10	Director Stipend		\$2,500.00
1	4	3	Chromebook Carts		\$1,500.00
1	4	4	Computer Based Programs		\$10,000.00
1	4	7	Camera		\$0.00
Sub-Total					\$44,000.00
Grand Total					\$159,900.00