Krum Independent School District

Hattie Dyer Elementary

2026-2027 Campus Improvement Plan

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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

Summary

Hattie Dyer Elementary is located at 304 N. 3rd Street 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 344 students.

Our racial demographics during the 2025-2026 school year, consisted of: 52.19% White students, 44.02% Hispanic students, .58 % American Indian/Alaskan Native, .029% Asian, and 2.92% Two or More Races. Our economically disadvantaged percentage was 52.34% and the percentage of Emergent Bilingual Students was 26.82%. The percentage of students served under Special Education was 22.74%, and At-Risk was 63.85%. 3.21% of our students are considered Gifted and Talented.

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. Teachers and staff take ownership of encouraging a positive campus culture and are willing to support campus events.

Strengths

- Paraprofessionals who support our students who need in class support for Special Education.
- Bilingual paraprofessionals who support our Special Education students, as well as Emergent Bilinguals.
- Students who are Emergent Bilingual are placed in the classrooms of ESL certified teachers. Almost all staff is ESL certified, and if they are not, they are working towards it.
- Tutorials are offered for those in need before school throughout the year, as well as targeted STAAR preparation.
- We provide WIN time during the school day for students to receive targeted intervention without missing new instruction.
- GT services are provided for students who have qualified by a teacher on our campus.
- An EB interventionist was hired this year to support students learning English.
- 3 Special Education teachers
- School Counselor provides responsive services, as well as character lessons with each class every month.
- Instructional Coaches
- Teachers offer differentiated instruction and targeted intervention in the classroom.
- FOCUS classroom added for students with severe intellectual disabilities.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Although we are showing growth (+5% this year), students are performing lower than the state targets on the STAAR Math assessments.	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.
2 ★	Students who are considered "High Focus" have a low passing rate on the state assessments and growth from year to year is not sufficient.	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
3 ★	The percentage of students moving to Advanced High Composite Score on TELPAS assessment is not sufficient. (33.3% for 2026, State Target is 49%)	Students are showing growth, but not in enough domains to move their overall composite level. 73.33 percent of students progressed in at least one domain. Writing and speaking are the biggest areas of need.

★ = Priority

Student Learning

Summary

Our rating for the 2024-2025 school year was a C with a Distinction in Reading. Our reading scores met all federal targets, with 4th and 5th grade "meets" scores meeting the future targets. Our math "meets" percentages in 3rd and 5th grade were where we struggled the most. Our science "meets" area was an area of focus for improvement, as well.

At the beginning of the 2025-26 school year, we moved a highly motivated teacher to 3rd grade math. For the last two years, time has been spent coaching and working with our 5th grade math teacher. I am happy about the growth shown on 2026 STAAR in both of these areas. 3rd Grade Math "Meets" went from 34% of students last year to 41% of students this year. 5th Grade Math "Meets" went from 33% of students to 47% of students (just 2% from the target of 49%). We implemented a new reading curriculum with fidelity throughout this past year. Our reading scores improved across 3rd - 5th grade, with 3rd grade growing 7% and 4th and 5th grade already meeting the 2031-2032 reading "Meets" percentage targets. We are still waiting for our science scores. W e will continue to keep our expectations for excellence and maintain a climate of goal-setting.

Students in grades PK - 2nd also showed growth on formative assessments. The PK Team met 3/6 CIRCLE assessment goals (Overall Math, Overall Phonological Awareness, Comprehension) and showed growth on the other 3/6 goals (Rapid Letter Naming, Rapid Vocabulary, Letter Sound Correspondence). Our Kindergarten MCLASS Boy Assessment showed 30% of students on target or above; at EOY, we we raised that number to 56%. First Grade went from 46% of students on target to 78% of students on target or above. 2nd Grade went from 29% on target or above to 55% on target or above this year. We will continue using the support of our instructional coaches to implement MCLASS interventions with fidelity and continue working towards growth in these foundational areas.

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, MCLASS, CIRCLE, and other 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, At Risk students, Emergent Bilinguals, and Economically Disadvantaged Learners to address their growth throughout the year. Our High Focus students are a clear area of need; 34 out of 105 students scored Meets on the Reading STAAR, 29 out of 105 scored Meets on the Math STAAR. Special Education "meets" percentages were 20% meets on reading and 15% meets on math. Emergent Bilinguals had 20% of students score Meets on Reading and 17% of students score Meets on Math. These are our two largest areas of deficits and, with our Eco Dis students, will continue to be a focus area for our campus. The addition of a GT Teacher/EB Interventionist will help us to support our EB students success in the classroom.

Interim Assessments are used as a benchmark two times during the school year. EB students are also assessed with TELPAS, annually.

On TELPAS in 2026, 73.33% of students grew in at least one area. 33.3% showed growth on their Composite Score.

In 2024-2025, our campus attendance average was 95.53% for the year. This year, it was raised to 96.33%! This is a great accomplishment, especially with PK on our campus because there is a pattern of attendance struggles with students ages 3 and 4. We had 33 students with perfect attendance. We will continue to celebrate students with 97% attendance each nine weeks and students with 100% attendance for the year at the end of the year.

Strengths

- 3rd Grade Reading met the federal target, 4th and 5th grade Reading met the 2021-2032 federal targets.
- Current fourth grade cohort grew from 34% meets on 3rd math to 46% meets on 4th math (just 3% from the target).
- We have highly qualified teachers in place to support students and the need for intervention, acceleration, and enrichment.

- We have two instructional coaches this year to support Tier 1 instruction.
- We have added a teacher to support GT and EB students on our campus.
- 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, 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, MTSS, 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.
- We have adopted the Bluebonnet Reading and Math curriculum for grades K-5.
- Teachers are assigned to content areas based on their own strengths and desires, resulting in increased teacher enthusiasm related to instruction.
- Specials teacher support learning through physical activity, Music, and STEAM.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students who are considered "High Focus" have a low passing rate on the state assessments and growth from year to year is not sufficient.	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
2 ★	Although we are showing growth (+5% this year), students are performing lower than the state targets on the STAAR Math assessments.	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.
3 ★	The percentage of students moving to Advanced High Composite Score on TELPAS assessment is not sufficient. (33.3% for 2026, State Target is 49%)	Students are showing growth, but not in enough domains to move their overall composite level. 73.33 percent of students progressed in at least one domain. Writing and speaking are the biggest areas of need.

★ = Priority

School Processes & Programs

Summary

At Dyer Elementary, the teachers work collaboratively to implement high quality lessons and using district provided scope and sequence calendars and curriculum provided. 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. The development of teacher leaders will always be a prioritized focus area.

This year, we are implementing the Ron Clark House Systems. This will bring a sense of belonging for all students, a focus on good behavior and academic success to earn House points, and the opportunity to be a role model and leader for older students. Students will build character as they learn to value behavioral and academic traits that move from being an extrinsic motivation (points) to intrinsic, as they realize their peers value their school successes.

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 and listed in the Dyer Essential 55. When concerns arise, our Dyer Essential 55 and our Dyer pledge will be referenced, so that students are able to recognize how their behavior may or may not align with the Dyer Way. Students compete as a House Team to earn points individually and for their team. Students are rewarded for achievements and pushed to do well with competitive fun between houses.

We recognize that students still are filling gaps in their foundation skills in grades k-2, and have implemented various programs to support the establishment of a solid foundation in those areas. High Focus area students will be a focus this year for all grade levels, especially Emergent Bilinguals and students identified as Special Education. The rigor and explicitness of the Bluebonnet curriculum will build a solid foundation for students in reading writing, and math.

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.

Strengths

- PLCs and DDI Meetings are implemented consistently and effectively.
- Aligned assessments are given and analyzed to monitor student progress throughout the grading periods.
- All teachers have their initial 30 hours of GT training.
- Almost all teachers are ESL Certified.
- All teachers maintain their TELPAS training.
- 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 and the campus.
- 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.
- We are implementing an Instructional Leadership Committee this year to continue our focus on effective instruction.
- Our RCA Committee will continue to build the House System on our campus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
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4	School safety must continue to be a priority.	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

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. The addition of an Emergency Bilingual interventionist is going to make an impact on the 80+ EB students on our campus; the teacher will support them by pushing into the classroom, tutoring during a Language Lab, and work on TELPAS assessment practice.

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. 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 annual EXPO night had an amazing turnout in 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.

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	Root Cause
1 ★	Although we are showing growth (+5% this year), students are performing lower than the state targets on the STAAR Math assessments.	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.
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3	School safety must continue to be a priority.	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.

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Priority Problem Statements

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Krum ISD will increase the academic growth and achievement of every student to help prepare them for post-secondary readiness.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Student performance on STAAR tests will increase in reading, math, and science by 4% by June 2027.

Evaluation Data Source: STAAR data, TAPR

Strategy 1

A print rich environment will be provided in all classrooms; including sound walls, 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

Funding Sources: ongoing Word Wall materials 199 - Local Funds (campus budget), $500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 2

Intervention opportunities will be provided by the classroom teachers including a targeted STAAR preparation using Lowman STAAR Blitz.

Strategy's Expected Result/Impact: Increased student achievement, gap closing

Staff Responsible for Monitoring: Principals, teachers, school counselor

Funding Sources: staff 199 - State Comp Ed, $50,000, Supplemental Reading and Math Intervention Materials (Lowman Education, Measuring UP!, Think UP!) 199 - District Budget, $1,500, Lowman STAAR Blitz 211 - Title I Part A, 211.11.6399, $1,000

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

Formative Reviews

November	January	March	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

Funding Sources: Professional Development (CAMT Math Conference) 199 - Local Funds (campus budget), $2,500, lead4ward Training 199 - Local Funds (campus budget), $1,500

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

Formative Reviews

November	January	March	June

Strategy 4

Continue using TCMPC tools and alignment. Instructional calendars and curriculum guides, provided by Instruction Coaches, for each subject area will be followed by each teacher.

Strategy's Expected Result/Impact: Increased student progress and reading development.

Staff Responsible for Monitoring: Principals and Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 5

Individual student needs will be a priority when planning for a variety of Special Education services (i.e. resource, co-teaching, inclusion, in class support, FOCUS program).

Strategy's Expected Result/Impact: Increased student success

Staff Responsible for Monitoring: Principals, special education teachers, district administration

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

Formative Reviews

November	January	March	June

Strategy 6

Data-Driven Instruction will continue to be a prioritized practiced.

Strategy's Expected Result/Impact: Increased teacher knowledge of student gaps, and effective instruction

Staff Responsible for Monitoring: Principals and teachers

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

Formative Reviews

November	January	March	June

Strategy 7

Utilize department heads & Instructional Leadership Team for support, organization, and implementation of effective instruction and intervention.

Strategy's Expected Result/Impact: Staff support, and leadership

Staff Responsible for Monitoring: Principals and department heads

Funding Sources: Stipends for Department Heads 199 - District Budget, $2,500

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

Formative Reviews

November **January** **March** **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

Funding Sources: Funding will be needed to staff these positions. 199 - District Budget,

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

Formative Reviews

November **January** **March** **June**

Strategy 9

Provide opportunities to facilitate critical thinking and creative thinking, problem solving, and student engagement and investment in their own education.

Strategy's Expected Result/Impact: Increased student achievement and engagement

Staff Responsible for Monitoring: Principals, classroom teachers

Funding Sources: Library Aide 211 - Title I Part A, $35,000, STEAM Teacher 211 - Title I Part A, $30,000

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

Formative Reviews

November **January** **March** **June**

Strategy 10

Students will participate in goal setting meetings with Principal and AP before each interim and STAAR Test.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 11

Students at Dyer will participate in STEAM experiences to enhance what they are learning in core area instruction. Students will have extended library time to extend their literacy development and enthusiasm for reading.

Strategy's Expected Result/Impact: Increased exposure and connection to core academic instruction to increase relevance and interest.

Staff Responsible for Monitoring: Principal

Funding Sources: 211.11.61xx 211 - Title I Part A, $55,000

Title I: 2.5.1, 2.5.2

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

We will provide timely, relevant intervention for students who are not making gains after formative assessments are administered.

Evaluation Data Source: RtI records
student data sheets
EB Interventionist schedule
MCLASS progress monitoring
STAAR after school tutoring (Spring)
Morning tutorials

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 15/30 hours per subject not passed according to the House Bill. Students in 3rd - 5th Grade will be able to use the IXL program to accumulate minutes towards their AI requirements.

Strategy's Expected Result/Impact: Increased student success

Staff Responsible for Monitoring: Principals, classroom teachers, math and reading intervention teachers

Funding Sources: IXL Software Program 199 - District Budget,

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

Formative Reviews

November	January	March	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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 3

Our MTSS (formerly RTI) committee will be upgraded and trained this year to continue supporting students beyond Tier 1 instruction. We are working to build a resource bank for intervention ideas, as well as align intervention with classroom learning for coherence. Many students in MTSS/RTI are EB students, who will receive extra support for our new EB interventionist.

Strategy's Expected Result/Impact: Individual student needs met, and progress made

Staff Responsible for Monitoring: Principals, counselor, RtI committee

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

Funding Sources: Writing folders and 2-hole punch for each 199 - Local Funds (campus budget), $250

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

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

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.

Evaluation Data Source: Aligned assessment data, interim assessments, student grade, RtI data, and end of year STAAR assessments.
Campus EB Interventionist/GT Teacher.

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

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

Formative Reviews

November	January	March	June

Strategy 2

All certified teachers will receive their initial 30 hours of GT training and maintain with the 6 hour refresher 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

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	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

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

Formative Reviews

November	January	March	June

Strategy 4

After 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

Funding Sources: After School Compensation for Teachers 199 - District Budget, $4,000, STAAR Workbooks (STAAR Master, Lowman Education materials, THINK UP, Measuring Minds, etc.) 199 - Local Funds (campus budget), $1,000

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

Formative Reviews

November	January	March	June

Strategy 5

Students will be given an opportunity to participate in UIL academic events. This year, we are planning to increase the number of students participating in UIL by having an UIL Hype Week to explain each event to students.

Strategy's Expected Result/Impact: Climate of high expectations and academic achievement

Staff Responsible for Monitoring: Principals and classroom teachers

Funding Sources: UIL Materials 199 - Local Funds (campus budget), $650, UIL Field Trip 199 - Local Funds (campus budget), $400, Teacher Stipends 199 - District Budget, $2,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 6

All teachers will be provided with ongoing training and support throughout the school year, including required PK training and coaching.

Strategy's Expected Result/Impact: Increased student success, teacher effectiveness, and teacher support

Staff Responsible for Monitoring: Principals, district administration

Funding Sources: Yearly Pre-K Training and Coaching (HQ requirements) 199 - District Budget, $750

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

Formative Reviews

November	January	March	June

Strategy 7

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

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

Formative Reviews

November	January	March	June

Strategy 8

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 9

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Performance Objective 4

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

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

Strategy 1

Classrooms will continue to be equipped with Smart TVs, and updated as needed. Teacher desktops are being updated to laptops this summer.

Strategy's Expected Result/Impact: High level student engagement and technology opportunities

Staff Responsible for Monitoring: Principals, District Technology Director

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

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

Formative Reviews

November	January	March	June

Strategy 3

Continue to maintain mobile technology carts with working and current Chromebooks and iPads available on a daily basis for classroom teacher use.

Strategy's Expected Result/Impact: Increased student engagement and teacher effectiveness

Staff Responsible for Monitoring: Principals, classroom teachers, technology staff

Funding Sources: iPads 199 - District Budget, $5,000, Chromebook Carts 199 - District Budget, $2,500

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

Formative Reviews

November	January	March	June

Strategy 4

Students will use web-based computer programs to reinforce concepts for all subject areas, including: IXL and Zearn.

Strategy's Expected Result/Impact: Increased student understanding and concept fluency

Staff Responsible for Monitoring: Principals and teachers

Funding Sources: Computer Based Programs 199 - District Budget, $15,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 5

Utilize technology to facilitate administrative tasks and improve communication.

Strategy's Expected Result/Impact: streamlined task effectiveness and communication

Staff Responsible for Monitoring: Principals and teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	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

Funding Sources: Headphones 199 - Local Funds (campus budget), $300

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Goal 2

Maintain a safe, positive, and welcoming environment for all, with a priority on high expectations & a focus on instructional time management.

Performance Objective 1 ☑ High Priority

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

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

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Strategy 3

The campus will recognize staff accomplishments - Boast Board notes from coworkers with prize & School Board Meeting recognitions.

Strategy's Expected Result/Impact: Maintain positive and supportive campus climate

Staff Responsible for Monitoring: Principal

Funding Sources: Teacher incentives 199 - Local Funds (campus budget), $500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 4

All core subject teachers will be ESL certified and will continue to use ELPS in their planning and instruction for EB students.

Funding Sources: ESL Certification Test Reimbursement 199 - Local Funds (campus budget), $250

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

Formative Reviews

November	January	March	June

Strategy 5

All new staff will be provided with a mentor teacher who checks in and ensures the new staff are supported and successful.

Strategy's Expected Result/Impact: Teacher retention and success

Staff Responsible for Monitoring: Principals, district administration, mentor and mentee teachers

Funding Sources: Stipend for Mentors 199 - District Budget, $1,500

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

Formative Reviews

November	January	March	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

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

Formative Reviews

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Strategy 7

Principal and AP will stay up to date with educational trends, instructional strategies, current law, and coaching practices through professional development opportunities (TEPSA).

Strategy's Expected Result/Impact: Increased Principal knowledge of best practices & current trends
Increased teacher support/moral
Culture building

Staff Responsible for Monitoring: Principal and AP

Funding Sources: TEPSA Membership & Conference 199 - Local Funds (campus budget), $4,000

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 8

Connect field trips to curriculum. Choose high interest, engaging field trips for students.

Strategy's Expected Result/Impact: Increased background knowledge/schema
Students make connections to curriculum/text

Staff Responsible for Monitoring: Principal
Teachers

Funding Sources: Field Trip Costs 199 - Local Funds (campus budget), $1,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June

Performance Objective 2

Continue with House System to build culture and community, as well as high expectations, among mixed grade level students.

Evaluation Data Source: Staff and Student Surveys
STAAR Results
House App - point system

Strategy 1

Host at least 4 house meetings throughout the year with focus on high expectations, character, responsibility, and team work.

Strategy's Expected Result/Impact: Student behavior and academic performance will improve. Culture and climate will strengthen.

Staff Responsible for Monitoring: All staff and students

Funding Sources: House Shirts for all students 199 - Local Funds (campus budget), $3,000

Formative Reviews

November	January	March	June

Strategy 2

We will utilize the RCA House App to give students points for academic successes and other meaningful character actions.

Strategy's Expected Result/Impact: Intrinsic Motivation, Academic Success held to a high regard.

Staff Responsible for Monitoring: All Staff

Funding Sources: App Purchase from RCA 199 - Local Funds (campus budget), $1,800

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June

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 Source: Increased parent involvement and support.
Increased student outcomes.

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

Funding Sources: Increase curriculum 199 - Local Funds (campus budget), $500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Attendance will be celebrated every grading period and cumulatively at the end of the year. (We will celebrate 97% attendance at the end of the 1st, 2nd, and 3rd nine weeks; we will celebrate those with 100% attendance all year with a field trip at the end of the year.)

Strategy's Expected Result/Impact: Increased student attendance rates

Staff Responsible for Monitoring: Principals

Funding Sources: Student Incentives 199 - Local Funds (campus budget), $1,500

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

Formative Reviews

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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

Funding Sources: 3rd Grade Field Trip to Dallas Symphony Orchestra 199 - Local Funds (campus budget), $1,000

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

Formative Reviews

November	January	March	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

Funding Sources: Materials for Events 199 - Local Funds (campus budget), $500

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

Formative Reviews

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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. We will also host family events during the school day like Shamrock Shuffle, Turkey Trot, and Kindergarten celebrations.

Strategy's Expected Result/Impact: Increased parent involvement and student success

Staff Responsible for Monitoring: Principal and teachers

Funding Sources: Tools and Resources to send home 199 - Local Funds (campus budget), $800

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 7

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

Funding Sources: WATCH Dog supplies (calendar, shirts, etc.) 199 - Local Funds (campus budget), $150

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 8

Teachers will send home weekly newsletters to communicate with parents about classroom school, and district events. Principal will send home monthly newsletters via Parents Square. Communication to parents will be in their home language, with the help of a bilingual paraprofessional to make phone calls and translate written documents & meetings. 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

Funding Sources: Stipend for Bilingual Para to Translate all material 199 - District Budget, $3,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

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

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

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

Funding Sources: Treasure Tower Renewal 199 - Local Funds (campus budget), $750

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Counselor will provide lessons on character development, for each class, each grading period (at a minimum). Smaller group sessions are also offered, as well as lunch bunch groups.

Strategy's Expected Result/Impact: Strong student character and climate of leadership and kindness.

Staff Responsible for Monitoring: Principal and counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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November	January	March	June

Strategy 3

Students will be offered leadership opportunities, such as Nobody Left Behind Club, Bilingual Club, 3rd Grade Safety Patrol, UIL, and NEHS. House Leaders from 4th and 5th grade will be added this year.

Strategy's Expected Result/Impact:
Improved student motivation toward high achievement and goal-setting

Staff Responsible for Monitoring: Teachers, counselor, and principals

Funding Sources: Safety Patrol vests, NEHS ceremony needs 199 - Local Funds (campus budget), $300, NEHS Field Trip 199 - Local Funds (campus budget), $200

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Promote healthy choices through Red Ribbon Week and related extensions throughout the year.

Strategy's Expected Result/Impact: Climate of high expectations for selves.

Staff Responsible for Monitoring: Counselor and Prinicpal

Funding Sources: RRW Gear 199 - Local Funds (campus budget), $200

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Principals and teachers will meet with every student to discuss personal goal-setting throughout the school year.

Strategy's Expected Result/Impact: Improved student success and ownership of learning

Staff Responsible for Monitoring: Principals and teachers

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

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Hattie Dyer Elementary

Total SCE Funds: $30,000.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

Krystie McGraw is the half time dedicated instructional coach for this campus to support teachers.

Personnel for Hattie Dyer Elementary

Name	Position	FTE
Krystie McGraw	Instructional Coach	0.5

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Jennifer Jonas	Paraprofessional	Schoolwide	1
Wendy Arriaga	Paraprofessional	Schoolwide	1

Committees

Committees

2025-2026 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Stephanie	Monaghan	ELAR Teacher	Teacher
Lacey	Lopez	Community Representative	PTO
Kelsey	Brown	Pre-K Teacher	Classroom Teacher
Marian	Martin	GT Teacher	Special Services Teacher
Christina	Russell	Kindergarten Teacher	Classroom Teacher
Ashton	Eubanks	5th Grade Math & Science	Classroom Teacher
Heather	Libick	3rd Grade Teacher	Classroom Teacher
Katie	Johnson	2nd Grade	Classroom Teacher
Michele	Dillon	4th Grade Math	Classroom Teacher
Bryce	Sirmons	Parent Representative	Parent
Vanessa	Slane	Parent Representative	Parent
Matt	Mosely	Community Representative	Community Representative
Kelsie	Kerestine	Click Studios Representative	Business Representative
Cortney	Bevers	Special Education Teacher	Classroom Teacher
Macy	Faught	Principal	Administrator
Brandon	Freer	Assistant Principal	Administrator