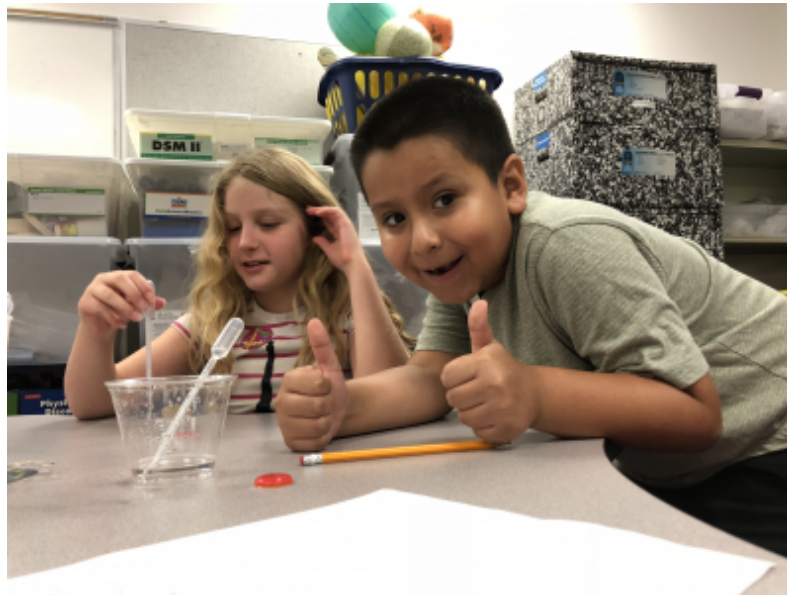


Krum Independent School District

Hattie Dyer Elementary

2019-2020



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. We had roughly 279 students during the 2018-19 school year; 139 2nd graders and 140 3rd graders. During the 2019-20 school year, Hattie Dyer will increase the grade span to 5th grade and anticipates the addition of about 75 more students. We have about 5 teachers per grade level, with 3 intervention teachers: reading, math, and Dyslexia.

Our racial demographics during the 2018-19 school year consisted of; 66% White students, 31% Hispanic, 3% African American, 1% American Indian/Alaskan Native, and 4% Two or More Races. Our Economically Disadvantaged percentage is 43% and percentage of Limited English Proficiency is 13%. The percentage of students served under Special Education is 19%, and At-Risk is 56%. The number of students with behavior concerns has dramatically decreased.

Attendance stayed around the 96-97% range during the 2018-19 school year.

Our teaching staff is comprised of a variety of experience levels. Since we will be realigning and splitting the community 2nd-5th graders, many of our teachers will be changing teaching assignments this year. None of our teachers are starting the year as first year teachers, and almost all have taught the grade level they are assigned to at some point in their career. With that said, we will be supporting the changes with professional development and regular support throughout the school year. 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 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: Students are performing lower than the state average on the STAAR reading assessment. **Root Cause:** Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.

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

Student Academic Achievement

Student Academic Achievement Summary

Our 3rd grade students performed below the state standard on the math and reading assessments in 2018. The 2019 school report card is not out at this time.

In 2018, our students scored below the state average for Economically Disadvantaged as well as English Language Learners, but scored above the state average for our Special Education population. There is growing concern about the lack of progress seen for our EL population and overall student success on the state assessments.

To address this concern, our campus Leadership Team attended a three day IDRA Culturally Responsive Classroom Supports training, specifically designed to target the needs of EL students, as well as Special Education students. This training also connected teacher evaluations and T-TESS.

Student assessment data is collected in a number of ways throughout the year. Teachers will give weekly common assessments, as well as unit assessments. The common assessments will help to adjust teacher instruction based on student mastery and lack thereof. Common assessments will be discussed at PLC's biweekly 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. The implementation of Interim Assessments took place this year, as well as benchmarks, the state assessments, regular reading level checks, and unit assessments.

With the new district alignment and neighborhood school plan, the Dual Language program, which makes up the majority of our EL population, will now be 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.

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

Student Academic Achievement Strengths

- We have highly qualified teachers in place to support students and the need for intervention, as well as acceleration.
 - Implemented Thinking Maps this year
 - We have intervention 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, ARDs, RtI, 504, etc.

- Implementation of teaching strategies to enhance the learning of ELs in all classrooms. Teachers ensure ELPs are included in lesson plans 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.
- The new reading adoption will go into effect this upcoming school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student STAAR scores are below the state standard in all areas. **Root Cause:** Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.

Problem Statement 2: 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: Tier 1 instruction is not consistently monitored throughout the grading periods. **Root Cause:** One administrator was responsible for the daily functioning and responsive needs of the campus.

Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects 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.

Problem Statement 5: 4th grade students in the district performed below expected on STAAR Writing Assessment. **Root Cause:** Foundational writing skills have not been taught consistently and monitored with fidelity.

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 new reading adoption will go into place this year, and teachers are enthusiastic about the selection of HMH. The inclusive and supportive practices in place have proven to be effective for our students who receive Special Education services. Several classrooms operate under a co-teaching model, and we will 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 through Genius Hour. Genius Hour is an hour a week where students are allowed to pursue their own passions and find purpose in them. 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, Reflex Math, SRA, Esperanza, and MTA.

Beginning in the Fall of 2019, teachers will have bi-weekly PLC and RTI meetings. These will be facilitated by the campus administrators and will target student progress through common assessments and regular, consistent data collection. Vertical team meetings will take place monthly, and intentional planning between the two elementary schools will be a regular priority as we attempt to align effectively in order to maximize teacher and student success. 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 goal-setting passports that will be visited regularly and stamped as they achieve their goals.

Instruction will be monitored regularly and effectively by the administrators and through district-wide instructional rounds.

School Processes & Programs Strengths

- PLCs will be implemented consistently and effectively.
- Common assessments will be 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.
- All staff is qualified.
- 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: Progress monitoring is not effectively used to drive instruction. **Root Cause:** Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

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 and it shows in the 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 24-30 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 will be given an 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: Some parents lack understanding of the types of programs offered to enhance the learning environment for individual students. **Root Cause:** The realignment of campuses and location of the programs at each campus has raised some parent concern.

Priority Problem Statements

Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment.

Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.

Problem Statement 1 Areas: Demographics

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

Problem Statement 3: Student STAAR scores are below the state standard in all areas.

Root Cause 3: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: EL and Special Education students are not progressing as expected.

Root Cause 4: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Tier 1 instruction is not consistently monitored throughout the grading periods.

Root Cause 5: One administrator was responsible for the daily functioning and responsive needs of the campus.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating.

Root Cause 6: 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.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity.

Root Cause 7: Lack of time management and maximized use of resources to meet the needs of diverse learners.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Progress monitoring is not effectively used to drive instruction.

Root Cause 9: Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Some parents lack understanding of the types of programs offered to enhance the learning environment for individual students.

Root Cause 10: The realignment of campuses and location of the programs at each campus has raised some parent concern.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 4th grade students in the district performed below expected on STAAR Writing Assessment.

Root Cause 11: Foundational writing skills have not been taught consistently and monitored with fidelity.

Problem Statement 11 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA 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) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Grades that measure student performance based on the TEKS

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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Revised/Approved: July 23, 2015

Goal 1: Krum ISD will increase student achievement by providing a strong foundation in reading, math, and writing.

Performance Objective 1: Through the implementation of the district scope and sequence, high quality instruction, and the new reading adoption, 90% Dyer Elementary students will show a year's worth of progress in their reading levels.

Evaluation Data Source(s) 1: DRA

Reading level checks
Common Assessments
PLC and RTI Data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Implement new HMH curriculum with fidelity.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development. STAAR scores will improve as a result of the specific instructional strategies listed.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 2, 3 - School Processes & Programs 1, 2						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) WIN time will be driven by common assessments formed and monitored during PLCs.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development. STAAR scores will improve as a result of the specific instructional strategies listed.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) STAAR scores will improve as a result of the specific instructional strategies listed.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) A print rich environment will be provided in all classrooms; including word walls, anchor charts, writing journals, classroom libraries, and vocabulary.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3 - School Processes & Programs 1, 2 Funding Sources: 199 - State Comp Ed - 500.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Intervention opportunities will be provided by the classroom teachers and reading specialist.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 2 Funding Sources: 199 - State Comp Ed - 53000.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) RtI will be effectively implemented.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Professional development will be provided for reading teachers to ensure student success.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199-local funds (campus budget) - 2500.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Resources will be sent home for parents.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) Training will be provided for DRA.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) All students will receive leveled readers weekly.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2 Funding Sources: 199-local funds (campus budget) - 500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Small group reading instruction will be provided for all students.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increased student progress and reading development.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Provide students with weekly non-fiction magazines (Scholastic News.)	2.4, 2.5, 2.6	Principals & Teachers	Increased student progress and reading development.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1 Funding Sources: 199-local funds (campus budget) - 2000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 13) 13) Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.	2.4, 2.5, 2.6	Principals and Teachers	Increased student progress and reading development.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 14) Utilize department heads for support, implementation of effective instruction, and creation of common assessments.	2.4, 2.5, 2.6	Principals & Teachers	Increased student progress and reading development.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 2 Funding Sources: 199 - District Budget - 2500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div>➔</div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.
Problem Statement 2: EL and Special Education students are not progressing as expected. Root Cause 2: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.
Problem Statement 3: Tier 1 instruction is not consistently monitored throughout the grading periods. Root Cause 3: One administrator was responsible for the daily functioning and responsive needs of the campus.
Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. Root Cause 4: 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.
School Processes & Programs
Problem Statement 1: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity. Root Cause 1: Lack of time management and maximized use of resources to meet the needs of diverse learners.
Problem Statement 2: Progress monitoring is not effectively used to drive instruction. Root Cause 2: Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 1: Krum ISD will increase student achievement by providing a strong foundation in reading, math, and writing.

Performance Objective 2: Student math scores will improve by 10% on the STAAR test in 2020, for all tested grades.

Evaluation Data Source(s) 2: STAAR Assessment

Common Assessments

Unit Assessments

Benchmarks and Interim Assessments

Formative Assessments

Reflex Math Progress Updates

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Provide intervention with the math specialist.	2.4, 2.5, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 Funding Sources: 211 - Title I Part A - 53000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide each math teacher with materials needed to teach math using a meaningful, hands-on approach.	2.4, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Maintain math-based literature available for classroom use.	2.4, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Professional development will be provided for math teachers as needed to ensure student success.	2.4, 2.5, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1 Funding Sources: 199-local funds (campus budget) - 2500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Increase use and align academic vocabulary across grade levels.	2.4, 2.5, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide Reflex Math computer program for math fact mastery and fluency.	2.4, 2.6	Principal and Assistant Principal	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 199 - District Budget - 3000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.	2.4, 2.5, 2.6	Principals and Teachers	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Utilize department heads for support, implementation of effective instruction, and creation of common assessments.	2.4, 2.5, 2.6	Principals & Teachers	Math foundation improvement and STAAR assessment improvement. Growth for students who have already taken the STAAR test.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3, 4 - School Processes & Programs 1, 2 Funding Sources: 199 - District Budget - 2500.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.
Problem Statement 2: EL and Special Education students are not progressing as expected. Root Cause 2: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.
Problem Statement 3: Tier 1 instruction is not consistently monitored throughout the grading periods. Root Cause 3: One administrator was responsible for the daily functioning and responsive needs of the campus.
Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. Root Cause 4: 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.
School Processes & Programs
Problem Statement 1: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity. Root Cause 1: Lack of time management and maximized use of resources to meet the needs of diverse learners.
Problem Statement 2: Progress monitoring is not effectively used to drive instruction. Root Cause 2: Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 1: Krum ISD will increase student achievement by providing a strong foundation in reading, math, and writing.

Performance Objective 3: Student writing scores will improve by 10% on the STAAR test in 2020 for 4th grade.

Evaluation Data Source(s) 3: STAAR Assessment

Common Assessment

Unit Assessment

Benchmarks

Formative Assessments

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will maintain a writing portfolio for each student with samples being taken a minimum of three times a year.	2.4, 2.5, 2.6	Teachers	Individual student folders				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 5 Funding Sources: 199-local funds (campus budget) - 250.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will provide a minimum of 30 minutes of writing instruction daily while ensuring it takes place in all subject areas.	2.4, 2.5, 2.6	Teachers, principals	Lesson plans, student improvement				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 5						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Continue to highlight student writing with hallway display, and brag tags from the principal for high quality writing.	2.4, 2.5, 2.6	Teachers, Principal	student work				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.	2.4, 2.5, 2.6	Principals & Teachers	Growth on BOY, MOY, & EOY Writing Benchmarks, Student success on Writing STAAR.				
	Problem Statements: Student Academic Achievement 5						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Utilize department heads for support, implementation of effective instruction, and creation of common assessments.	2.4, 2.5, 2.6	Principals and Teachers	Growth on BOY, MOY, & EOY Writing Benchmarks, Student success on Writing STAAR.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 4 - School Processes & Programs 1, 2 Funding Sources: 199 - District Budget - 2500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide writing professional development throughout the year with an emphasis on writing across content areas, and implementation of the new ELAR curriculum and it's writing components.	2.4, 2.5, 2.6	Principals and Teachers	Increased writing success				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 5 - School Processes & Programs 2 Funding Sources: 199 - District Budget - 3000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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

Student Academic Achievement

Problem Statement 1: Student STAAR scores are below the state standard in all areas. **Root Cause 1:** Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.

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

Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. **Root Cause 4:** 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.

Problem Statement 5: 4th grade students in the district performed below expected on STAAR Writing Assessment. **Root Cause 5:** Foundational writing skills have not been taught consistently and monitored with fidelity.

School Processes & Programs

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

Problem Statement 2: Progress monitoring is not effectively used to drive instruction. **Root Cause 2:** Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 2: Krum ISD will recruit, support, and retain effective teachers and principals.

Performance Objective 1: Assure that all students are taught by highly qualified personnel.

Evaluation Data Source(s) 1: Review all professional staff upon hire and recommend only those who are highly qualified for employment.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all teachers are trained and qualified.	2.4, 2.5, 2.6	principal, assistant principal, assistant superintendent	personnel files, professional development records, teacher interviews				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Continue with teacher mentoring system in order to reduce staff turnover and retain high quality personnel.	2.4, 2.5, 2.6	principal, asst. principal, and teachers	mentor assignments				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 3) Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, course work, and TExES testing in order to assure all certified requirements are met by staff.	2.4, 2.5, 2.6	principal, asst. principal, asst. superintendent	number of teachers with GT and ESL certifications, professional development records				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 4) Assign qualified teachers in equal proportions to all campuses, including low income and minority areas.	2.4, 2.6	principal, asst. principal, asst. superintendent	personnel files, campus demographics				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 5) Conduct recruitment activities to ensure high quality and qualified personnel can be hired for all positions. Activities to include to participating in job fairs, posting vacancies, and multiple sites/organizations.	2.4, 2.5, 2.6	principal, asst. principal, asst. superintendent	list of activities				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 6) Continue requiring that all instructional aides pass testing requirements and be evaluated with the instructional support inventory.	2.4, 2.5, 2.6	principal, asst. principal, asst. superintendent	testing records				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 7) Teachers will receive STAAR and TELPAS training.	2.4, 2.5, 2.6	principal, asst. principal, counselor	sign in sheets, certificates				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div><div></div></div><div>= Continue/Modify</div></div> <div><div><div>0%</div></div><div>= No Progress</div></div> <div><div><div></div></div><div>= Discontinue</div></div>							

Performance Objective 1 Problem Statements:

Demographics
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

Student Academic Achievement

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

Goal 3: Dyer Elementary will continue to cultivate relationships with students, parents, and the community. A positive, safe, and engaging learning environment will be maintained.

Performance Objective 1: We will provide opportunities for students to receive positive feedback and intentional character development throughout the school year.

Evaluation Data Source(s) 1: Discipline records

Student Attendance

Student Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) A Treasure Tower, Brag Tags, and special recognition will be provided for student rewards and accomplishments.	2.4, 2.6	Principals, Counselor, and Teachers	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 199-local funds (campus budget) - 2500.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Counselor will provide lessons for character development each grading period.	2.4, 2.6	Counselor	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 199 - State Comp Ed - 500.00, 199-local funds (campus budget) - 0.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 3) Campus-wide character book studies will be completed each grading period with childrens' literature in every classroom.	2.5, 2.6	Principal and Classroom Teachers	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 199-local funds (campus budget) - 800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 4) Attendance will be celebrated every grading period and cumulatively at the end of the year.	2.4, 2.5, 2.6	Principals, Parents, Teachers, and Students.	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 199 - State Comp Ed - 600.00						
TEA Priorities Connect high school to career and college Improve low-performing schools 5) Students will be offered leadership opportunities, such as Safety Patrol & NEHS.	2.5	Principals & Teachers	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 199-local funds (campus budget) - 500.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 6) Continue to offer special campus events such as award days, field trips, school wide picnic, evening music programs, Mobile Ed, field day, Book Character Parade, UIL, etc.	2.5	Principals	Improved behavior, attendance, and student goal-setting.				
	Funding Sources: 461-Principals Fund - 600.00						
TEA Priorities Improve low-performing schools 7) Continue to offer special campus events such as award days, field trips, school wide picnics, evening music programs, Mobile Ed on site field trips, Book Character Parade, etc.		Principals, Counselor, Teachers	Positive and safe school environment.				
	Funding Sources: 199-local funds (campus budget) - 600.00						
TEA Priorities Improve low-performing schools 8) Promote healthy choices through Red Ribbon Week activities and extensions throughout the year.		Counselor	Positive and safe school environment.				
	Funding Sources: 199-local funds (campus budget) - 400.00						
<div><div><div>100%</div><div></div></div><div>= Accomplished</div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div>0%</div><div></div></div><div>= No Progress</div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Goal 3: Dyer Elementary will continue to cultivate relationships with students, parents, and the community. A positive, safe, and engaging learning environment will be maintained.

Performance Objective 2: We will provide opportunities for parents to be involved in the education of their children.

Evaluation Data Source(s) 2: Parent surveys





Sign in sheets

Parent Communication

Newsletters

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Family nights will be provided throughout the year to increase parent understanding and involvement in their child's education. Ex.- Literacy Night, Math and Science Night, Dual Language Family Night, etc.	2.4, 2.6, 3.2	Principal and Teachers	Improved parent relationships and investment in their child's education.				
				Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 800.00			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Provide Parent Information Night at the beginning of the school year so that parents understand school programs and daily functioning.	3.1, 3.2	Principals	Improved parent relationships and investment in their child's education.				
				Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 200.00, 199-local funds (campus budget) - 250.00			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 3) Frequent parent communication about classroom , school, conferences, and district events and important information including weekly newsletters, Seesaw digital portfolios, emails, online notice, special notes, etc	3.1, 3.2	Principals and Teachers	Improved parent relationships and investment in their child's education.				
				Problem Statements: Perceptions 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 4) We will maintain the Watch D.O.G.S program to promote father and father figure involvement.	2.6	Principal, Assistant Principal	Increase and improve parent involvement.				
	Funding Sources: 199-local funds (campus budget) - 300.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 5) Communication to parents will be in home language of English or Spanish. It will also be sent in paper and electronic format to ensure all parents have been able to access the information.	2.6	Principals and Teacher	Improved parent relationships and investment in their child's education.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: Some parents lack understanding of the types of programs offered to enhance the learning environment for individual students. Root Cause 1: The realignment of campuses and location of the programs at each campus has raised some parent concern.

Goal 3: Dyer Elementary will continue to cultivate relationships with students, parents, and the community. A positive, safe, and engaging learning environment will be maintained.

Performance Objective 3: We will provide a safe, welcoming, and supportive environment for students and staff.

Evaluation Data Source(s) 3: Incident reports
Parent and staff surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Conduct Standards Response Protocol monthly emergency drills (fire, evacuate, lock-out, lock-down, safe shelter in place)		Principals	Positive and safe school environment.				
TEA Priorities Improve low-performing schools 2) All campus visitors and volunteers will register on the office computer.		Principals and Secretaries	Positive and safe school environment.				
Funding Sources: 199-local funds (campus budget) - 200.00							
TEA Priorities Improve low-performing schools 3) All campus presenters and volunteers will pass a criminal history background check.		Principals and Secretaries	Positive and safe school environment.				
Funding Sources: 199 - District Budget - 500.00							
TEA Priorities Improve low-performing schools 4) Recognize staff accomplishments and Educators of the Month at school board members.		Principal and District Administration	Positive and safe school environment.				
Funding Sources: 199-local funds (campus budget) - 200.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 4: Dyer Elementary will provide opportunities for all learners to participate in accelerated education programs.

Performance Objective 1: Eliminate achievement gaps between student groups.

Evaluation Data Source(s) 1: Student group performance on STAAR math and reading.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)	2.4, 2.5, 2.6	Principals, teachers	Lesson Plans, Common assessments, Interim assessments, Benchmarks				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4						
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Emphasize word meaning, problem-solving, and summarization, throughout curriculum.	2.4, 2.5, 2.6	Principals, Teachers	Working word wall, lesson plans, observations				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for ELL students.	2.4, 2.5, 2.6	Principals, teachers	Record of certifications, instruction, observations, lesson plans				
	Problem Statements: Demographics 2 - Student Academic Achievement 2, 4						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 4) All classroom teachers will be properly trained for state assessments, (i.e. TELPAS, STAAR, TPRI)	2.4, 2.5, 2.6	Principals, Counselor, District Testing Coordinator	Training records				
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide before school tutorials for struggling students.	2.4, 2.5, 2.6	Principals, teachers	Increased student achievement				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2							
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Campus schedule will reflect time for intervention with students who need extra support from the classroom teachers and intervention teachers. There will be no new instruction during this planned time in the schedule.	2.4, 2.5, 2.6	Principals, teachers	Utilization of time with students, improved student success in the classroom.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4							
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Individual student needs will be the priority in planning for variety of Special Education services that will be needed (i.e resources, co-teaching, inclusion)	2.4, 2.5, 2.6	Principals, District Administration, Teachers	Student Success				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4							
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 8) Students will be given an opportunity to participate in UIL academic events.	2.4, 2.5, 2.6	Teachers and Principals	Increased student academic drive and performance.				
Funding Sources: 199-local funds (campus budget) - 650.00, 199 - District Budget - 2600.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.
Problem Statement 2: EL and Special Education students are not progressing as expected. Root Cause 2: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.
Problem Statement 3: Tier 1 instruction is not consistently monitored throughout the grading periods. Root Cause 3: One administrator was responsible for the daily functioning and responsive needs of the campus.
Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. Root Cause 4: 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.
School Processes & Programs
Problem Statement 1: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity. Root Cause 1: Lack of time management and maximized use of resources to meet the needs of diverse learners.
Problem Statement 2: Progress monitoring is not effectively used to drive instruction. Root Cause 2: Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 5: The learner annual attendance rate at Hattie Dyer Elementary will be 97%; thereafter it will be maintained or improved annually.

Performance Objective 1: The importance of attendance will be encouraged and maintained through effective communication and monitoring.

Evaluation Data Source(s) 1: attendance records

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Parents will be notified and regularly reminded that the instructional day begins at 8:00 and ends at 3:30. (Drop off allowed at 7:15.)	2.4, 2.5, 3.1, 3.2	principal, asst. principal, teachers	variety of communication tools				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Office will call parents if a student has been absent two consecutive days without contact.	2.4, 2.6, 3.1, 3.2	attendance clerk	phone log				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 3) PEIMS clerk will monitor absences and send necessary warning letters home.	2.4, 2.5, 3.1, 3.2	PEIMS clerk	log, letters				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 4) Students with perfect attendance will be rewarded with a celebration each nine weeks, as well as a field trip at the end of the year.	2.4, 2.5	attendance clerk, PEIMS clerk, principal, asst. principal	attendance records				
Funding Sources: 199-local funds (campus budget) - 600.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Goal 6: 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.

Performance Objective 1: Provide intensive, targeted, early, and on-going intervention for students at risk of failure.

Evaluation Data Source(s) 1: STAAR results

PLC

RTI

common assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Continue to implement Response to Intervention for intense student intervention and as a part of the special education and dyslexia referral processes.	2.4, 2.5, 2.6	Principals, teachers, RTI committee, counselor, interventionists	Improve student performance in low performing special population groups				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Identify and serve students who qualified for dyslexia services using the Multi-sensory Teaching Approach (MTA)	2.4, 2.5, 2.6	Principals, MTA teacher, teachers, PLCs, RTI committee	Improve student performance by implementing MTA strategies.				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2 Funding Sources: 199 - District Budget - 2000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Continue to implement the Co-Teaching model , and provide professional development for the partnership between the regular classroom/ inclusions/ special education teachers	2.4, 2.5, 2.6	Principals, teachers	Improved student progress and classroom climate.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 2 Funding Sources: 199-local funds (campus budget) - 2500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide You've Got Mail for students in need of academic supports through summer to help limit summer loss	2.4, 2.5, 2.6	Principals, teachers	Improve students retention of reading and math skills through summer months to increase student performance.Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 3100.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide STAAR tutoring for struggling students in the areas of reading and math.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance on STAAR.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 2						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Morning tutoring to provide additional acceleration for students in need of assistance.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Continue to provide a Reading Intervention Teacher for students struggling in reading	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 Funding Sources: 199 - State Comp Ed - 53000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Continue to provide Math Intervention Teacher for students struggling in math	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 Funding Sources: 211 - Title I Part A - 53000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Provide a Spanish intervention paraprofessional for our growing population of struggling Spanish speaking students		Principals, teachers, LPAC coordinator	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 Funding Sources: 263 - Title III - 25000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✗</div><div>= Discontinue</div></div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.
Problem Statement 2: EL and Special Education students are not progressing as expected. Root Cause 2: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.
Problem Statement 3: Tier 1 instruction is not consistently monitored throughout the grading periods. Root Cause 3: One administrator was responsible for the daily functioning and responsive needs of the campus.
Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. Root Cause 4: 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.

School Processes & Programs
Problem Statement 1: Instruction in all components of guided reading and small group math instruction are not implemented with fidelity. Root Cause 1: Lack of time management and maximized use of resources to meet the needs of diverse learners.
Problem Statement 2: Progress monitoring is not effectively used to drive instruction. Root Cause 2: Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 6: 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.

Performance Objective 2: Identify and serve students through programs such as special education, ESL, dyslexia, RTI, and Gifted and Talented

Evaluation Data Source(s) 2: STAAR scores

Benchmark and Interim assessments

Common assessments

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Continue to implement RTI to provide intense intervention and as a part of the special education referral process	2.4, 2.5, 2.6	Principals, teachers, RTI committee	Improve student performance in low performing special population groups				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 2			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide for regular and on-going communication between ESL, special education, support staff, and regular education teachers.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
				Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 2			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Support for Dual-Language program for qualifying students (Gomez and Gomez model) through supplies and ongoing training	2.4, 2.5, 2.6	Principals, Teachers	Improve student performance in low performing special population groups				
				Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 4 Funding Sources: 199 - District Budget - 25000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide special education services for qualifying students	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Identify and serve students who qualify for the gifted and talented services through pull out and in-class GT programming.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide professional development for the partnership between the regular classroom/inclusion/special education teachers. Professional development will be provided to our Dual Language teachers to enhance their professional growth in the areas of shared lesson planning cycle and successful strategies.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1 Funding Sources: 263 - Title III - 5000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Purchase SRA kits/workbooks and Esperanza Kits and materials to maximize the effectiveness of these successful interventions.	2.4, 2.5, 2.6	Principals, teachers	Improve student performance in low performing special population groups				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 Funding Sources: 199 - District Budget - 2400.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. **Root Cause 1:** Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.

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

Student Academic Achievement

Problem Statement 1: Student STAAR scores are below the state standard in all areas. **Root Cause 1:** Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.

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

Problem Statement 4: Student data on state assessments does not show a growth measure, which negatively effects the overall campus rating. **Root Cause 4:** 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.

School Processes & Programs

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

Problem Statement 2: Progress monitoring is not effectively used to drive instruction. **Root Cause 2:** Lack of consistency with PLC meetings and time for teachers to review data regularly throughout grading periods, and common data collection has been limited to 9 week assessments and benchmark data. .

Goal 7: Hattie Dyer Elementary is committed to increasing student academic achievement and engagement.

Performance Objective 1: Provide innovative instruction and unique learning opportunities and experiences.

Evaluation Data Source(s) 1: Lesson Plans, STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Use classroom technology on a daily basis as an instructional tool (iPads/Chromebooks)	2.4, 2.5	Teachers, Principals	lesson plans, records for use				
	Funding Sources: 199 - State Comp Ed - 5000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Implement Genius Hour to facilitate critical and creative thinking, problem solving, and student engagement and investment in their own education.	2.4	all staff	student engagement and achievement and attendance				
	Funding Sources: 199 - State Comp Ed - 1500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Expand innovative instructional spaces, to include an outdoor learning space.	2.4, 2.5	teachers, principals	student engagement and achievement and attendance				
	Funding Sources: 199 - State Comp Ed - 5000.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide onsite field trips through Mobile Ed.	2.4, 2.5	teachers, principals	student achievement through experiences				
	Problem Statements: Demographics 2 Funding Sources: 199 - State Comp Ed - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Programs and instructional materials will be scientifically proven to be effective. (TEKSRS)	2.4, 2.5	principals, teachers	lesson plans				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)	2.4, 2.5, 2.6	principals, teachers	lesson plans				
Problem Statements: Demographics 2 - Student Academic Achievement 1							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Utilize assessment and benchmark data to measure and monitor mastery of TEKS and inform instruction.	2.4, 2.5, 2.6	teachers, specialists, department heads, principals	data, lesson plans, teacher written data, analysis				
Problem Statements: Student Academic Achievement 1, 2							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Emphasize word meaning, problem solving, and summarization throughout curriculum. (word wall/anchor charts)	2.4, 2.5, 2.6	teachers	lesson plans				
Problem Statements: Demographics 2							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Refine and utilize a common vocabulary in each core subject area to improve understanding of basic concepts across the curriculum. (TEKSRS)	2.4, 2.5, 2.6	teachers	vocabulary lists, lesson plans				
Problem Statements: Demographics 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) All core subject teachers will be ESL certified.	2.4, 2.5, 2.6	principals, teachers	record of certifications				
	Problem Statements: Demographics 2 - Student Academic Achievement 2						
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 11) A guidance program will be offered to all students on a regular basis to include strong components regarding anti-bullying, mutual respect, and character building.	2.5	counselor, principals	schedule, teacher and parent surveys, student perception				
	Funding Sources: 199-local funds (campus budget) - 500.00						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 12) Provide a variety of resources to improve quality of instruction in all content areas, including hands on, interactive, and technology resources.	2.4, 2.5, 2.6	principals, teachers	student achievement, engagement, and attendance				
	Problem Statements: Demographics 2 Funding Sources: 199-local funds (campus budget) - 1000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 1 Problem Statements:

Demographics
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.

Student Academic Achievement

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

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Integrate technology into the daily curriculum and instructional program, and continue technology training for teachers.

Evaluation Data Source(s) 1: Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) 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.	2.4, 2.5, 2.6	Teachers, Computer teacher, Principals	Records of use				
				Problem Statements: Demographics 1, 2 Funding Sources: 199 - District Budget - 5000.00			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Conduct state testing online as available (i.e. TELPAS, interim assessments)	2.4, 2.5	Teachers, Principal, Campus testing coordinator	Records of participation				
				Problem Statements: Demographics 1, 2			
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will participate in district training related to technology and technology integration as available, as needed.	2.4, 2.5	Teachers	Records of participation				
				Funding Sources: 199-local funds (campus budget) - 2500.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Students will use web based computer programs to reinforce concepts for all subject areas including Mystery Science, etc.	2.4, 2.5, 2.6	Principal, Teachers	Records of use				
				Problem Statements: Demographics 1, 2 Funding Sources: 199-local funds (campus budget) - 2000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Add Reflex Math, a web-based program, to improve student mastery of math facts and basic number sense.	2.4, 2.5, 2.6	Teachers	Student improvement				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 199 - District Budget - 3000.00						
6) Purchase headphones for technology integration in classrooms.	2.5	Principals, Computer Teachers	student use				
	Funding Sources: 199-local funds (campus budget) - 300.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✗</div><div>= Discontinue</div></div>							

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Students are performing lower than the state average on the STAAR reading assessment. Root Cause 1: Students are reading below their expected grade level when entering each grade, and struggle with the format of STAAR questions.
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
Student Academic Achievement
Problem Statement 1: Student STAAR scores are below the state standard in all areas. Root Cause 1: Ineffective data tracking and monitoring has left us with too much content and a significant delay when we assess at the end of a unit rather than bi-weekly common assessments.
Problem Statement 2: EL and Special Education students are not progressing as expected. Root Cause 2: Inconsistent implementation of EL teaching strategies and regular, meaningful, progress monitoring have contributed to limited student success on the state assessment.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 2: Utilize technology to facilitate administrative tasks and improve communication.

Evaluation Data Source(s) 2: Parent Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enter grades into the district electronic grade book weekly as outlined by district.		Teachers	Grade book data				
2) Report attendance each day electronically.		Attendance Clerk, Principals	Office Records				
3) Use email regularly and appropriately to communicate with parents, colleagues, and others.		All Staff	Records of communication				
4) Update classroom web pages on a weekly basis.		Teachers, Principals	websites visit				
5) Campus events and activities will be advertised on the campus web page, Facebook, and Twitter pages.		Principal, Secretary					
6) Add an additional camera to the playground surveillance system.		Technology department, Maintenance department, Principal	Added security measure				
Funding Sources: 199 - District Budget - 800.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement new HMH curriculum with fidelity.
1	1	2	WIN time will be driven by common assessments formed and monitored during PLCs.
1	1	3	STAAR scores will improve as a result of the specific instructional strategies listed.
1	1	4	A print rich environment will be provided in all classrooms; including word walls, anchor charts, writing journals, classroom libraries, and vocabulary.
1	1	5	Intervention opportunities will be provided by the classroom teachers and reading specialist.
1	1	6	RtI will be effectively implemented.
1	1	7	Professional development will be provided for reading teachers to ensure student success.
1	1	8	Resources will be sent home for parents.
1	1	9	Training will be provided for DRA.
1	1	10	All students will receive leveled readers weekly.
1	1	11	Small group reading instruction will be provided for all students.
1	1	12	Provide students with weekly non-fiction magazines (Scholastic News.)
1	1	13	13) Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.
1	1	14	Utilize department heads for support, implementation of effective instruction, and creation of common assessments.
1	2	1	Provide intervention with the math specialist.
1	2	2	Provide each math teacher with materials needed to teach math using a meaningful, hands-on approach.
1	2	4	Professional development will be provided for math teachers as needed to ensure student success.
1	2	5	Increase use and align academic vocabulary across grade levels.
1	2	6	Provide Reflex Math computer program for math fact mastery and fluency.
1	2	7	Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.

Goal	Objective	Strategy	Description
1	2	8	Utilize department heads for support, implementation of effective instruction, and creation of common assessments.
1	3	1	Teachers will maintain a writing portfolio for each student with samples being taken a minimum of three times a year.
1	3	2	Teachers will provide a minimum of 30 minutes of writing instruction daily while ensuring it takes place in all subject areas.
1	3	3	Continue to highlight student writing with hallway display, and brag tags from the principal for high quality writing.
1	3	4	Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted.
1	3	5	Utilize department heads for support, implementation of effective instruction, and creation of common assessments.
1	3	6	Provide writing professional development throughout the year with an emphasis on writing across content areas, and implementation of the new ELAR curriculum and it's writing components.
2	1	1	Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all teachers are trained and qualified.
2	1	2	Continue with teacher mentoring system in order to reduce staff turnover and retain high quality personnel.
2	1	3	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, course work, and TExES testing in order to assure all certified requirements are met by staff.
2	1	4	Assign qualified teachers in equal proportions to all campuses, including low income and minority areas.
2	1	5	Conduct recruitment activities to ensure high quality and qualified personnel can be hired for all positions. Activities to include to participating in job fairs, posting vacancies, and multiple sites/organizations.
2	1	6	Continue requiring that all instructional aides pass testing requirements and be evaluated with the instructional support inventory.
2	1	7	Teachers will receive STAAR and TELPAS training.
3	1	1	A Treasure Tower, Brag Tags, and special recognition will be provided for student rewards and accomplishments.
3	1	2	Counselor will provide lessons for character development each grading period.
3	1	3	Campus-wide character book studies will be completed each grading period with childrens' literature in every classroom.
3	1	4	Attendance will be celebrated every grading period and cumulatively at the end of the year.
3	1	6	Continue to offer special campus events such as award days, field trips, school wide picnic, evening music programs, Mobile Ed, field day, Book Character Parade, UIL, etc.
3	2	1	Family nights will be provided throughout the year to increase parent understanding and involvement in their child's education. Ex.- Literacy Night, Math and Science Night, Dual Language Family Night, etc.

Goal	Objective	Strategy	Description
3	2	2	Provide Parent Information Night at the beginning of the school year so that parents understand school programs and daily functioning.
3	2	3	Frequent parent communication about classroom , school, conferences, and district events and important information including weekly newsletters, Seesaw digital portfolios, emails, online notice, special notes, etc
3	2	5	Communication to parents will be in home language of English or Spanish. It will also be sent in paper and electronic format to ensure all parents have been able to access the information.
4	1	1	Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)
4	1	2	Emphasize word meaning, problem-solving, and summarization, throughout curriculum.
4	1	3	All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for ELL students.
4	1	5	Provide before school tutorials for struggling students.
4	1	6	Campus schedule will reflect time for intervention with students who need extra support from the classroom teachers and intervention teachers. There will be no new instruction during this planned time in the schedule.
4	1	7	Individual student needs will be the priority in planning for variety of Special Education services that will be needed (i.e resources, co-teaching, inclusion)
4	1	8	Students will be given an opportunity to participate in UIL academic events.
5	1	1	Parents will be notified and regularly reminded that the instructional day begins at 8:00 and ends at 3:30. (Drop off allowed at 7:15.)
5	1	2	Office will call parents if a student has been absent two consecutive days without contact.
5	1	3	PEIMS clerk will monitor absences and send necessary warning letters home.
5	1	4	Students with perfect attendance will be rewarded with a celebration each nine weeks, as well as a field trip at the end of the year.
6	1	1	Continue to implement Response to Intervention for intense student intervention and as a part of the special education and dyslexia referral processes.
6	1	2	Identify and serve students who qualified for dyslexia services using the Multi-sensory Teaching Approach (MTA)
6	1	3	Continue to implement the Co-Teaching model , and provide professional development for the partnership between the regular classroom/ inclusions/ special education teachers
6	1	4	Provide You've Got Mail for students in need of academic supports through summer to help limit summer loss
6	1	5	Provide STAAR tutoring for struggling students in the areas of reading and math.

Goal	Objective	Strategy	Description
6	1	6	Morning tutoring to provide additional acceleration for students in need of assistance.
6	1	7	Continue to provide a Reading Intervention Teacher for students struggling in reading
6	1	8	Continue to provide Math Intervention Teacher for students struggling in math
6	1	9	Provide a Spanish intervention paraprofessional for our growing population of struggling Spanish speaking students
6	2	1	Continue to implement RTI to provide intense intervention and as a part of the special education referral process
6	2	2	Provide for regular and on-going communication between ESL, special education, support staff, and regular education teachers.
6	2	3	Support for Dual-Language program for qualifying students (Gomez and Gomez model) through supplies and ongoing training
6	2	4	Provide special education services for qualifying students
6	2	5	Identify and serve students who qualify for the gifted and talented services through pull out and in-class GT programming.
6	2	6	Provide professional development for the partnership between the regular classroom/inclusion/special education teachers. Professional development will be provided to our Dual Language teachers to enhance their professional growth in the areas of shared lesson planning cycle and successful strategies.
6	2	7	Purchase SRA kits/workbooks and Esperanza Kits and materials to maximize the effectiveness of these successful interventions.
7	1	1	Use classroom technology on a daily basis as an instructional tool (iPads/Chromebooks)
7	1	2	Implement Genius Hour to facilitate critical and creative thinking, problem solving, and student engagement and investment in their own education.
7	1	3	Expand innovative instructional spaces, to include an outdoor learning space.
7	1	4	Provide onsite field trips through Mobile Ed.
7	1	5	Programs and instructional materials will be scientifically proven to be effective. (TEKSRS)
7	1	6	Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)
7	1	7	Utilize assessment and benchmark data to measure and monitor mastery of TEKS and inform instruction.
7	1	8	Emphasize word meaning, problem solving, and summarization throughout curriculum. (word wall/anchor charts)
7	1	9	Refine and utilize a common vocabulary in each core subject area to improve understanding of basic concepts across the curriculum. (TEKSRS)
7	1	10	All core subject teachers will be ESL certified.

Goal	Objective	Strategy	Description
7	1	11	A guidance program will be offered to all students on a regular basis to include strong components regarding anti-bullying, mutual respect, and character building.
7	1	12	Provide a variety of resources to improve quality of instruction in all content areas, including hands on, interactive, and technology resources.
8	1	1	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.
8	1	2	Conduct state testing online as available (i.e. TELPAS, interim assessments)
8	1	4	Students will use web based computer programs to reinforce concepts for all subject areas including Mystery Science, etc.
8	1	5	Add Reflex Math, a web-based program, to improve student mastery of math facts and basic number sense.

State Compensatory

Personnel for Hattie Dyer Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Schertz	Reading Specialist	Intervention Teacher	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.3: Available to parents and community in an understandable format and language

Our CIP is available to parents on the district website.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashton Eubanks	Teacher	Dual Language	1.0
Brenda Hurlbut	Math Specialist	Intervention Teacher	1.0

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Heather Libick	3rd Grade Teacher
Classroom Teacher	Krystie McGraw	4th Grade Math Teacher
Classroom Teacher	Marian Martin	2nd Grade Teacher
Classroom Teacher	Michele Dillon	3rd Grade Teacher
Classroom Teacher	Katherine McDonald	Special Education Teacher
Classroom Teacher	Macy Faught	Assistant Principal
Administrator	Lindsey Boone	Principal

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Word Wall materials		\$500.00
1	1	5			\$53,000.00
3	1	2	Guidance Program		\$500.00
3	1	4	Celebration Supplies for attendance		\$600.00
6	1	7	Reading Intervention teacher		\$53,000.00
7	1	1	iPads/Chromebooks		\$5,000.00
7	1	2	Consumables		\$1,500.00
7	1	3	Expanding instructional spaces		\$5,000.00
7	1	4	Mobile Ed on site field trip		\$1,000.00
Sub-Total					\$120,100.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$53,000.00
3	2	1	Family Night Supplies		\$800.00
3	2	2	Parent Meeting Supplies		\$200.00
6	1	4	You've Got Mail Supplies		\$600.00
6	1	4	You've Got Mail directors		\$2,500.00
6	1	8	Math Intervention teacher salary		\$53,000.00
Sub-Total					\$110,100.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	9	bilingual paraprofessional		\$25,000.00
6	2	6	Dual language program training		\$5,000.00
Sub-Total					\$30,000.00
199-local funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$2,500.00
1	1	10			\$500.00
1	1	12			\$2,000.00
1	2	4			\$2,500.00
1	3	1			\$250.00
3	1	1	Incentives (brag tags, treasure tower, etc.)		\$2,500.00
3	1	2	Character Education Program		\$0.00
3	1	3	Books		\$800.00
3	1	5	Safety Patrol		\$500.00
3	1	7	Mobile Ed		\$600.00
3	1	8	Red Ribbon Week supplies		\$400.00
3	2	2	Parent Meeting Supplies		\$250.00
3	2	4	Maintain WATCH Dogs		\$300.00
3	3	2	Stickers		\$200.00
3	3	4	Recognition supplies		\$200.00
4	1	8	Materials		\$650.00
5	1	4			\$600.00
6	1	3	Training for Coteaching teams		\$2,500.00
7	1	11	guidance program		\$500.00
7	1	12	resources, manipulatives, technology,		\$1,000.00

199-local funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Training and conferences		\$2,500.00
8	1	4	Mystery Science		\$2,000.00
8	1	6	headphones		\$300.00
Sub-Total					\$23,550.00
461-Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Mobile Ed		\$600.00
Sub-Total					\$600.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$2,500.00
1	2	6			\$3,000.00
1	2	8			\$2,500.00
1	3	5			\$2,500.00
1	3	6	Training		\$3,000.00
3	3	3			\$500.00
4	1	8	Teacher Stipends		\$2,600.00
6	1	2	MTA kits and materials		\$2,000.00
6	2	3	Spanish speaking paraprofessional		\$25,000.00
6	2	7	SRA and Esperanza Kits , workbooks, and materials		\$2,400.00
8	1	1	Addition of and maintenance of Chromebooks and iPads		\$5,000.00
8	1	5	Reflex Math		\$3,000.00
8	2	6	camera		\$800.00
Sub-Total					\$54,800.00
Grand Total					\$339,150.00