

Denison Independent School District
Hyde Park Elementary School
2025-2026 Campus Improvement Plan



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.

- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.	16
Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.	34
Goal 3: Provide a safe and orderly school climate that is conducive to learning.	37
Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.	39
State Compensatory	44
Budget for Hyde Park Elementary School	44
Personnel for Hyde Park Elementary School	44
Title I Personnel	45
Campus Funding Summary	46
Policies, Procedures, and Requirements	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hyde Park currently serves 385 students in grades Kinder-4th. Our campus has two special education structured learning classes for cognitively impaired students, a resource program for students struggling with learning differences, and a dyslexia program.

Our student population has decreased this year by 17.5% from last year's 467 students to this year's 385. Our economically disadvantaged percentage dropped to 35% from the mid 50s. Hyde Park's special education population has fluctuated over the last 5 years and is currently 20% in 2025-2026.

In 2018-2019, our mobility rate was 11.8%, 2019-2020 it was 12.4%, and is currently at 14.9%.

The gifted and talented program currently serves 21 students, which is 5% of the student population.

Hyde Park's attendance rate has gone from 96.5% in 2018-2019, up to 98.9% during the 2019-2020 year, and we ended the 2021-2022 school year at 93.04%. Currently, our attendance rate is 95.44%.

Office referrals, including bus referrals, has steadily gone down from an average of 26 per month in 2019-2020 to 19 per month by the end of 2021-2022.

Demographics Strengths

Hyde Park Elementary has a full time assistant principal on campus.

We have full time dyslexia teacher and reading interventionist.

Hyde Park added a new special education classroom and additional special education staff to meet the needs of our growing population.

Due to the recent additions to the building, we were able to move our Head Start Region 10 facilitators back to our building.

Hyde Park's attendance percentage exceeds the state and district rate due to:

- Full time attendance clerk/family involvement coordinator
- Full time nurse on campus
- All absences receive a phone call on the day of the absence
- Truancy prevention tribunal meetings

Hyde Park has an extremely active and supportive PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate has dropped significantly since 2019.

Student Learning

Student Learning Summary

	3 rd Rdng	3 rd Math	4 th Rdng	4 th Math	4 th Writing
2021-22	77/47/24	68/48/17	78/56/27	78/49/23	
2020-21	84/44/22	81/48/24	77/54/29	70/54/30	75/45/11
2018-19	80/54/34	91/68/40	83/46/19	76/50/25	69/26/10
2017-18	93/53/32	89/65/26	93/58/36	88/53/39	73/43/12
2016-17	84/57/38	95/57/31	79/54/27	66/39/23	71/41/20

STAAR data for the last five years has been analyzed, comparing the numbers of APPROACHES, MEETS, and MASTERS for each grade level and subject tested.

When we compared the subpopulations on all tests in Spring 2022, the lowest performing was our Special Education population achieving 40% Approaches on 3rd grade math, 41% 3rd grade reading, 31% 4th grade math, and 15% 4th grade reading.

Hyde Park received an overall letter grade of C. The was the same as our previous letter grade during the 2018-2019 school year.

	Overall	Student Achievement	School Progress	Academic Growth	Relative Performance	Closing the Gaps
2021-22	77	77	78	59	78	74
2018-19	77	78	81	55	81	66

Student Learning Strengths

Hyde Park is focusing on successfully educating all students by providing:

- Tutoring for those students who did not meet the standard in 3rd grade reading or math STAAR last year
- Interventions and extensions by certified teachers and an Instructional Assistant to all students in each grade level during WIN time
- Imagine Math K-4th
- Reflex Math
- Education Galaxy for ELAR
- Measuring Up to the TEKS resources for 3rd and 4th grade math and ELAR
- Weekly data driven PLC meetings

- Individual, Class, Grade Level, and School Goals
- Reading Interventionist for Tier 3 interventions in all grades
- Daily Celebrations on morning announcements
- Amira and Amira Early Readers practice

18% of our 3rd Grade Special Education students achieved Meets on the Reading STAAR which is a 9% increase from 2021 and 24% earned Meets on the Math STAAR, a 15% increase from 2021.

4 out of 4 Reading targets were met for Growth Status.

School Processes & Programs

School Processes & Programs Summary

New staff members join the campus yearly. In addition to filling spots vacated, we have added classrooms and positions. Recruiting and retaining highly qualified employees is a priority for the campus. The campus has adopted the district's plans to address recruitment and retention efforts, succession plans, and staff stability. Key positions are filled with staff who are capable and willing to wear many hats. In addition to multiple job roles, the campus has clear plans for succession so that many who assume a new role have an official or unofficial mentor. A competitive district salary schedule allows the campus to recruit teachers within Texas as well as outside of the state and we are fortunate to have every position filled at this time.

Professional learning communities provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. 3rd and 4th grade students also participate in fall and spring Interim STAAR assessments to be used as one benchmark for each subject. As needed, professional learning communities meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the assessments.

Professional development is a high priority in Denison ISD. Each year a comprehensive needs assessment is used to design professional learning with input from teachers, principals, curriculum coordinators, and central office administrators. Professional development opportunities within and outside the campus are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented, and professional development calendars give employees options for their learning. All Kindergarten through Third grade teachers and principals have either completed or are in the process of completing HB 3 Texas Reading Academy.

School Processes & Programs Strengths

Denison ISD provides a strong and direct program to indoctrinate teachers new to the campus and specifically new to education. Hyde Park has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice.

Curriculum coordinators lead summer grade-level trainings to analyze units and instruction for rigor and alignment to the TEKS, and to review test data to see what is working. All teachers are involved. The curriculum coordinators are available to the teachers, connecting central office to the campus. There has been a strategic plan in place to get PLC's functioning with the purpose of ensuring engaging instruction in every classroom. This is part of a long-range plan that was developed several years ago and is a basic structure for improving the schools. Curriculum units are housed in forethought and are all online. On a shared network, instructional practices are available. Curriculum is refined every summer based upon what Denison ISD needs to do to help teachers help students.

PLC's (professional learning communities) work on curriculum and delivery. K-4 curriculum coordinators are gifted and talented teachers some days and other days are campus-wide curriculum coordinators. These coordinators evaluate curriculum, develop common assessments, and work in a systematic way to lead

and empower teachers.

Hyde Park has implemented Response to Intervention in both academics and behavior. These protocols continue to be used and are extremely effective. Teachers at Hyde Park are provided time to plan and collaborate with each other on lesson plans and to look at student data during PLCs. During the 2021-2022 school year, there was a renewed interest in and additional resources provided for the RTI process here at Hyde Park by both the administrators and teachers. Each grade level has also implemented a 45 minute W.I.N. time to address the needs of all three tiers of students.

Perceptions

Perceptions Summary

Hyde Park has Communication efforts are strong within the campus as well as with stakeholders outside of the campus, and it is two-way and ongoing. The campus regularly notifies community members and others through web sites, newsletters, emails, Face Book, etc. There is a focus on student success. Citywide support for the campus is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs, and individuals give annually so that the campus can provide a quality education for all students.

Hyde Park sends a weekly campus newsletter to parents and consistently utilizes the Class Dojo messaging system for individual classes. Our Parent Involvement Coordinator works collaboratively with the principal, counselor and staff to increase parent involvement opportunities.

High expectations for student success are the basis for decisions made in Denison ISD and at Hyde Park Elementary. A clear focus on student achievement has been established by the institutionalization of professional learning communities across the campus.

High expectations for student behavior is demonstrated through the campus PBIS initiative. The school-wide "Positive Behavior Interventions and Supports" is a model that provides Hyde Park with a program development model, which leads our school staff through the design and implementation of a comprehensive, proactive school-wide discipline system tailored for our school. The PBIS initiative works with our entire staff towards the goal of developing a school that is data-driven in our efforts toward becoming more safe, civil and productive.

Perceptions Strengths

Strengths for School Culture and Climate include the following:

- PBIS
- Daily Morning Announcements live and via zoom
- School personnel present during morning drop off and parent pick up
- Mission statements posted in each classroom
- PRIDE celebrations each 9 weeks
- Tiger Cafe
- Actively involved PTO
- CPI Team
- CPR Team
- Clean facilities
- Emergency plans in place
- Student recognition
- Safety drills
- Raptor Sign in System

- Parent Conferences each Fall and Spring
- Fenced Playground
- Remodel which increased the size of our cafeteria and has allowed families to each lunch with their students

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability 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
- Texas approved 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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
- State certified and high quality staff data
- 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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR .

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data for all students, including at-risk Strategy's Expected Result/Impact: PLC Minutes, lesson plans, STAAR exams, AYP expectations Staff Responsible for Monitoring: all staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Refine the curriculum in core academic areas Strategy's Expected Result/Impact: core curriculum documents, PLC Staff Responsible for Monitoring: classroom teachers, principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Use PLC time to analyze data and formulate a plan for those who did not master, as well as those who did. Strategy's Expected Result/Impact: PLC agendas and minutes. lesson plans GT/ACES participation Instruction will be designed to meet students' needs based on the data Staff Responsible for Monitoring: all teacher, principals, interventionists, GT/ACES teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 21 Gifted and Talented, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning Strategy's Expected Result/Impact: Lesson plans, PLC agendas and meeting minutes Grade level collaborative, engaging lessons will be designed to meet students' needs. Staff Responsible for Monitoring: Teachers, Curriculum Coordinators, Principal, Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide additional time, support, and opportunities for students who are not successful Strategy's Expected Result/Impact: iRead results, Imagine Math results, Amira Reading, eSpark, Reflex Math, tutoring sign in sheets, CLI, TPRI, Rigby, common assessments and benchmarks, WIN time plans Additional time for learning will accelerate students' mastery of concepts. Staff Responsible for Monitoring: Teachers, Principals, Tutors, Interventionist ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 24 Compensatory Education, - 211 Title I, - 199 Regular Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Provide enrichment opportunities for students who are initially successful Strategy's Expected Result/Impact: iRead, Imagine Math, Amira Reading, Reflex Math, Common Assessments, Benchmarks, Lesson Plans, WIN time plans Staff Responsible for Monitoring: Teachers, Principals, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Recruit and retain highly qualified staff. Assist all staff in achieving and maintaining highly qualified status. Provide high quality staff development for 100% of instructional staff. Strategy's Expected Result/Impact: Professional Development Schedule, Personnel files, Attendance data Staff Responsible for Monitoring: Principal, Assistant Superintendent for Administrative Services, Director of Instruction, Special Education Coordinator, Director of Special Programs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 211 Title I, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Integrate and coordinate Title I services with all state and locally funded programs. Strategy's Expected Result/Impact: Budgets, Meeting Agenda, Meeting Minutes All funds will be appropriately allocated and managed to provide needed materials, services, and personnel to improve instruction. Staff Responsible for Monitoring: Teachers, Principal, Director of Special Programs, Campus Improvement Council ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 288 Indian Education Grant, - 483 Local Grant Funds, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: Encourage teachers to incorporate technology to improve student learning Strategy's Expected Result/Impact: Lesson Plans, iRead, Imagine Math, Reflex Math, Amira, eSpark usage and learning will improve. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Coordinators, Curriculum Director Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Provide a summer accelerated instructional opportunity for identified elementary students. Strategy's Expected Result/Impact: Attendance records of students, Student academic data. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principal, and Teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Provide materials to meet the needs of students in all academic programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction and student learning. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR Reading..

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Staff Responsible for Monitoring: Classroom teachers, special program teachers, principal, CTC, counselor, instructional assistants Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Review and implement RtI procedures. Strategy's Expected Result/Impact: Additional services will be provided to students who are not performing at Tier I level. Staff Responsible for Monitoring: Campus Principals, Director of Instruction Funding Sources: - 211 Title I, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Complete and implement plans for remediation for all students demonstrating weakness in reading. Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading. Staff Responsible for Monitoring: Campus Principals, Classroom Reading Teachers, Reading Interventionist Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Provide materials to meet the needs of students in reading programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Assess and monitor the reading level and progress of each student in Pre-K through 4th grade using a district approved standardized instrument. Strategy's Expected Result/Impact: Middle of Year and End of Year reading results will be monitored to determine reading ability and ensure progress for all PK - 4th grade students. Staff Responsible for Monitoring: Directors, PK-4th grade teachers, Curriculum Coordinators and Principals. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR Mathematics.

Evaluation Data Sources: Domain 1: Student Achievement

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes, and WIN time . Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts. Staff Responsible for Monitoring: Classroom teachers, special program teachers, principal, counselor, instructional assistants Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Evaluate the effectiveness of in-school remedial programs. Strategy's Expected Result/Impact: Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year to evaluate the effectiveness of remedial programs. Staff Responsible for Monitoring: Instructional Staff, Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Review and persistently implement RtI procedures Strategy's Expected Result/Impact: Campus Standard Treatment Protocol for RtI, PLC agendas and meeting notes, progress monitoring data Staff Responsible for Monitoring: Classroom teachers, reading interventionists, special program teachers, principal, counselor, instructional assistants, curriculum coordinators Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Change instructional assignments to include resource class instruction and inclusion assistance. Strategy's Expected Result/Impact: Additional services will be provided to students according to ARD committee decisions. Staff Responsible for Monitoring: Director of Special Education, Special Education Diagnosticians, Principals Funding Sources: - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Focus PLC meetings on increasing the rigor of lessons and closing gaps based on the data and the SMART goals established by each grade level. Strategy's Expected Result/Impact: Lessons will be designed that align with curriculum documents. Teachers will be knowledgeable of current expectations for their students. Staff Responsible for Monitoring: Principals, Instructional Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Attend professional development sessions to improve math instructional strategies. Strategy's Expected Result/Impact: Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes. Staff Responsible for Monitoring: Campus Principals, Director of Instruction, Curriculum Coordinators, instructional staff ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Provide materials to meet the needs of students in math programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Principals, Classroom teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in math. Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts. Staff Responsible for Monitoring: Principals, Classroom Teachers Funding Sources: - 211 Title I, - 288 Indian Education Grant, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 4: Given the recent STAAR Re-design, students will focus on writing in authentic purposes based upon grade level TEKS. Students will write compositions according to the established district writing profiles for each grade level.

Evaluation Data Sources: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Attend staff development sessions to receive training on teaching strategies for improving writing skills. Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' writing skills. Staff Responsible for Monitoring: Director of Instruction, Instructional staff, Principals, Curriculum Coordinators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use rubrics for assessing four different types of writing. Strategy's Expected Result/Impact: Students and teachers will be familiar with four types of writing and be able to score a writing sample using developed rubrics. Staff Responsible for Monitoring: Curriculum Coordinators, Director of Instruction, Principals, Instructional staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide materials to meet the needs of students in writing programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Complete and implement plans for remediation for all students demonstrating weakness in writing. Strategy's Expected Result/Impact: Writing performance will improve with individual, specialized instruction. Staff Responsible for Monitoring: Principals, Instructional staff, Curriculum Coordinators	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 5: English learners (EL) students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR.

Evaluation Data Sources: 1. STAAR
2. Tejas Lee Reading Assessment
3. TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Provide materials to meet the needs of the students in the bilingual program and ESL Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Special Programs, Director of Instructions, Principal, Counselor, ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to encourage teachers to obtain ESL certification Strategy's Expected Result/Impact: Two additional campus teachers with ESL certification Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey) Strategy's Expected Result/Impact: All parents will be informed of school information. Staff Responsible for Monitoring: Principals, Counselor, Family Involvement Coordinator, Director of Special Programs, Director of Instruction ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP). Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Staff Responsible for Monitoring: Director of Special Programs, principal, counselor	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 6: The percentage of 3rd grade students who meet or master grade level in reading will increase from 47% to 55% by June 2028.

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the reading level and progress of each student in PK - 4th grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and Amira and Rigby results for 1st and 2nd grades are used to guide instruction. Winter and Spring Interim/Benchmarks for 3rd and 4th grade RLA; PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. Staff Responsible for Monitoring: PK-4th grade teachers, Principal, Curriculum Coordinators, Director of Instruction, Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Improve literacy instruction by offering teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences. Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading. Staff Responsible for Monitoring: Principal, Director of Instruction, Curriculum Coordinators, Director of Special Programs Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide focused training and specific resources for families to engage the in the education and improvement of reading skills of their children. Strategy's Expected Result/Impact: Reading scores will improve. Staff Responsible for Monitoring: Principal, Teachers, Parents, Director of Instruction, Director of Special Programs, Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 7: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 51% by June 2028.

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 4th grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: Imagine Math blueprints is used to guide instruction. CLI, TX KEA, District benchmarks, common assessments for PK- 2. 3rd and 4th will use district benchmarks/interims, and common assessments. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth. Staff Responsible for Monitoring: Principal, teachers, Director of Instruction, curriculum coordinators, Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Improve mathematics instruction by offering teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences. Strategy's Expected Result/Impact: Improvement in numeracy and fluency skills will be evident with focused instruction in math. Staff Responsible for Monitoring: Principal, Director of Instruction, Curriculum Coordinators, Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children. Strategy's Expected Result/Impact: Math scores will improve. Staff Responsible for Monitoring: Principal, teachers, Director of Instruction, Director of Special Programs, parents Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success.

Performance Objective 8: One hundred percent of students will master grade level technology TEKS.

Evaluation Data Sources: 1. Teacher lesson plans
2. Student work samples

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities that enable teachers to deliver effective instruction. Strategy's Expected Result/Impact: Student learning will increase. Staff Responsible for Monitoring: Curriculum Department, Principals, Technology Department,	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners Strategy's Expected Result/Impact: Student products will demonstrate the use of technological tools and reflect collaboration with other learners. Staff Responsible for Monitoring: Director of Technology, Curriculum Department, Classroom Teachers, Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide technology and software to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge. Strategy's Expected Result/Impact: Students will have easy access to technological tools for use to improve learning. Staff Responsible for Monitoring: Director of Technology, Director of Special Programs, Principals	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease.

Evaluation Data Sources: PEIMS Discipline Data for 2023-24 and 2024-25

Strategy 1 Details	Reviews			
Strategy 1: Continue programs that promote students who are responsible for their own learning, behavior, and actions, such as, Power of Positive Students, Positive Behavior Interventions and Supports, Tiger Stripe Club, Jacket Friends, etc, Strategy's Expected Result/Impact: Student behavior will reflect Denison's philosophy of honoring all stakeholders. Staff Responsible for Monitoring: all staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: students will be responsible for their learning and learning results will improve. Staff Responsible for Monitoring: all staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement District MTSS Behavior Procedures. Strategy's Expected Result/Impact: Student behavior will improve. Staff Responsible for Monitoring: Director of Special Education, Principals, Instructional Staff, Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Strategy's Expected Result/Impact: Parents will read and acknowledge receipt of the Student Code of Conduct when enrolling online. Students will model expected behavior. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide access to the district behavior interventionist to support staff and students with Tier II and Tier III behaviors. Strategy's Expected Result/Impact: Percentage of Tier II and Tier III behaviors will decrease. Staff Responsible for Monitoring: Director of Special Education, Behavior Interventionist, Campus Principals	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Student attendance for all campuses will increase to 96% or higher.

Evaluation Data Sources: Texas Performance Reporting System (TPRS), Texas Academic Performance Report (TAPR), PEIMS attendance reports, and District generated attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Student attendance will improve Staff Responsible for Monitoring: Principals, Attendance Clerk, Counselor, Nurse	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training on the importance of attendance Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, parent interest surveys Staff Responsible for Monitoring: Principals, Counselor, attendance clerk, teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Monitoring of attendance and communicating with students and parents Strategy's Expected Result/Impact: Parent contacts, truancy warning notifications, AEIS attendance data Staff Responsible for Monitoring: Elementary truant officer, principal, nurse, counselor, principal, teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the district Emergency Operation Plan Strategy's Expected Result/Impact: Campus and District Emergency plan, safety drill records Staff Responsible for Monitoring: principal, School Safety Officer	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to monitor the effectiveness of procedures for safe drop-off and pick-up of students on campus. Strategy's Expected Result/Impact: Campus safety records Staff Responsible for Monitoring: Campus Improvement Council, principal, counselor, teachers, campus based SRO, front office staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness & response Strategy's Expected Result/Impact: Online safety documents, meeting minutes, sign in sheets Staff Responsible for Monitoring: Director of Technology, principal, technology managers, counselor, classroom teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Educate staff, parents and students on bullying prevention, policies and procedures. Strategy's Expected Result/Impact: Copies of flyers and information shared with parents, agendas, meeting minutes, sign in sheets Staff Responsible for Monitoring: Director of Special Programs, counselor, principal, teachers	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Insure that students and staff are free from sexual abuse and other maltreatment. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Presentation sign-in sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Principal, Counselor, school Nurse, and all campus staff.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Maintain an effective Discipline Management Plan that is communicated to students, parents, & staff. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Student Handbooks, Sign-in sheets from sessions Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Principal, teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students on Suicide Prevention. Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, & Principal	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
Strategy 1: Parent notification will be sent for students being placed on TIER II or TIER III for remediation. Strategy's Expected Result/Impact: Copies of letters, contact logs, meeting minutes Staff Responsible for Monitoring: Principal, classroom teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Meetings will be conducted with parents of students with special needs (academic, social, or behavioral). Strategy's Expected Result/Impact: Meeting minutes, agendas, sign in sheets Staff Responsible for Monitoring: Director of Special Education, Diagnosticians. Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Improve Parent Communication by offering and utilizing Parent Meetings, Gradebook Home Portal, Class Dojo, Facebook, District Website, Written Parental Involvement Policy, Written Correspondence, Home Visits/Phone contacts, Student Handbook, and REMIND Strategy's Expected Result/Impact: Letters, meeting minutes, sign in sheets, online parent viewer, correspondence, records of home visits and/or phone contacts, Student Handbook Staff Responsible for Monitoring: Central office administrators, principal, counselor, teachers, technology support staff Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Conduct activities that provide parents the opportunity to play an active role in their student's learning experience-strengthening ties between home and school. Strategy's Expected Result/Impact: Meeting minutes, sign in sheets, parent survey results Staff Responsible for Monitoring: Principal, Head Start office staff, all campus staff, Director of Special Programs, Director of Special Education,	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Translate documents in the home language of each child. Strategy's Expected Result/Impact: This will provide better communication with all families. Staff Responsible for Monitoring: Campus Principals, Director of Special Programs, Family Involvement Coordinators	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten Strategy's Expected Result/Impact: Meeting minutes, sign in sheets from parent meetings Staff Responsible for Monitoring: Principals, Head Start office staff, Director of Special Programs, counselor, and Kindergarten teachers Funding Sources: - 199 Regular Education, - 205 Head Start, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Update the Tiger's Tale Bulletin to an electronic format, Smore, and send out every Friday Strategy's Expected Result/Impact: More information will reach the families in a timely manner Staff Responsible for Monitoring: Principals, classroom teachers,	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Send Parent Survey once a year. Strategy's Expected Result/Impact: Survey results and completion data Staff Responsible for Monitoring: Campus Improvement Council, principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of math and reading skills of their children. Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their students. Staff Responsible for Monitoring: All Teachers, Principal, Family Involvement Coordinator, Director of Special Programs, Director of Instruction Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue conducting a minimum of two parent conferences per year. Strategy's Expected Result/Impact: Parent conference logs Staff Responsible for Monitoring: All Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Collaborate with local and regional agencies to provide parents with multiple opportunities to increase their knowledge in supporting their children through school. Strategy's Expected Result/Impact: Parent Participation registers Staff Responsible for Monitoring: Principals, Director of Special Programs,	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Employ a Parent Involvement Coordinator to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Agendas and attendance records of meetings, parent response forms. Staff Responsible for Monitoring: Director of Special Programs, Parent Involvement Coordinator, Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
Strategy 1: Identify needs of homeless children and youth. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide services to homeless children and youth. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Hyde Park Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.352

Brief Description of SCE Services and/or Programs

--

Personnel for Hyde Park Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Girard	Teacher	0.143
Cameron Fernandez	Teacher	0.143
Emily Carr	Teacher	0.143
Ethan Farmer	Teacher	0.143
Janea Mitchell	Teacher	0.143
Jessica Fulmer	Teacher	0.15
Jonna Williams	Teacher	0.143
Karen Hedgecock	Teacher	0.143
Katherine Miller	Teacher	0.1
Kisha Williams	Teacher	0.143
Kristalyn Fuller	Teacher	0.1
Leslie Banks	Dyslexia Teacher	1
Miranda Schnitker	Teacher	0.143
Nicole Koss	Teacher	0.143
Patricia Hyatt	Teacher	0.143
Robin Petty	Teacher	0.143
Susan Valentine	Teacher	0.143
Trina Barron	Teacher	0.143

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Devoll	Computer Lab (Inst. Asst.)	Title I	1
Pamela Bellermann	Reading Interventionist	Title I	1
Sarah Hudson	Parent Involvement Coordinator	Title I	1
Terra Culbreath	Instructional Assistant	Title I	1

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	6	2			\$0.00
3	1	3			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	8			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	8			\$0.00
1	6	3			\$0.00
1	7	3			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	8			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025