

**Krum Independent School District**  
**Hattie Dyer Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hattie Dyer Elementary has 319 students as of the 2016-17 data report: 167 second graders, and 152 third graders.

Our racial demographics consist of predominantly white students at just under at 64.9%, Hispanic students at 29.5%, African American students at 1.3%, two or more races at 3.1%, and American Indian students at 0.6%. Our economically disadvantage percentage is 37%. Our percentage of English Language Learners is 12.5%. Our At Risk population is 56.4%, this is a 14% increase from last year. Our Special Education population is 12.2%. The number of students with behavior problems has decreased.

### Demographics Strengths

- A bilingual intervention paraprofessional to help our growing Hispanic and ELL population.
- Paraprofessional support for inclusion and resource students.
- Integration of the Dual Language teaching program into our campus to help support ELL students.
- Intervention specialists to aid with Tier 3 interventions in reading and math, as well as a dyslexia specialist for pull out dyslexia intervention.
- Implementation of before school tutorials for students needing additional support.
- Tutorials for students needing assistance with STAAR prep.
- Both Dual Language Teachers are bilingual.
- Resource, Co-Teaching, Inclusion, In Class Support, and Speech services are provided based on individual student needs in Special Education.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** In PE the students struggle with behavior and completion of activities. **Root Cause:** Since there are two classes in gym at a time, there are sometimes 41-42 students with one PE teacher in our detached gym. Having a PE Aide would be helpful in ensuring every child is safe and successful.

## Student Achievement

### Student Achievement Summary

71% of our students met satisfactory standard on all tests, with that comprising of 54% Hispanic students, 78% white, 33% special ed, 63% economically disadvantaged, and 59% ELL. White, and economically disadvantages were above passing standard and ELLs were within 1%. Special ed and Hispanic scored below expectation with special ed scoring the lowest. Performance of student groups differed due to various reasons including low SES, language barriers, cultural differences, home support, new grade level expectations for SPED students instead of instructional level, etc. Econ disadvantaged and ELL were within 3 percentage points of passing. The sped population was well below the passing rate. Performance of student groups differed due to various reasons including low SES, language barriers, cultural differences, home support, new grade level expectations for SPED students instead of instructional level, etc.

### Student Achievement Strengths

- We increased focus on ELL and eco disadvantaged groups and both groups improved.
- We have increased focus on intentional questioning and reading scores improved.
- We have increased use of anchor charts to provide visuals to support learning and enhance vocabulary development.
- We have tools in place to ensure that strategies are designed to improve student performance including; inclusion services, tutorials, reading intervention with specialized teacher, guided reading groups, math intervention small groups with specialized teacher, SRA, Esperanza- ELL intervention program, Reflex math, teacher data collection, Study Island, RAZ kids, literacy library, dyslexia teacher, and regular vertical and horizontal meetings.
- We also have PLC, ARD, and RTI processes in place to help identify and meet the needs of our struggling students based on performance indicators on; TPRI, DRA, TELPAS, benchmarks, Nine-week assessments, Primary Numeracy Assessment, reading running records, and other performance-based assessments.
- We have also implemented teaching strategies to enhance the learning of ELLs in all classrooms. Teachers ensure ELPs are included in all lesson plans and utilize them when writing classroom objectives to ensure all needs of ELL populations are being met.
- We implemented in-school tutorials with WIN time to meet the needs of ELL, SPED, and other struggling learners and those that do not have home support or have other barriers.
- These strategies will help increase performance in our lowest groups as well as across other subgroups. All reading teachers are conducting small reading groups on a daily basis and sending leveled readers home with students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our ELL and Special Education populations have a low percentage passing rate on the state assessments in 3rd grade. **Root Cause:**

Student performance was impacted by; 1) student experiences and minimal vocabulary, 2) lack of resources at home, 3) staff diversity, 4) instructional accountability

**Problem Statement 2:** Our students are in need of a consistent reading program to assess and continue student growth in comprehension, fluency, and decoding. **Root Cause:** Gaps in phonemic awareness and fluency.



## School Culture and Climate

### School Culture and Climate Summary

Our campus is perceived, by both students and teachers, as a safe and secure environment. Overall, our students show respect, feel included, and have a "place" on our campus. Student leadership is promoted through character education, Safety Patrol, and Genius Hour. Campus disciplinary policies are proactive, as we focus on prevention of disciplinary issues. Staff is quick to react when a problem escalates to ensure the safety of students and staff members. We welcome PTO volunteers, parents/guardians, and visitors to our campus. We also use the Standard Response Protocol for disasters and emergency situations.

### School Culture and Climate Strengths

- Our campus has a welcoming atmosphere, as we have visitors on campus weekly - whether a PTO member volunteering in the workroom, parents/guardians eating lunch with their child, Watch DOGS, or attendance in assemblies.
- Communication between home and school is consistent, as new students and their families are given tours of the building, information and newsletters are sent home in Friday folders and posted on the teacher web pages, and our campus also has a social media page.
- Positive behavior incentives are incorporated campus-wide with use of Brag Tags, classroom money and/or ticket systems, Class Dojo, and student programs such as Safety Patrol.
- Students are treated with kindness and respect and encouraged to treat others the same way by being taught about anti-bullying tactics in guidance lessons and in the classroom. Students display this respect to fellow classmates in specialized programs, such as Dual Language and Co-Teach.
- Safety is of utmost importance and effective procedures are in place to promote safety, such as Safety Patrol students, CHAMPS program, Watch DOGS program, our "buzz-in" system to enter the building, and locked doors around the perimeter of the campus, as well as teacher classroom doors locked at all times. Drills are conducted on a regular basis. Students also participate in safety assemblies and activities, such as the Denton Fire Department clown show and Red Ribbon Week.
- Many campus activities promote wide-spread student, as well as community, participation. These include, but are not limited to: UIL, Jump Rope for Heart, Book Character Parade, Safety Patrol, Read Across America, Field Day, Feeding Krum Kids, Krum Dental Associates dental hygiene program, and fundraisers.
- Teachers provide students high quality instruction with unique learning opportunities and experiences, such as the promotion of Genius Hour each Friday.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our campus hires teachers and paraprofessionals who are highly qualified. Our campus uses Region 11 Job postings, job fairs and K-12 Job Spot to notify the public about new teacher and staff vacancies. Applicants are selected by a committee complete with an administrator, counselor and seasoned teachers.

Our campus administrator provides training throughout the year that includes content and grade level collaboration. All core teachers are required to attend trainings in the areas of ESL and GT. Teachers are also required to participate in staff development to support personal growth in the profession. All teachers are required to participate in the T-TESS evaluation system and set goals based on the individual's professional needs. New teachers attend New Teacher Orientation and are provided a mentor teacher for support throughout their first year. The Dyer campus had a retention rate of 88% for the 2017-2018 school year.

### **Staff Quality, Recruitment, and Retention Strengths**

- The teachers at Dyer Elementary hold state teaching certificates that include ESL, these certificates meet all state and local guidelines.
- Staff Development is provided to address the needs of our students and staff.
- Teachers are encouraged to attend meaningful workshops throughout the school year and summer and to present what they have learned to their fellow teachers.
- Classroom teachers collaborate weekly and on “Blue Days” to plan both vertically and horizontally using the TEKS Resource System.
- The end of the reporting period “Blue Day” meetings allow teachers to use the TEKS Resource System and their grade level/classroom data to plan based on student needs.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

As a district we use the TEKS Resource System, TEKS and ELPS curriculum guide. We have horizontal and vertical meetings to plan instruction regularly. We are using the 9-week assessment and Benchmarks each nine weeks to keep us in line with the relevance and rigor of instruction throughout the district. Teachers are implementing the curriculum with fidelity. 9-week assessment, Benchmarks, TPRI and DRA results are used to identify students who are struggling and guide instruction. Student progress is tracked through a variety of sources, including Data Binders to progress monitor. Teachers use grade level and individually created assessments to guide planning in alignment with the TEKS resource system.

### **Curriculum, Instruction, and Assessment Strengths**

- Eduphoria continues to be a positive tool for the collection of student data and a resource for planning and curriculum alignment to the TEKS across the campus/district.
- 9-week assessment, Benchmarks, and DRA assessments help identify students who are struggling. We have been allotted time for data digs on blue days, which has proven beneficial due to the allowance of time for reflection and sharing. We have made adjustments to our 9-week assessment that have made them much more manageable and beneficial.
- Having “I will” and “we will” statements posted captures interest and makes content relevant to the students in each classroom. It gains interests and student involvement.
- SRA has been a resource used for struggling readers as a direct reading program. The purchase and implementation of these materials has proven to be effective for reading growth.
- We have added intervention kits in the workroom for teachers to grab and use at their convenience.
- Backpack Blessings, the Watch DOGS program, the Tinker Yard Community Build, Open House and family nights invite the opportunity for parent involvement and student support.
- We began Genius Hour and the students are invited to explore their passions on Fridays for one hour.
- We have added bilingual staff to help support our dual language students.
- The implementation of T-Tess goals has allowed teachers to set and monitor professional goals to benefit student achievement.

## Family and Community Involvement

### Family and Community Involvement Summary

Parents, family, and community members have a variety of opportunities to be involved with at Dyer Elementary. Our staff members continue to welcome involvement throughout the school year, emphasizing the importance of the home-school relationship in regards to our students' overall success. Teachers and staff expect parents to remain involved throughout the year by actively participating in parent/teacher conferences, volunteering in various positions and organizations, and celebrating special events during and after school hours. Teachers and staff communicate with parents through campus, teacher, and district newsletters, websites, and social media accounts. Overall, parents feel welcome and involved at Hattie Dyer Elementary.

### Family and Community Involvement Strengths

- Teachers communicate with parents weekly by sending home a newsletter and updating their district websites. '
- A monthly campus newsletter is sent home, containing important information from the campus principal, special areas teachers, school nurse, interventionists, and the school counselor.
- Dyer Elementary uses a Facebook Page and School Messenger to inform family and community members of upcoming events.
- Watch D.O.G.s continues to be implemented across the campus, with opportunities for father figures to regularly volunteer and interact with students.
- Family and community members are afforded the opportunity to volunteer in classrooms, accompany students on field trips, participate in fundraisers, assist with class parties, and volunteer for events such as Field Day and Career Day.
- There is a police presence on campus from the local police department.
- Fire departments from Krum, as well as Denton, provide programs for the students annually.
- Dyer partners with local community members to provide students the opportunity to receive resources from Feeding Krum Kids.
- The local dentist office provides presentations and cleanings yearly during Dental Health Month.
- Campus safety patrol participates in community service projects and the local Christmas parade.
- Third grade students visit a variety of businesses during the spring semester on a community field trip.
- Three parents, a business owner, and community member are part of our Campus Improvement Team that meets periodically throughout the school year.
- A family math/science night is held each year in the spring semester to provide parents with ideas and suggestions for supporting their child(ren) at home.
- Dual language program nights are held twice per year to assist parents in supporting their child(ren) that participate in this program.
- Adult ELL classes are offered weekly on campus.
- Campus-wide genius hour is held weekly with requests for parents and community members to volunteer and showcase their skills in specific areas.

## **School Context and Organization**

### **School Context and Organization Summary**

Dyer Elementary's primary focus is on meeting the needs of our students. This starts before school begins with the creation of school-wide expectations, master schedules, duty rosters, and campus improvement planning. The master schedule encompasses large chunks of time allotted to classroom instruction so that maximum effectiveness is not interrupted with too many transitions. Within the master schedule is a time set for each classroom to have tutorial time built in. During this time, there is no new instruction being taught. The master schedule includes a dedicated WIN time that will be used specifically for tutoring and make up work. There is a built in small group reading instruction added to the schedule, as well. In addition to informing parents of what is happening at our school, the campus principal also sends out a weekly newsletter to the teachers in order to keep them informed.

### **School Context and Organization Strengths**

- Teachers use Eduphoria and ESped to track student data throughout the school year. They use it to desegregate data from assessments and to help with the documentation process for at risk students. Based on needs of our students our campus provides tutoring opportunities to support student learning.
- Classroom teacher schedules have a built in tutoring time for all students.
- The teacher handbook is reviewed at the beginning of the year and includes necessary schedules, procedures, and expectations.
- Master schedules allow flexibility for growth of students through inclusion support and pull-out programs (dyslexia, reading and math interventions, speech, and GT).
- Before school tutoring programs to support different student populations.
- Dual Language teachers follow the Gomez and Gomez model of instruction.
- Through the weekly meetings, teachers and staff are able to evaluate and collaborate lessons, student achievement, and areas of strength and weaknesses.

# Technology

## Technology Summary

District expectations state that technology is accessible and continuously used by staff, faculty, and students. This technology is to advance current curriculum while expanding individualized instruction. We have two computer labs; one for special areas and one for teachers to sign up and use with their classes. Teachers have access to Smartboards or Apple TV's, computers, a document camera, and a Chromebook. Students have desktops and Chromebooks in the classrooms and iPads available for limited access. Dual language students have additional Chromebooks that are available on a daily basis. To further enhance student learning our campus would be greatly impacted by the addition of ChromeBooks and iPads.

## Technology Strengths

- Existing technology is used on a daily basis (i.e. computer labs, ChromeBooks, iPads, and Smartboards)
- Student and teacher materials for instruction are available online through purchased software which is also used on a daily basis at home and at school. This includes current textbooks and supplemental instructional programs. We were able this year to purchase many of the programs requested by the teachers the previous year.
- We have teachers on campus with rich technology foundations.
- Students utilize support programs for enrichment, drill and practice, remediation, and review in almost every subject.
- Expanded the technology in our innovative space. The innovative space has ChromeBooks, iPads, and robots. We have multiple Dash, Dot, and Spero robots.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: By May 2019 Hattie Dyer Elementary students will show 10% improvement in exceeding state testing standards through a well-balanced curriculum and providing enhanced learning opportunities to all students.**

**Performance Objective 1:** By May 2019, all 2nd and 3rd grade students and student groups will show progress on state and local assessments.

**Evaluation Data Source(s) 1:** Data from STAAR for 3rd and TPRI for 2nd grade, DRA assessments, and 9 Weeks Exams





## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 1) A print rich environment will be maintained in each classroom, including the utilization of word walls and vocabulary.	Teachers, Principal	Principal Observation				
Funding Sources: 199-local funds (campus budget) - 500.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 2) Provide intervention for students in need of additional support through tutoring, PLC meetings, and RtI.	Teachers, Counselor, Principal, Intervention Specialist	Meeting/progress documentation, Tutoring records				
<b>Critical Success Factors</b> CSF 1 CSF 7 3) Continue using TEKS Resource System tools and alignment, post objectives in the classroom, and ensure vocabulary is posted.	Teachers, Principal	Observation, Alignment				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 4) Utilize department head for alignment support, implementation of effective instruction, and creation of CBAs.	Department head	Alignment, Teacher surveys				
Funding Sources: 199 - District Budget - 2000.00						



<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Continue to focus on using data from assessments and benchmarks to guide instruction and better identify student needs (including fluency probes and reading diagnostic tools).</p>	Principal, Teachers	Assessment data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Follow the standards/requirements for communicating and measuring reading levels, and continue to train and refresh teacher on the DRA assessment process.</p>	Teachers, Principal	Student growth				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>7) Team meetings and staff training will focus on reading and professional sharing to build capacity for providing individualized instruction in the reading classroom.</p>	Teachers, Principal	Agenda, Sign in sheets				
	Funding Sources: 255 - Title II - 500.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) All students in 2nd and 3rd grade will receive small group reading instruction and will have leveled readers sent home each night.</p>	Teachers, Principal, Reading specialist	Reading level progress				
	Funding Sources: 199-local funds (campus budget) - 500.00					
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Provide each math teacher with materials needed to teach math concepts using a meaningful hands-on approach.</p>	Teachers, Principal	Increased student engagement and success				
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Expand math-based literature available for classroom use.</p>	Teachers, Librarian, Principal	Observation, Purchase records				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Team meetings will focus on math staff development and professional sharing to build capacity for providing individualized instruction in the math classroom.</p>	Principal	Agendas, Sign in sheets				
<p><b>Critical Success Factors</b> CSF 2</p> <p>12) Teachers will maintain a writing portfolio for each student with samples being taken a minimum of three times each year.</p>	Teachers	Individual student folders				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>13) Teachers will provide a minimum of 30 minutes of writing instruction daily while ensuring it takes place in all subject areas.</p>	Teachers, Principal	Lesson plans, Student improvement				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Teachers will participate in staff development opportunities for writing.</p>	Teachers, Principal	Student improvement				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>15) Continue to highlight student writing with hallway display, and brag tags from the principal for high quality writing.</p>	Teachers, Principal	Student work				
	Funding Sources: 199-local funds (campus budget) - 100.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>16) Utilize Stemsscopes in the teaching of science concepts to engage students in a meaningful, hands-on approach -- purchase additional Stemsscopes refill kits.</p>	Teachers, Department head, Principal	Lesson Plans, Purchase orders				
	Funding Sources: 199-local funds (campus budget) - 800.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>17) Integrate science and social studies into the reading and math curriculum - -expand leveled library to improve selection of non-fiction readers.</p>	Teachers, Department head, Principal	Lesson Plans				
	Funding Sources: 199 - State Comp Ed - 1000.00					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>18) Continue developing and utilizing a science lab.</p>	Teachers, Department head, Principal	Completed room, Sign up records				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>19) Provide on-site interactive field trips (i.e.planetarium, Ben Franklin, Critter Man, WFAA Weather Wise, TX Wildlife Association, Denton County Historical Museum, etc.)</p>	Department head, Principal	Student engagement, Student work				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) Provide students with weekly non-fiction magazines (Scholastic News), and math resource books.</p>	Teachers, Department head, Principal	Student achievement				
	Funding Sources: 199-local funds (campus budget) - 2000.00					


<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>21) Refine and utilize a common vocabulary in each core subject area to improve understanding of basic concepts across the curriculum. (TEKSRS)</p>	<p>Teachers, Principal</p>	<p>Vocabulary lists, Lesson plans</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2: 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 5 1) Parents will be notified and regularly reminded that the instructional day begins at 8:05 and ends at 3:35 (drop-off allowed at 7:15)	Principal, Teachers	Variety of communication tools				
<b>Critical Success Factors</b> CSF 4 CSF 5 2) Office will call parents if a student has been absent two consecutive days without contact.	Attendance clerk	Phone log				
<b>Critical Success Factors</b> CSF 4 3) PEIMS clerk will monitor absences and send necessary warning letters home.	PEIMS clerk	Log, Letters				
<b>Critical Success Factors</b> CSF 4 CSF 6 4) Students with perfect attendance will be rewarded with an attendance brag tag each six weeks, as well as a field trip at the end of the year.	Attendance clerk, PEIMS clerk, Principal	Attendance records				
		Funding Sources: 199-local funds (campus budget) - 1000.00				
						

**Goal 3: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Continue to make two computer labs available on a daily basis for classroom teacher use.	Teachers, Principal	Records of use				
<b>Critical Success Factors</b> CSF 1 2) Use classroom technology on a daily basis as an instructional tool (iPads/Chromebooks).	Teachers, Principal	Lesson plans, Records of use				
Funding Sources: 199 - District Budget - 5000.00						
<b>Critical Success Factors</b> CSF 1 CSF 6 3) Implement Genius Hour to facilitate critical and creative thinking, problem solving, and student engagement and investment in their own education.	All staff	Student engagement and achievement, Attendance				
<b>Critical Success Factors</b> CSF 1 CSF 6 4) Expand innovative instructional spaces, to include an outdoor learning space.	Teachers, Principal	Student engagement and achievement, Attendance				
Funding Sources: 199-local funds (campus budget) - 5000.00						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 5) Provide on-site field trips through Mobile Ed.	Teachers, Principal	Student achievement through experiences				
Funding Sources: 199-local funds (campus budget) - 1000.00						

**Goal 3:** Hattie Dyer Elementary is committed to increasing student academic achievement and engagement.

**Performance Objective 2:** Ensure that each student has equal access to a high quality educational program.

**Evaluation Data Source(s) 2:** Student group performance on STAAR math and reading

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Programs and instructional materials will be scientifically proven to be effective. (TEKSRS)</p>	Principal, Teachers	Lesson plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)</p>	Principal, Teachers	Lesson plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Utilize assessment and benchmark data to measure and monitor mastery of TEKS and inform instruction.</p>	Teachers, Specialists, Department heads, Principal	Data, Lesson plans, Teacher written data, Analysis				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Emphasize word meaning, problem-solving and summarization throughout curriculum. (Word Wall)</p>	Teachers	Lesson plans				
	Funding Sources: 199-local funds (campus budget) - 500.00					
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Refine and utilize a common vocabulary in each core subject area to improve understanding of basic concepts across the curriculum. (TEKSRS)</p>	Teachers	Vocabulary lists, Lesson plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) All core subject teachers will be ESL certified.</p>	Principal, Teachers	Record of certifications				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) Conduct recruitment activities to ensure highly qualified personnel can be hired for all positions. Activities to include participating in job fairs and posting vacancies in multiple sites/organizations.</p>	Principal	List of activities				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>8) Continue requiring that all instructional aides pass testing requirements for highly qualified and be evaluated with the Instructional Support Inventory.</p>	Principal	Testing records				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) 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.</p>	Counselor, Principal	Schedule, Teacher and parent surveys, student perception				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>10) Provide a variety of resources to improve quality of instruction in all content areas including; hands-on, interactive, and technology resources.</p>	Principal, Teachers	Student achievement, engagement, and attendance				

Funding Sources: 199-local funds (campus budget) - 500.00

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 4: 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Continue to make two computer labs available on a daily basis for classroom teacher use.</p>	Teachers, Computer teacher, Principal	Records of use				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Use classroom technology on a daily basis as an instructional tool, and purchase additional iPads and/or Chromebooks in order to give each classroom teacher a set of 5 for small groups and daily use.</p>	Teachers, Principal	Record of use and purchase				
<p>3) Conduct State testing online as available (i.e. TELPAS).</p>	Teachers, Principal, Campus testing coordinator	Records of participation				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Teachers will participate in district training related to technology and technology integration as available.</p>	Teachers	Records of participation				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Students will use web based computer programs to reinforce concepts for all subject areas.</p>	Principal , Teachers	Records of use				
		Funding Sources: 199-local funds (campus budget) - 3500.00				



System Safeguard Strategy	Teachers	Student improvement				
<b>Critical Success Factors</b> CSF 1  6) Utilize web-based program Reading A to Z to improve guided reading instruction. Include the addition of Reading A-Z for ELLs.	Funding Sources: 199 - District Budget - 2000.00					
	7) Add Reflex Math, a web-based math program, to improve student mastery of math facts and basic number sense.	Teachers, Principal	Student mastery of math facts			
8) Purchase headphones for technology integration in classrooms.	Funding Sources: 199 - District Budget - 3000.00					
		Principal, Computer Teacher	Student use			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 4:** 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Enter grades into the district electronic grade book weekly as outlined by district.</p>	Teachers	Grade book data				
<p>2) Report attendance each day electronically.</p>	Attendance Clerk, Principal	Office Records				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Use email regularly and appropriately to communicate with parents, colleagues, and others.</p>	All Staff	Records of communication				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Use a messaging service to send information via text message (Remind 101)</p>	Teachers, Principal	Parent sign ups				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Update classroom web pages on a weekly basis.</p>	Teachers, Principal	Website visits				
<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Campus events and activities will be advertised on the campus web page, Facebook and Twitter pages.</p>	Principal, Secretary	Website visits				
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Add additional camera to the playground surveillance system.</p>	Technology department, Maintenance department, Principal	Added security measure				
Funding Sources: 199 - District Budget - 800.00						







**Goal 5: Hattie 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS)</p>	Principal, Teachers	Lesson Plans, Benchmark and CBA results				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Emphasize word meaning, problem-solving, and summarization throughout curriculum.</p>	Teachers, Principal	working word wall, lesson plans, observations				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for ELL students.</p>	Principal, Teachers	Record of certifications, instruction, observations, lesson plans				
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>4) All classroom teachers will be properly trained for state assessments (i.e. TELPAS, STAAR, TPRI).</p>	Principal, Counselor, District Testing Coordinator	Training records				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Provide before school tutorials for struggling students</p>	Principal, Teachers	Increased student achievement				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>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.</p>	Principal, Teachers	Utilization of time with students, improved student success in the classroom				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>7) Individual student needs will be the priority in planning for the variety of Special Education services that will be needed (i.e. resource, co-teaching, inclusion).</p>	<p>Principal, District Administration, Teachers</p>	<p>Student success</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





**Goal 6: Hattie 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:** Student group performance on STAAR math and reading

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Continue to implement Response to Intervention (RtI) for intense student intervention and as part of the special education and dyslexia referral processes.</p>	Principal, Counselor, RtI Team	RtI Records, Referral Records				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Identify and serve students who qualified for dyslexic services using the Multisensory Teaching Approach (MTA).</p>	Dyslexia Teacher, Principal, Counselor	Record of Participation				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Continue to implement the Co Teaching model, and provide professional development for the partnership between the regular classroom/inclusion/special education teachers</p>	Principal, Special education teacher, Teachers	Record of Participation, student success				
	Funding Sources: 255 - Title II - 500.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>4) Make You've Got Mail available to students in need during the summer</p>	Principal, Teachers	Records of Participation				
	Funding Sources: 199 - State Comp Ed - 2400.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Provide STAAR tutoring for struggling students in the areas of reading and math.</p>	Principal, Teachers	Records of Participation				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Morning tutoring to provide additional acceleration for students in need of assistance.</p>	Principal, Teachers	Increase in student progress				

<b>Critical Success Factors</b> CSF 1  7) Continue to provide Reading Intervention Teacher for students struggling in reading	Principal	Records of participation				
	Funding Sources: 199 - State Comp Ed - 48000.00					
<b>Critical Success Factors</b> CSF 1  8) Continue to provide Math Intervention Teacher for students struggling in math	Principal	Records of participation				
	Funding Sources: 211 - Title I Part A - 48000.00					
<b>Critical Success Factors</b> CSF 1 CSF 4  9) Provide a Spanish intervention paraprofessional for our growing population of struggling Spanish students in the Dual Language program	Asst. Supt., Principal	Improved student achievement for the Spanish dominant population.				
	Funding Sources: 199 - District Budget - 20000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 6:** Hattie 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:** Student group performance on STAAR math and reading

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Continue to implement Response to Intervention (RtI) to provide intense intervention and as part of the special education referral process.</p>	Principal, Counselor, RtI team	RtI records, referral records				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide for regular and on-going communication between ESL, special education, support staff and regular education teachers.</p>	Teachers, Principal	Lesson Plans, Schedules				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Support the Dual-Language program for qualifying students (Gomez and Gomez model) through supplies and ongoing training.</p>	Principal, Dual Language teachers, Dual Language coordinator	Student achievement				
Funding Sources: 263 - Title III - 5000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide special education services for qualifying students.</p>	Principal, SPED teacher	PEIMS				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>5) Identify and serve students who qualify for gifted and talented services through pull out GT programming.</p>	GT teacher, Principal, Counselor	Record of participation, assessment logs				
Funding Sources: 199 - District Budget - 0.00						



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) Provide professional development for the partnership between the regular classroom/inclusion/special education. 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.</p>	<p>Principal, SPED teacher, Inclusion teacher, Special programs coordinator Dual Language teachers</p>	<p>Records of participation, Increased student success and teacher effectiveness</p>				
<p>Funding Sources: 199 - District Budget - 1000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Purchase additional SRA kits and workbooks to maximize the effectiveness of this successful intervention.</p>	<p>Principal, Special Education teachers</p>	<p>Student progress</p>				
<p>Funding Sources: 199 - District Budget - 2400.00</p>						
<p>8) Increase the support of Dual Language teachers and learners by providing the ELL supplement for Reading A-Z in order to accurately and efficiently assess ELL student reading progress.</p>	<p>Principal, Dual Language teachers, Dual Language Coordinator</p>	<p>Successful student progress monitoring.</p>				
<p>Funding Sources: 263 - Title III - 500.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 7: Hattie Dyer Elementary will maintain a positive school climate, and the address concerns of learners, parents, and faculty.**

**Performance Objective 1:** Provide a safe, welcoming, and supportive environment for students and staff

**Evaluation Data Source(s) 1:** Incident Reports, Parent Surveys

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Conduct Standard Response Protocol monthly emergency drills (fire, evacuate, lock-out, lock-down, safe shelter in place)	Principal	Record of drills				
<b>Critical Success Factors</b> CSF 6 2) All campus visitors and volunteers will register on the office computer.	Office Staff	Computer Records				
	Funding Sources: 199-local funds (campus budget) - 200.00					
<b>Critical Success Factors</b> CSF 6 3) All campus presenters and volunteers will pass a criminal history background check.	Office Staff	Records of Background Checks				
<b>Critical Success Factors</b> CSF 6 4) Provide staff with training in CPR, Heimlich, use of an EpiPen, use of two-way radios, use of AED, and safe handling of bodily fluids.	Principal, Teachers, Nurse	Agenda, Record of Participation				
<b>Critical Success Factors</b> CSF 6 5) Paint the inside of the building; classrooms.	Maintenance department, Principal	Clean, welcoming environment				





## Goal 8: Hattie Dyer Elementary will provide opportunities for increased parent and community involvement.

**Performance Objective 1:** Keep community informed of campus events and activities.

**Evaluation Data Source(s) 1:** Samples of Communication

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monthly campus newsletter will be posted on the campus web page, sent home to parents, and placed on the campus Facebook page.</p>	Principal, Office Staff	Monthly Newsletters				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Accountability results will be posted on the campus web page.</p>	Principal, District Public Information Officer	Web Page				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Campus events will be advertised on the school marquee, on Facebook page, in newsletters, specific notes home, and in the local newspaper at a minimum.</p>	Principal , Office Staff	Newspaper clippings, newsletters, announcements				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Teachers will send home a weekly classroom newsletter.</p>	Teachers, Principal	Copy of weekly newsletters				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Communication to parents will be in home language of English or Spanish.</p>	Principal, Teachers	Samples of notes				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Informational parent meetings will be held to discuss the Title I program and grade level TEKS/STAAR.</p>	Principal	Sign-in Sheets, Agendas				
		Funding Sources: 211 - Title I Part A - 200.00, 199-local funds (campus budget) - 250.00				

<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  7) Family Nights will be offered in the core academic areas of reading and math.	Principal, Teachers	Sign-in Sheets				
	Funding Sources: 211 - Title I Part A - 800.00					
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  8) Teachers will meet with each parent to discuss student progress.	Teachers, Principal	Classroom Sign-in Sheets				
	Funding Sources: 199-local funds (campus budget) - 300.00					
<b>Critical Success Factors</b> CSF 5 CSF 6  9) Maintain the Watch DOGS program at Dyer.	Counselor, Principal	Sign in Sheet, Watch DOGS Calendar				
	Funding Sources: 199-local funds (campus budget) - 300.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

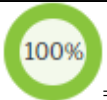



**Goal 9: Hattie Dyer Elementary will continue to develop and maintain a safe environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.**

**Performance Objective 1:** Provide a safe and supportive environment for students and staff

**Evaluation Data Source(s) 1:** Implement policies and programs to promote safety and healthy living.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Conduct Standard Response Protocol monthly emergency drills (fire, evacuate, lock-out, lock-down, shelter in place)</p>	Principal, Office Staff	Records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) All campus presenters and volunteers will pass a criminal history background check.</p>	Principal, Office Staff	Approved volunteer List				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) All campus visitors and volunteers will register on the office computer.</p>	Office Staff, Principal	Records				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Continue to implement and expand on the campus health curriculum.</p>	Principal, Teachers, Nurse, PE Teacher, Cafeteria Mgt.	Minutes of Mtgs., PE Lesson plans, log of events extending the curriculum				
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Encourage healthy choices (Jump Rope for Heart, Nutritional Information, SHAC, etc)</p>	Principal, Teachers, PE Teacher, Cafeteria Mgt., Nurse	Fitness Gram, log of events and activities, lesson plans				
Funding Sources: 199-local funds (campus budget) - 350.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Recognize Students/Educators of the Month at School Board Meeting</p>	Principal	List of students/educators				
Funding Sources: 199 - District Budget - 200.00						

<b>Critical Success Factors</b> CSF 5 CSF 6  7) 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.	Principal, Office Staff, Teachers	Records of events				
	Funding Sources: 461-Principals Fund - 600.00					
<b>Critical Success Factors</b> CSF 1 CSF 6  8) Provide student incentives to encourage high attendance, high grades, and good citizenship (Brag Tags, Perfect Attendance Field Trip, etc)	Principal, Counselor	Purchase records, Attendance records, Student achievement				
	Funding Sources: 199-local funds (campus budget) - 2000.00					
<b>Critical Success Factors</b> CSF 1 CSF 6  9) Implement a character education program for all students.	Counselor	Student behavior				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
<b>Critical Success Factors</b> CSF 6  10) Implement Leadership Academy campus-wide, and continue Safety Patrol for third graders.	Teachers, Counselor, Principal	Student behavior				
	Funding Sources: 199-local funds (campus budget) - 500.00					
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  11) Continue to implement CHAMPS for school-wide behavior support.	All staff	Student behavior				
<b>Critical Success Factors</b> CSF 5 CSF 6  12) Promote making healthy choices through Red Ribbon Week activities and extensions throughout the year.	Counselor, Teachers	Student participation				
	Funding Sources: 199-local funds (campus budget) - 400.00					
13) Hire full-time PE paraprofessional for management and safety of 40+ students in the detached gym.	Superintendent, Principal	Improved safety and decreased incidents during PE- increase in learning time				
	Funding Sources: 199 - District Budget - 15000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





**Goal 10: All Hattie Dyer Elementary teachers will continue to be 100% highly qualified.**

**Performance Objective 1:** Assure that all students are taught by personnel who are highly qualified to meet the needs of the students they teach.

**Evaluation Data Source(s) 1:** Review all professional staff upon hire and recommend only those who are highly qualified for the position he/she is applying for.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Analyze data from all teacher certifications, testing, staff development, and service records to ensure that all teachers meet highly qualified status</p>	Principal, Asst. Superintendent	Personnel files, Professional Development records, Teacher interviews				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue with teacher mentoring system in order to retain highly qualified staff</p>	Principal, Teachers	Mentor assignments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing.</p>	Campus Principal, Assistant Supt.	Number of teachers with GT and ESL certifications, Professional Development records				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas</p>	Principal, Asst. Supt.	Personnel files, Campus demographics				
<p><b>Critical Success Factors</b> CSF 7</p> <p>5) Conduct recruitment activities to ensure highly qualified personnel can be hired for all positions. Activities to include participating in job fairs and posting vacancies in multiple sites/organizations.</p>	Principal, Asst. Supt.	List of activities				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>6) Continue requiring that all instructional aides pass testing requirements for highly qualified and be evaluated with the Instructional Support Inventory.</p>	Principal, Asst. Supt.	Testing records				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) Teachers will receive STAAR and TELPAS training.</p>	Principal, Counselor	Sign-in sheets, Certificates				
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>8) Administration will prioritize hiring a diverse and bilingual staff.</p>						
<p align="center">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						



**Goal 10:** All Hattie Dyer Elementary teachers will continue to be 100% highly qualified.

**Performance Objective 2:** To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district will contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

**Evaluation Data Source(s) 2:** District signed contract

**Summative Evaluation 2:**

**Goal 11: Hattie Dyer Elementary will provide character education for all students.**

**Performance Objective 1:** Students will demonstrate positive attitudes and good character daily.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students will have access to the counselor for social and emotional concerns (individual and small group).</p>	Counselor					
Funding Sources: 199-local funds (campus budget) - 300.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Recognize Students/Educators of the Month at School Board Meeting</p>	Principal	List of students/educators				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) 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.</p>	Principal, Office Staff, Teachers	Records of events				
Funding Sources: 461-Principals Fund - 600.00						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Provide student incentives to encourage high attendance, high grades, and good citizenship (Brag Tags, Perfect Attendance Field Trip, etc)</p>	Principal, Counselor	Purchase records, Attendance records, Student achievement				
<p>Funding Sources: 199-local funds (campus budget) - 1500.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Implement a character education program for all students.</p>	Counselor	Student behavior				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Continue to implement CHAMPS for school-wide behavior support.</p>	All staff	Student behavior				

 = Accomplished     
  = Continue/Modify     
  = No Progress     
  = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	A print rich environment will be maintained in each classroom, including the utilization of word walls and vocabulary.
3	2	10	Provide a variety of resources to improve quality of instruction in all content areas including; hands-on, interactive, and technology resources.
4	1	6	Utilize web-based program Reading A to Z to improve guided reading instruction. Include the addition of Reading A-Z for ELLs.
10	1	4	Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas
10	1	8	Administration will prioritize hiring a diverse and bilingual staff.

# State Compensatory

## Personnel for Hattie Dyer Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Schertz	Teacher	Reading Intervention	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Hurlbut	Teacher	Math Intervention	1

# Campus Funding Summary

<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	17	Leveled books		\$1,000.00
6	1	4	Supplies and teacher pay		\$2,400.00
6	1	7	Reading Intervention Salary		\$48,000.00
<b>Sub-Total</b>					\$51,400.00
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	8	Math Intervention Salary		\$48,000.00
8	1	6	Supplies		\$200.00
8	1	7	Supplies		\$800.00
<b>Sub-Total</b>					\$49,000.00
<b>255 - Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Supplies and Resources		\$500.00
6	1	3	training needs		\$500.00
<b>Sub-Total</b>					\$1,000.00
<b>263 - Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	2	3	program training		\$5,000.00
6	2	8	ELL Reading A-Z Supplement		\$500.00
<b>Sub-Total</b>					\$5,500.00
<b>199-local funds (campus budget)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Paper, Toner		\$500.00
1	1	8	classroom resources and tools		\$500.00

1	1	10	math literature		\$1,000.00
1	1	15	writing brag tags		\$100.00
1	1	16	Kit Refills		\$800.00
1	1	19	interactive field trips		\$1,000.00
1	1	20	Scholastic News, Math resource books		\$2,000.00
2	1	4	brag tags, field trip		\$1,000.00
3	1	4	Materials for outdoor learning space- grant if awarded		\$5,000.00
3	1	5	field trip cost		\$1,000.00
3	2	4	General Supplies		\$500.00
3	2	9	Character Ed resources, brag tags		\$500.00
4	1	5	Subscriptions already in place prior to this school year.		\$3,500.00
7	1	2	Badges		\$200.00
8	1	6	Refreshments		\$250.00
8	1	9	Registration		\$300.00
9	1	5	PE resources, brag tags		\$350.00
9	1	8	Student incentives		\$2,000.00
9	1	9	Character Ed resources, brag tags		\$1,000.00
9	1	10	Safety Patrol supplies, books for Leadership Academy		\$500.00
9	1	12	drug free brag tags, assembly		\$400.00
11	1	1	counselor supplies		\$300.00
11	1	4	Student incentives		\$1,500.00
<b>Sub-Total</b>					\$24,200.00
<b>461-Principals Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
9	1	7	Fees		\$600.00
11	1	3	Fees		\$600.00
<b>Sub-Total</b>					\$1,200.00
<b>199 - District Budget</b>					



Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Department head stipend		\$2,000.00
3	1	2	additional i-Pads and Chromebooks		\$5,000.00
4	1	2	Ipads/Tablets		\$8,800.00
4	1	6	Subscription to both, ELL from Title 3?		\$2,000.00
4	1	7	Web-based math program; Reflex		\$3,000.00
4	1	8	headphones		\$300.00
4	2	7	camera- Sprague has it in his plan		\$800.00
6	1	9	Paraprofessional		\$20,000.00
6	2	5	Teacher Salary		\$0.00
6	2	6	training		\$1,000.00
6	2	7	SRA Kits		\$2,400.00
9	1	6	Awards		\$200.00
9	1	13	Paraprofessional		\$15,000.00
<b>Sub-Total</b>					\$60,500.00
<b>Grand Total</b>					\$192,800.00