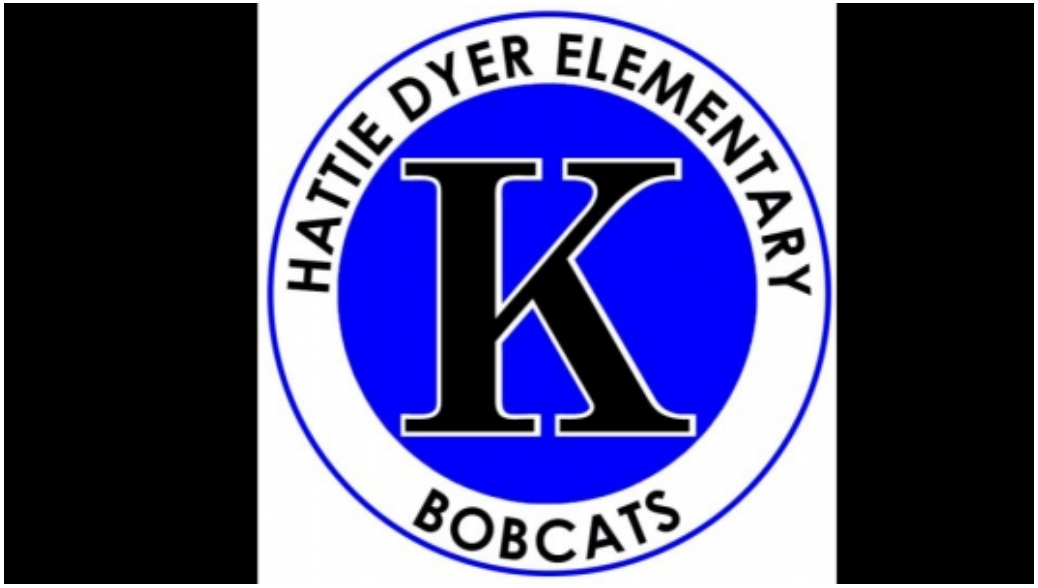
Krum Independent School District

Hattie Dyer Elementary

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hattie Dyer Elementary is located at 304 N. 3rd St in Krum, Texas. Our growing 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, and is forecasted to see a dramatic increase in homes and families over the next several years. New neighborhoods are currently being added annually. We currently have 374 students, in grades 2-5.

Our racial demographics during the 2022-23 school year, consisted of; 55.62% White students, 40.12% Hispanic, .91% African American, .3% American Indian/Alaskan Native, and 2.13% Two or More Races. Our Economically Disadvantaged percentage was 40.12% and percentage of Emergent Bilingual Students was 20.67%. The percentage of students served under Special Education was 17.93%, and At-Risk was 52.89%. The number of students with excessive misbehaviors is not a concern.

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

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

Demographics Strengths

- Bilingual Paraprofessionals to support our Emergent Bilingual students
- Paraprofessionals who support our students who need in class support for Special Education
- Students who are Emergent Bilingual are placed in the classrooms of ESL certified teachers. Almost 100% of the teaching staff is ESL certified, and the two who are not will be by the end of this year.
- We have one Reading Intervention Teacher and one 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 recieve targeted intervention without missing new instruction.
- GT services are provided for students who have qualified.
- 3 Special Education teachers
- School Counselor provides responsive services, as well as character lessons with each class every month.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students in 3rd grade are performing lower than the state targets on the STAAR Math assessments. **Root Cause:** In spite of the work that has been poured into improving instruction and data analysis, 1) the lack of student exposure to math, counting, money, telling time in the home, and 2) lack of parental resources and understanding of how to support at home. Students struggle with problem solving and turning math word problems into an equation that they can then solve.

Problem Statement 2 (Prioritized): Students who are Emergent Bilingual and/or Economically Disadvantaged 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 Learning

Student Learning Summary

Our current summary is unique, and connected to multiple years. Until the 2019-20 school year, we were only a 2nd and 3rd grade campus. Our 3rd graders were not performing at the level expected, and we ended the 18-19 school year in Comprehensive Improvement with an overall F rating. We realigned in 19-20, and became a 2nd-5th grade campus. COVID prevented us from assessing students in 2019-20, but the work we had begun was showing our students were going to be successful on the STAAR tests. Our STAAR scores in 2020-21 recorded the hits taken in education from the shut-downs, quarantines, and online learning that took place in 2019-20. Our scores did not change much from the 18-19 school year, which is indicative of the hard work poured into our students as teachers attempted to close unprecedented gaps, and overcome like obstacles. During the 2021-22 school year, our hard work was validated by improved student learning. We received a campus rating of B, with an overall score of 87. During the 2022-23 & 2023-24 school year, our scores remained stable, however the accountability system has been adjusted again and TEA has not released rating due to a lawsuit. Our scores will, no doubt, be strong again this school year. We will continue to keep our expectations for excellence and maintain a climate of goal-setting.

Student assessment data is collected in a number of ways throughout the year. Teachers give regular aligned assessments, as well as unit assessments. The aligned assessments help to inform teacher instruction based on student mastery, or lack thereof. Aligned assessments are discussed during DDI (Data Driven Instruction) meetings every 3 weeks, and guide WIN (what I need) time across each grade level. Students are grouped according to strengths and weaknesses during WIN Time to improve academic achievement of all students. We will continue closely monitoring Special Education students, Emergent Bilinguals, and Economically Disadvantaged Learners to address their growth throughout the year. Interim Assessments are used as a benchmark two times during the school year. Student reading levels are assessed regularly and reported three times during the school year. EB students are also assessed with TELPAS, annually.

Attendance rates have been fairly strong at Dyer, but definitely have room to improve. At the time of this update, September 3rd, 2024, the average daily attendance rate is 97.71%.

Student Learning Strengths

- We have highly qualified teachers in place to support students and the need for intervention, acceleration, and enrichment.
- We added two instructional coaches this year to support Tier 1 instruction.
- We have acceleration programs in place to ensure strategies are designed to improve student performance including; inclusion services, tutorials, reading & math intervention provided in the classroom, guided reading groups, SRA, MTA, Reading Horizons, and teacher formative and summative assessments.
- Processes are in place and are always being reexamined to help identify and meeting the needs of our struggling students based on performance indicators; PLCs, DDI, ARDs, RtI, 504, etc.
- Implementation of teaching strategies to enhance the learning of EB's in all classrooms. Teachers ensure ELPs are implemented, and utilize them when writing classroom objectives to ensure all needs of EB populations are being met.
- We have implemented intervention time with WIN time to meet the needs of all students that prevents them from missing new instruction.
- All ELAR teachers conduct small group guided reading on a daily basis.

- We have purchased StemScopes Math to support math instruction and vertical alignment, as well as ensuring the instruction is high quality.

- Math teachers provide small group instruction during their math blocks
- Teachers are assigned to content areas based on their own strengths and desires, resulting in increased teacher enthusiasm related to instruction.
- Last year, we had a Math Coach support our third grade math teachers.
- We adopted a new science curriculum this year, STEMScopes, which provides curriculum with up to date TEKS, incorporates progress monitoring, and cross curricular activities.
- Specials teacher support learning through Music and STEAM.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd grade are performing lower than the state targets on the STAAR Math assessments. **Root Cause:** In spite of the work that has been poured into improving instruction and data analysis, 1) the lack of student exposure to math, counting, money, telling time in the home, and 2) lack of parental resources and understanding of how to support at home. Students struggle with problem solving and turning math word problems into an equation that they can then solve.

Problem Statement 2 (Prioritized): Student performance in math needs to improve across all grade levels. **Root Cause:** During fundamental ages, children have been spending more time on technology and less time with problem solving or hands on activities. Families in poverty have fewer conversations about numbers and money, as well as fewer experiences with math in real life (i.e. cooking, piggy banks, etc.) Improvements have been made, but continued monitoring and targeted implementation remain necessary.

Problem Statement 3 (Prioritized): Students who are Emergent Bilingual and/or Economically Disadvantaged 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

School Processes & Programs

School Processes & Programs Summary

At Dyer Elementary, the teachers work collaboratively to implement high quality lessons and using TEKS Resource System as their scope and sequence. The inclusive and supportive practices in place have proven to be effective for all of our students; including those receive Special Education services, and language support.

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 Instructional Coaching. The development of teacher leaders is a prioritized focus area at this time.

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. Students are also held to a high standard of behavior and character, which is reviewed in 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 Dyer Way. Through these intentional efforts, student learning has increased, attendance is steadily rising, and behavior concerns have drastically decreased. We have campus initiatives, like thermometers for math accomplishments and a BINGO type board for progress in our computer program, Age of Learning. Students are rewarded for achieves and pushed to do well with competitive fun between grade levels.

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.

Teachers have weekly meetings; DDI, PLC, vertical, and horizontal planning. We have carved out time during Blue Days to provide professional development on targeted areas of need. These meetings are facilitated by the campus administrators and will target student progress through common assessments and regular, consistent data collection. WIN Time is driven by information from teacher DDI information to determine the student groups and instruction in WIN Time from week to week. Students also track their own progress through personal goal-setting that will be visited regularly. The campus administrators visit with each child in grades 3-5 to discuss their personal goals and progress. Instruction will be monitored regularly and effectively by the administrators.

School Processes & Programs Strengths

- PLCs and DDI Meetings are implemented consistently and effectively.
- Common assessments are created to monitor student progress throughout the grading periods.
- All teachers have their initial 30 hours of GT training.
- Most teachers are ESL Certified.
- All teachers maintain their TELPAS training, with or without current LEP students in their classrooms.
- RtI is effective and thorough, and we are always looking for ways to improve the processes and support to teachers.

- Lesson plans are submitted weekly and reviewed by the administrators.
- The staff at Dyer Elementary recognizes the need for relationship building. Students know they are valued and safe.
- Teachers are leaders for the district.
- A positive campus culture is a priority for the administration as well as faculty and staff.
- Instructional Coaches are available to support teachers in the classroom with lesson planning, instructional strategies, and resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in 3rd grade are performing lower than the state targets on the STAAR Math assessments. **Root Cause:** In spite of the work that has been poured into improving instruction and data analysis, 1) the lack of student exposure to math, counting, money, telling time in the home, and 2) lack of parental resources and understanding of how to support at home. Students struggle with problem solving and turning math word problems into an equation that they can then solve.

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

Problem Statement 3 (Prioritized): Student performance in math needs to improve across all grade levels. **Root Cause:** During fundamental ages, children have been spending more time on technology and less time with problem solving or hands on activities. Families in poverty have fewer conversations about numbers and money, as well as fewer experiences with math in real life (i.e. cooking, piggy banks, etc.) Improvements have been made, but continued monitoring and targeted implementation remain necessary.

Perceptions

Perceptions Summary

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

The school environment is focused on academic growth. Students feel safe and supported, and are excited to come to school. We serve the needs of all of student groups; making improvements to our craft often. We are committed to a healthy understanding and appreciation of all learners and value the contribution each unique student group brings to our school. Our students who are served through Special Education have their needs met in a variety of ways; all with the number one goal of providing them with the least restrictive environment, and recognizing that it looks different for every child. We also provide pull-out services for our Gifted and Talented population. While all teachers are required to obtain their initial 30 hours of GT credit, we also have a certified GT teacher.

We are committed to creating a climate of leadership at Dyer. Our students have many opportunities to lead, and are encouraged to support one another in those roles. Fourth and Fifth graders are given the opportunity to be a part of NEHS, and 3rd graders are able to participate in Safety Patrol. We have a large number of 2nd-5th grade students who compete in UIL competition every year. The common language and conversations that take place with these book studies are focused on character and leadership. Students have taken ownership of their learning in new and exciting ways over the last couple of years, and are creating their own academic and personal goals throughout the year. Each year, 3rd - 5th grade students get to meet with the Principal and Assistant Principal to discuss their goals for interims and the STAAR test.

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. Our first annual EXPO night had an amazing turnout last May and we will continue to host that fun and engaging night for years to come. 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 regularly comment on the positive and welcoming environment they enter at Dyer.
- 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 (Prioritized): Students in 3rd grade are performing lower than the state targets on the STAAR Math assessments. **Root Cause:** In spite of the work that has been poured into improving instruction and data analysis, 1) the lack of student exposure to math, counting, money, telling time in the home, and 2) lack of parental resources and understanding of how to support at home. Students struggle with problem solving and turning math word problems into an equation that they can then solve.

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

Problem Statement 3: School safety must continue to be a priority. **Root Cause:** School safety concerns are on the rise across the nation. The age of the Dyer Elementary school building requires regular maintenance and attention to safety details. We need to be constantly aware of updated safety recommendations and aligned practices as a staff.

Priority Problem Statements

Problem Statement 1: Students who are Emergent Bilingual and/or Economically Disadvantaged have a low passing rate on the state assessments and growth from year to year is not sufficient.

Root Cause 1: 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 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Students in 3rd grade are performing lower than the state targets on the STAAR Math assessments.

Root Cause 2: In spite of the work that has been poured into improving instruction and data analysis, 1) the lack of student exposure to math, counting, money, telling time in the home, and 2) lack of parental resources and understanding of how to support at home. Students struggle with problem solving and turning math word problems into an equation that they can then solve.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Student performance in math needs to improve across all grade levels.

Root Cause 3: During fundamental ages, children have been spending more time on technology and less time with problem solving or hands on activities. Families in poverty have fewer conversations about numbers and money, as well as fewer experiences with math in real life (i.e. cooking, piggy banks, etc.) Improvements have been made, but continued monitoring and targeted implementation remain necessary.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Student performance on STAAR tests will increase in reading, math, and science by 4% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A print rich environment will be provided in all classrooms; including word walls, anchor charts, writing journals, classroom libraries, and vocabulary. **Strategy's Expected Result/Impact:** Improved student reading and writing comprehension and fluency **Staff Responsible for Monitoring:** Teachers and Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** ongoing Word Wall materials - 199 - Local Funds (campus budget) - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Intervention opportunities will be provided by the classroom teachers. **Strategy's Expected Result/Impact:** Increased student achievement, gap closing **Staff Responsible for Monitoring:** Principals, teachers, school counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Supplemental Reading and Math Intervention Materials (Measuring Up, Think UP, STAAR Master, etc.) - 199 - District Budget - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ongoing professional development opportunities will be provided for reading and math teachers to ensure student success. **Strategy's Expected Result/Impact:** Improved instruction, progress monitoring, and differentiation **Staff Responsible for Monitoring:** Principals and District Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Professional Development (CAMT Math Conference) - 199 - Local Funds (campus budget) - $2,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue using TEKS Resource System tools and alignment. Post objectives in the classroom and ensure that vocabulary is posted. Instructional calendars and curriculum guides for each subject area will be followed by each teacher. (TEKSRS) **Strategy's Expected Result/Impact:** Increased student progress and reading development. **Staff Responsible for Monitoring:** Principals and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Individual student needs will be a priority when planning for a variety of Special Education services that will be needed (i.e. resource, co-teaching, inclusion, in class support) **Strategy's Expected Result/Impact:** Increased student success **Staff Responsible for Monitoring:** Principals, special education teachers, district administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Data Driven Instruction will continue to be trained on, and prioritized **Strategy's Expected Result/Impact:** Increased teacher knowledge of student gaps, and effective instruction **Staff Responsible for Monitoring:** Principals and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize department heads for support, implementation of effective instruction, and creation of common assessments **Strategy's Expected Result/Impact:** Staff support, and leadership **Staff Responsible for Monitoring:** Principals and department heads **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Stipends for Department Heads - 199 - District Budget - $2,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Reading and Math Instructional Coaches are available for alignment and support of instruction across the campus. **Strategy's Expected Result/Impact:** Increased teacher effectiveness and student success **Staff Responsible for Monitoring:** Principals and district administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Funding will be needed to staff these positions. - 199 - District Budget				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide opportunities to facilitate critical thinking and creative thinking, problem solving, and students engagement and investment in their own education. **Strategy's Expected Result/Impact:** Increased student achievement and engagement **Staff Responsible for Monitoring:** Principals, classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** STEAM Teacher - 211 - Title I Part A - $30,000, Library Aide - 211 - Title I Part A - $35,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: All students will receive leveled readers weekly, and small group instruction will be provided for all students daily. Add additional books for PK-1st grade, as well as HMH Benchmark Testing Kits. We will refresh and update the current leveled library. **Strategy's Expected Result/Impact:** Increased student achievement and reading development **Staff Responsible for Monitoring:** Classroom teachers, Principal, and Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Additions made to leveled library - 199 - Local Funds (campus budget) - $1,000, Update current leveled library with engaging, higher level reading materials. - 199 - Local Funds (campus budget) - $500				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Each math teacher will continue to utilize Stem Scopes Math and materials needed to teach math using a meaningful, hands-on approach **Strategy's Expected Result/Impact:** Math foundation improvement and STAAR assessment improvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, District Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Stem Scopes Adoption and Materials - 199 - District Budget, Manipulatives and Center Materials for PK-1st Grade to build foundational skills - 199 - Local Funds (campus budget) - $500				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: In order to reduce the number of students in our growing classes, a teacher is needed for 3rd and 5th grade. **Strategy's Expected Result/Impact:** Reduced number of students in a class will help make sure each students' needs are met better than they would otherwise be. **Staff Responsible for Monitoring:** Assistant Superintendent, Principal, Superintendent **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

High Priority

Evaluation Data Sources: RtI records
student data sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students who did not pass the STAAR tests last year, will be provided with Accelerated Instruction during the school day, or before school. This time will be a minimum of 30 hours per subject not passed. **Strategy's Expected Result/Impact:** Increased student success **Staff Responsible for Monitoring:** Principals, classroom teachers, math and reading intervention teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional Coaches will be provided as a level of support for those students needing additional assistance. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principals, district administration, school counselor, and RtI committee **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The RtI Committee will meet on any student who has been identified as needing support beyond tier 1 instruction. **Strategy's Expected Result/Impact:** Individual student needs met, and progress made **Staff Responsible for Monitoring:** Principals, counselor, RtI committee **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will maintain a writing portfolio for each student with samples being taken periodically throughout the year. **Strategy's Expected Result/Impact:** Improved writing across the campus **Staff Responsible for Monitoring:** Teachers and Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Writing folders and 2-hole punch for each - 199 - Local Funds (campus budget) - $250				

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

High Priority

Evaluation Data Sources: Common assessment data, benchmark assessments, student grade, RtI data, and end of year STAAR assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for EB students. **Staff Responsible for Monitoring:** Principal and Assistant Principal, and District Bilingual Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All certified teachers will maintain their initial 30 hours of GT training each year. **Strategy's Expected Result/Impact:** Meet student needs for enriching instruction and high level achievement **Staff Responsible for Monitoring:** Principals, District Administration, Classroom teachers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: WIN time will be implemented so that intervention and accelerated instruction does not disrupt new learning **Strategy's Expected Result/Impact:** Increased student success, and protected instructional time **Staff Responsible for Monitoring:** Principals and classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Before school STAAR tutoring will take place for identified students, as well as AI time built in throughout the day. **Strategy's Expected Result/Impact:** Improved STAAR scores **Staff Responsible for Monitoring:** Principals and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** STAAR Workbooks (STAAR Master, Lowman Education materials, THINK UP, Measuring Minds, etc.) - 199 - Local Funds (campus budget) - $500				

Strategy 5 Details	Reviews			
Strategy 5: Students will be given an opportunity to participate in UIL academic events	Formative			Summative
Strategy's Expected Result/Impact: Climate of high expectations and academic achievement **Staff Responsible for Monitoring:** Principals and classroom teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** UIL Materials - 199 - Local Funds (campus budget) - $650, Teacher Stipends - 199 - District Budget - $2,500	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: All teachers will be provided with ongoing training and support throughout the school year, including required PK training and coaching.	Formative			Summative
Strategy's Expected Result/Impact: Increased student success, teacher effectiveness, and teacher support **Staff Responsible for Monitoring:** Principals, district administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Yearly Pre-K Training and Coaching (HQ requirements) - 199 - District Budget - $500	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: A paraprofessional will be provided to assist in giving language support to our EB students who participated in our previous Dual Language program, and are now in ESL. **Strategy's Expected Result/Impact:** Language support, student success **Staff Responsible for Monitoring:** Principals, district administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Paraprofessional - 199 - District Budget - $25,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue to implement RtI for student intervention as well as using it as a part of the special education and dyslexia referral processes. **Strategy's Expected Result/Impact:** Alignment, support, and effectiveness **Staff Responsible for Monitoring:** Principals, counselor, classroom teachers, and intervention teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Identify and serve students who qualified for dyslexia services using the Multi Sensory Teaching Approach **Strategy's Expected Result/Impact:** Specific dyslexia intervention needs will be met **Staff Responsible for Monitoring:** Principal and dyslexia teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide summer school for those who have been identified as needing it; either STAAR decision-based, or RtI Team **Strategy's Expected Result/Impact:** Increased student retention of content taught throughout the year. **Staff Responsible for Monitoring:** Principals, classroom teachers, district administration **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies - 199 - Local Funds (campus budget) - $600, Teacher Pay - 199 - District Budget				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Identify and serve students who qualify for gifted and talented services through pull-out and in-class GT programming **Strategy's Expected Result/Impact:** Student needs effectively met **Staff Responsible for Monitoring:** Principals, district administration, GT Teacher, and classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Evaluation Data Sources: Instructional implementation, aligned expectations, and improved outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classrooms will continue to be equipped with Smart TVs, and updated as needed. **Strategy's Expected Result/Impact:** High level student engagement and technology opportunities **Staff Responsible for Monitoring:** Principals, District Technology Director **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Integrate technology into the daily curriculum and instructional program, as well as continue technology training for teachers to enhance their skillsets. **Strategy's Expected Result/Impact:** Increased student engagement and teacher effectiveness **Staff Responsible for Monitoring:** Principals, teachers, district technology staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Continue to maintain mobile technology carts with working and current Chromebooks and iPads available on a daily basis for classroom teacher use.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student engagement and teacher effectiveness **Staff Responsible for Monitoring:** Principals, classroom teachers, technology staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** iPads - 199 - District Budget - $5,000, Chromebook Carts - 199 - District Budget - $2,500				

Strategy 4 Details	Reviews			
Strategy 4: Students will use web-based computer programs to reinforce concepts for all subject areas, including: Reading A-Z, Age of Learning, Mystery Science, Brain Pop, Flocabulary, Xtra Math, etc.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student understanding and concept fluency **Staff Responsible for Monitoring:** Principals and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Computer Based Programs - 199 - District Budget - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Utilize technology to facilitate administrative tasks and improve communication	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: streamlined task effectiveness and communication **Staff Responsible for Monitoring:** Principals and teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continue to annually purchase headphones & mice for the computers **Strategy's Expected Result/Impact:** student use **Staff Responsible for Monitoring:** Principal and computer teacher **Title I:** 2.5 **Funding Sources:** Headphones - 199 - Local Funds (campus budget) - $300				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Add additional previously requested cameras to the campus. **Strategy's Expected Result/Impact:** Student safety **Staff Responsible for Monitoring:** Principal, District Administration **Funding Sources:** Camera - 199 - District Budget - $5,000				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: Maintain a safe, positive, and welcoming environment for all, with a priority on high expectations.

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

High Priority

Evaluation Data Sources: Staff and student surveys
Safety drills
Ongoing safety needs assessment and responses
Retention rates
Documentation of certifications and PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct Standards Response Protocol monthly emergency drills (fire, evacuate, lock-out, lock-down, safe shelter in place), as well as maintain campus wide daily safety protocols **Strategy's Expected Result/Impact:** Safe environment **Staff Responsible for Monitoring:** Principal, and entire staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All campus visitors and volunteers will register on the office computer. All campus presenters and volunteers will pass a criminal history background check. **Strategy's Expected Result/Impact:** Safe environment for all **Staff Responsible for Monitoring:** Principals, school secretaries **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: The campus will recognize staff accomplishments, and Educators of the Month	Formative			Summative
Strategy's Expected Result/Impact: Maintain positive and supportive campus climate **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All staff will be encouraged to pursue growth opportunities related to their fields and areas of interest	Formative			Summative
Strategy's Expected Result/Impact: Positive and supportive campus culture **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for EB students.	Formative			Summative
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: All certified teachers will maintain their initial 30 hours of GT training each year.	Formative			Summative
Strategy's Expected Result/Impact: Meet student needs for enriching instruction and high level achievement **Staff Responsible for Monitoring:** Principals, District Administration, Classroom teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals -	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: All staff will be properly trained and supported with new initiatives, curriculum, and programs.	Formative			Summative
Strategy's Expected Result/Impact: Supported and successful staff **Staff Responsible for Monitoring:** Prinicpals and district administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: All new staff will be provided with a mentor teacher who checks in and ensures the new staff are supported and successful	Formative			Summative
Strategy's Expected Result/Impact: Teacher retention and success **Staff Responsible for Monitoring:** Principals, district administration, mentor and mentee teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Stipend for Mentors - 199 - District Budget - $1,500	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Data Driven Instruction will continue to be trained on, and prioritized **Strategy's Expected Result/Impact:** Increased teacher knowledge of student gaps, and effective instruction **Staff Responsible for Monitoring:** Principals and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselor will provide lessons on character development, for each class, each grading period (at a minimum) **Strategy's Expected Result/Impact:** Strong student character and climate of leadership and kindness. **Staff Responsible for Monitoring:** Principal and counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Increase curriculum - 199 - Local Funds (campus budget) - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attendance will be celebrated every grading period and cumulatively at the end of the year. **Strategy's Expected Result/Impact:** Increased student attendance rates **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Student Incentives - 199 - Local Funds (campus budget) - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to offer special campus events such as award days, field trips, school wide picnic, evening music programs, Mobile Ed field trips, Book Character Parade, UIL, etc. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Principal, counselor, teachers **Title I:** 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** 3rd Grade Field Trip to Dallas Symphony Orchestra - 199 - Local Funds (campus budget) - $1,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: We will continue to provide opportunities for parents to be involved in the education of their children through; Title 1 Parent meetings, parent/teacher conferences, volunteer opportunities, and events during/after the school day. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Principal, teachers, counselor **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Materials for Events - 199 - Local Funds (campus budget) - $500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Family Nights will be hosted throughout the school year to increase parent understanding and involvement. Ex. Literacy Night, Math and Science Night, EXPO Night, etc. **Strategy's Expected Result/Impact:** Increased parent involvement and student success **Staff Responsible for Monitoring:** Principal and teachers **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Tools and Resources to send home - 199 - Local Funds (campus budget) - $800				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Host a Title 1 Parent Information Night at the beginning of the year so that parents understand the school programs and daily functioning, as well as Title 1. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Frequent parent communication about classroom, school, conferences, district events, and important information related to classrooms. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Principal and teachers **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: We will maintain the Watch DOGS program to promote father and father figure involvement **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Communication to parents will be in their home language. It will also be sent in paper and electronic format to ensure all parents have been able to access the information. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Teachers, Principal, Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Stipend for Bilingual Para to Translate all material - 199 - District Budget - $3,000				

No Progress


Accomplished

Continue/Modify

Discontinue

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

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

Evaluation Data Sources: counselor's schedule and prevention programs
Calendar for prevention programs
Principal/Student goal-setting meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A Treasure Tower and special recognition will be provided for student rewards, accomplishments, and leadership behavior **Strategy's Expected Result/Impact:** Climate of high expectations **Staff Responsible for Monitoring:** Principals, counselor, teachers, and support staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Treasure Tower Renewal - 199 - Local Funds (campus budget) - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselor will provide lessons on character development, for each class, each grading period (at a minimum) **Strategy's Expected Result/Impact:** Strong student character and climate of leadership and kindness. **Staff Responsible for Monitoring:** Principal and counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Students will be offered leadership opportunities, such as Safety Patrol and NEHS.	Formative			Summative
Strategy's Expected Result/Impact: Improved student motivation toward high achievement and goal-setting **Staff Responsible for Monitoring:** Teachers, counselor, and principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Safety Patrol vests, NEHS ceremony needs - 199 - Local Funds (campus budget) - $300	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Promote healthy choices through Red Ribbon Week and related extensions throughout the year.	Formative			Summative
Strategy's Expected Result/Impact: Climate of high expectations for selves. **Staff Responsible for Monitoring:** Counselor and Prinicpal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** RRW Gear - 199 - Local Funds (campus budget) - $200	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Principals and teachers will meet with every student to discuss personal goal-setting throughout the school year.	Formative			Summative
Strategy's Expected Result/Impact: Improved student success and ownership of learning **Staff Responsible for Monitoring:** Principals and teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Hattie Dyer Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Dawn Schertz is our campus reading interventionist. She serves students, through the RtI committee, based on documented difficulties with learning to become a successful reader.

Personnel for Hattie Dyer Elementary

Name	Position	FTE
Dawn Schertz	Reading Intervention Teacher	1

Title I Personnel

Name	Position	Program	FTE
Ashton Eubanks	5th Grade Science	Classroom Teacher	1
Brenda Hurlbut	Math Intervention	Math Intervention	1

2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Kelsey Brown	Pre-K Teacher
Special Services Teacher	Marian Martin	GT Teacher
Specials Teacher	Megan Beard	Music Teacher
Classroom Teacher	Christina Russell	Kindergarten Teacher
Classroom Teacher	Ashton Eubanks	5th Grade Math & Science
Classroom Teacher	Katie Johnson	2nd Grade
Classroom Teacher	Heather Libick	3rd Grade Teacher
Classroom Teacher	Michele Dillon	4th Grade Math
Parent	Bryce Sirmons	Parent Representative
Parent	Vanessa Slane	Parent Representative
Community Representative	Kelsie Kerestine	Click Studios Representative
Business Representative	Brandi Lewis	Co-Owner of JoyGrace
Classroom Teacher	Cortney Bevers	Special Education Teacher
Counselor	Cheryl Hendrix	Counselor
Administrator	Macy Faught	Principal
Administrator	Brandon Freer	Assistant Principal

Campus Funding Summary

199 - District Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplemental Reading and Math Intervention Materials (Measuring Up, Think UP, STAAR Master, etc.)		$1,500.00
1	1	7	Stipends for Department Heads		$2,500.00
1	1	8	Funding will be needed to staff these positions.		$0.00
1	1	11	Stem Scopes Adoption and Materials		$0.00
1	3	5	Teacher Stipends		$2,500.00
1	3	6	Yearly Pre-K Training and Coaching (HQ requirements)		$500.00
1	3	7	Paraprofessional		$25,000.00
1	3	10	Teacher Pay		$0.00
1	4	3	iPads		$5,000.00
1	4	3	Chromebook Carts		$2,500.00
1	4	4	Computer Based Programs		$15,000.00
1	4	7	Camera		$5,000.00
2	1	8	Stipend for Mentors		$1,500.00
3	1	9	Stipend for Bilingual Para to Translate all material		$3,000.00
				Sub-Total	$64,000.00

199 - Local Funds (campus budget)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ongoing Word Wall materials		$500.00
1	1	3	Professional Development (CAMT Math Conference)		$2,500.00
1	1	10	Update current leveled library with engaging, higher level reading materials.		$500.00
1	1	10	Additions made to leveled library		$1,000.00
1	1	11	Manipulatives and Center Materials for PK-1st Grade to build foundational skills		$500.00
1	2	4	Writing folders and 2-hole punch for each		$250.00
1	3	4	STAAR Workbooks (STAAR Master, Lowman Education materials, THINK UP, Measuring Minds, etc.)		$500.00

199 - Local Funds (campus budget)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5	UIL Materials		$650.00
1	3	10	Supplies		$600.00
1	4	6	Headphones		$300.00
3	1	1	Increase curriculum		$500.00
3	1	2	Student Incentives		$500.00
3	1	3	3rd Grade Field Trip to Dallas Symphony Orchestra		$1,000.00
3	1	4	Materials for Events		$500.00
3	1	5	Tools and Resources to send home		$800.00
3	2	1	Treasure Tower Renewal		$600.00
3	2	3	Safety Patrol vests, NEHS ceremony needs		$300.00
3	2	4	RRW Gear		$200.00
				Sub-Total	$11,700.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Library Aide		$35,000.00
1	1	9	STEAM Teacher		$30,000.00
				Sub-Total	$65,000.00