

Denison Independent School District
Hyde Park Elementary School
2019-2020 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 of resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hyde Park is an integral part of the Denison ISD, and serves approximately 480 students in grades PreK-4th. Our campus has two Head Start classes, two collaborative Pre-K/PPCD classes, two special education structured learning classes for cognitively impaired students in kindergarten-4th grade, a resource program for students struggling with learning differences, a dyslexia program, kindergarten classes, and 1st - 4th grade classes. The ethnic population of the campus has changed over the last few years. The anglo population has decreased from 70% to approximately 68%. The Hispanic population has increased from 10% to 13%. Our African American population has remained about the same at 8%, and students categorized as two or more races is now about 11%. Roughly 58% of our student population is considered economically disadvantaged.

Demographics Strengths

The campus's recent overall attendance rate has consistently exceeded the 95% standard established by the state of Texas. The most recent attendance percentage for the campus overall was almost 97%. Our kindergarten through 4th grade students have the highest attendance rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our 3 and 4 year old students in Head Start and pre-K programs have lower attendance rates than our K-4th grade population. **Root Cause:** Parents of our Head Start and pre-K students don't understand the importance of regular attendance.

Student Achievement

Student Achievement Summary

In November, 2012, a visiting team from Region 10 Education Service Center noted that "campus processes and procedures focus on student success." The mission and belief statements continue to be posted prominently on the campus, and campus leaders are passionate about meeting the needs of all students. In June, 2019, Hyde Park received a STAAR rating of Met Standard in all categories, and received 1 of 5 Designation Distinctions. Hyde Park received an overall grade of 77. At the same time, we were also recognized as an Honor Roll School for 2018-2019. Multiple sources of evidence indicate that the campus is focused on continuous improvement. There are efforts to include all stakeholders in decision making as evidenced by campus faculty meetings, Campus Improvement Council meetings, Head Start parent involvement activities, weekly PLC meetings, and campus parent involvement activities.

Student Achievement Strengths

A review of student performance from the 2019 STAAR tests for 3rd and 4th grades indicated the campus is consistently scoring above the state and district averages in 3rd & 4th grade reading and math, and above the district average in 4th grade writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On the 2019 Accountability Report: Closing the Gaps-Domain 3, zero of ten targets were met for Growth Status. **Root Cause:** Students in 4th grade did not show adequate growth from 3rd to 4th grade in the areas of reading and math.

School Culture and Climate

School Culture and Climate Summary

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. Several years ago, led by an initiative from central office, campus leaders studied Richard DuFour's blueprint for forming collaborative teams to focus on improving instruction. These job-embedded learning opportunities are "non-negotiable" according to campus administrators. Time is designated weekly at Hyde Park for the PLCs, and some central office administrators regularly visit to support the on-going professional dialogue and instructional planning. Teachers analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by the principal and central office staff. In addition to PLCs, the campus is committed to collaborative meetings, administrative and campus meetings, and book studies. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

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.

School Culture and Climate Strengths

Grade levels across the campus are engaged in the Professional Learning Community (PLC) process. Campus committees consistently refer to the guiding questions of a PLC;

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Through PBIS, Hyde Park has implemented PRIDE ceremonies to celebrate achievements and accomplishments. Our PRIDE behavior consists of being Prepared, Respectful, having integrity, being Determined, and showing Excellence in Everything we do. This behavior is reinforced daily through the use of components from our PBIS system. We have also implemented a "buddy program" for several students on campus, aimed at reinforcing PRIDE behavior and inclusion efforts for our Structured Learning Classroom students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While academic achievement is a focus for our students, we lack clear and concise expectations for academic growth. **Root Cause:** Our focus has been to have students "pass" the STAAR. We must now focus on adequate yearly growth for all students while we increase the percentage of students that meet and master grade level material.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staffing has been stable with many employees having been on the campus for years. However, with the changes in the district, new staff members join the campus yearly. In 2018, we added an additional certified interventionist and this year we added a 5th third grade classroom. We continue to employ 1 full-time Title I instructional assistant, primarily to support our kindergarten through 2nd grade students. Recruiting and retaining highly qualified employees is a top goal 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.

Staff Quality, Recruitment, and Retention 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, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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. 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 curriculum. 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.

Curriculum, Instruction, and Assessment Strengths

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. Delivering the curriculum is what the campus is about. 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Adequate academic growth did not happen for our 2018-2019 4th grade students. **Root Cause:** While we review data on a weekly basis, we must do a better job of using the data to drive meaningful , appropriate instruction.

Problem Statement 2: Adequate growth did not happen for our 2018-2019 4th grade students. **Root Cause:** We are not providing challenging instruction

for our students at and/or above grade level criteria.

Parent and Community Engagement

Parent and Community Engagement Summary

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, Twitter, etc. Twice a year, the district and newspaper create *Spotlight on Denison Schools*. Each edition highlights significant events at each campus, as well as other campus and school activities and awards. 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. As noted in the November, 2012 Campus Snapshot Report from Region 10, "Parents who attended the Family/Community Meeting praised the district for its communication efforts, long-range planning, and quality instructional program."

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

Parent and Community Engagement Strengths

For the 2019-220 school year, we are once again able to employ a full-time Parent Involvement Coordinator. She continues to work with Hyde Park parents and staff. Other strengths include parents' involvement, open communication, and foundation support.

Our Head Start Program offers several family involvement activities during the school year, and our classroom teachers (PK-4th) have a minimum of two face-to-face parent conferences each year.

School Context and Organization

School Context and Organization Summary

There is a clear focus from campus operations to support high quality teaching and learning as evidenced by long-range planning, demographic studies, and assessment of district wide restructure and changes. In addition, the campus has created clear processes and procedures for budget planning and purchasing.

School Context and Organization Strengths

In 2015-2016, Hyde Park implemented the Standard Treatment Protocol for Response to Intervention in both academics and behavior. These protocols continue to be used and are extremely effective. When looking at common assessment and benchmark data, teachers will continue to use the Problem Solving Protocol. 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.

Technology

Technology Summary

Denison ISD is committed to providing a technology for creating a learning community where: (a) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (b) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (c) automation and efficiency of the Campus's business processes allows the focus to be on student education; (d) the district's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (e) parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

Fiber backbone throughout the Campus that provides high bandwidth (10GB and 1GB) connectivity between the campuses

- a Fortigate firewall and a Websense Internet Content Filter for online safety and security
- Wireless access to the DISD network and the Internet at every campus Bring Your Own Device capability at every campus 150M connection to the Internet
- Computers, wireless access to the Internet, a SMARTBoard, a projector, a document camera, a printer, a TV tuner, an audio amplifier system, and a phone in every classroom in the Campus
- Campus computers such as desktops, laptops, iPads and COWs (Computers on Wheels).
- A standard workstation load--Windows 7 Pro, Office 2010, Internet Explorer 10, Google Chrome, Firefox, eTrust VirusScan, Windows Media Player, Acrobat Reader, Quicktime, iTunes and other applications
- Administrative software--Sungard (for student and business services), SEAS (Special Education Automation System), ERO (Electronic Registration Online), KRONOS (employee time clock), DOCUWARE (Document storage and retrieval system) and SEMS (Substitute Employee Management System)
- Online instructional software such as iStation, Compass Odyssey, Rosetta Stone, Study Island, Think Through Math, Connect Ed, Texas Write Source,
- SMART Notebook, Follett Destiny, APlus, Schoology, and Discovery Learning
- A video conference lab and a portable VC lab that is used for staff development and virtual field trips
- Using the Help Desk feature in Eduphoria to request technical help and to track help tickets.
- Six full-time Technical Support personnel and a Tech Manager at each elementary campus

Technology Strengths

DISD's strengths related to technology include but are not limited to the following:

- Every classroom and office in DISD has wireless access to the Internet and all campuses have BYOD capability.
- Every classroom has a SMARTBoard, a projector, a document camera, an audio amplifier and a phone
- A standard workstation load--Windows 7 Pro, Office 2010, Internet Explorer 10, Google Chrome, Firefox, eTrust VirusScan, Windows Media Player,
- Acrobat Reader, Quicktime, iTunes and other applications
- DISD provides customized technology staff development throughout the year
- A Help Desk and Tech Support that is provided by six members of the Tech Department and campus Tech Managers

Schoology Learning Management System at the High School that will support school supplied technology as well as BYOD.

At Hyde Park, we currently have 8 COW's, enough for one each at grade levels K - 4th, with three additional carts in the LRC to be used when needed.

Priority Problem Statements

Problem Statement 1: Our 3 and 4 year old students in Head Start and pre-K programs have lower attendance rates than our K-4th grade population.

Root Cause 1: Parents of our Head Start and pre-K students don't understand the importance of regular attendance.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- 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

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
- Study of best practices

Goals

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

Performance Objective 1: All students will achieve STAAR Meets level and/or demonstrate at least one years growth on STAAR 2020.

Evaluation Data Source(s) 1: STAAR Scores - 2020

Domain I - Student Achievement Report

Domain II - Student Progress Report





Domain III - Closing the Gaps Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Disaggregate data for all students, including at-risk	2.4, 2.6	All Staff	PLC Minutes, lesson plans, STAAR Exams, AYP Expectations				
			Lesson plans will be specifically designed to meet students' needs based on data.				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 2) Refine the curriculum in core academic areas	2.5, 2.6	Classroom Teachers, Special Program Teachers	Universal Screeners, Teacher-developed Common Assessments, District Benchmarks				
			Lessons will be designed that align with curriculum documents.				
Funding Sources: 199 Regular Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Use PLC time to analyze data and formulate a plan for those who did not learn, as well as those that already know it.	2.4, 2.5, 2.6	All Teachers, Principal, Counselor	PLC agendas and meeting minutes, lesson plans Instruction will be designed to meet students' needs based on the data.				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Use PLC time to develop research-based engaging lessons to enhance learning	2.5	Teachers, Curriculum Coordinators, Principal, Counselor	Lesson plans, PLC agendas and meeting minutes Grade level collaborative, engaging lessons will be designed to meet students' needs.				
Funding Sources: 199 Regular Education - 0.00							
Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 5) Collaboratively create, administer and disaggregate formative assessments with appropriate modifications	2.4	All staff	Istation Reading Program, Star Math, Star Reading, Teacher-developed Common Assessments, District Benchmarks, First Steps Math				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00, 199 24 Compensatory Education - 0.00							
ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide additional time, support, and opportunities for students who are not successful	2.4, 2.5, 2.6	Teachers, Principal, Counselor	Istation results, Imagine Math results, Star Math, Star Reading, Student sign in sheets Additional time for learning will accelerate students' mastery of concepts.				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 Regular Education - 0.00, 211 Title I - 0.00, 224 Special Education - 0.00, 288 Indian Education Grant - 0.00							
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Provide transportation for after school tutoring	2.4, 2.5, 2.6	Teachers, Principal, Transportation Director	Istation results, Imagine Math results, Star Math, Star Reading, Student sign in sheets				
Funding Sources: 199 24 Compensatory Education - 0.00, 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 8) Provide enrichment opportunities for students who are initially successful	2.5	All staff	Istation, Imagine Math, Star Reading, Star Math, Common Assessments, Benchmarks, Lesson Plans				
				Funding Sources: 199 Regular Education - 0.00, 199 21 Gifted and Talented - 0.00			
ESF Levers Lever 3: Positive School Culture 9) Conduct annual migrant identification, recruitment and verification.	2.4	Office Staff, District Special Programs Director, Counselor	Migrant Surveys				
				Funding Sources: 199 Regular Education - 0.00			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 10) 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.		Principal, Assistant Superintendent of Personnel, Curriculum Coordinator, Special Education Coordinator	Professional Development Schedule, Personnel files, College Recruiting visits				
				Funding Sources: 211 Title I - 0.00, 255 Title II, Part A - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00			
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 11) Integrate and coordinate Title I services with all state and locally funded programs.	2.4, 2.5, 2.6	Teachers, Principal, Director of Special Programs, Campus Improvement Council	Budgets, Meeting Agenda, Meeting Minutes All funds will be appropriately allocated and managed to provide needed materials, services, and personnel to improve instruction.				
				Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00, 199 24 Compensatory Education - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
12) Encourage teachers to incorporate emerging technology to improve student learning	2.5	Teachers, Principal, Curriculum Coordinators, Curriculum Director	Lesson Plans, istation, Imagine Math, Star Reading, Star Math,				
Funding Sources: 211 Title I - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 263 Title III, BIL/ESL - 0.00, 199 21 Gifted and Talented - 0.00							
13) Implement and promote a Comprehensive School Health Program.	2.4, 2.5, 2.6	Director of Food Service, Director of Special Programs, School Nurse, Coaches, Principal, and Counselor	Copies of menus, minutes of from meetings, and participation in annual school health fair.				
Funding Sources: 199 Regular Education - 0.00							
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 14) Provide a summer accelerated instructional opportunity for identified elementary students in grades 1, 2, and 3.	2.4, 2.5, 2.6	Director of Instruction, Director of Special Programs, Principal, and Teachers.	Attendance records of students, Student academic data.				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 15) Provide materials to meet the needs of students in all academic programs.	2.4, 2.5, 2.6	Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals	Funds will be appropriately allocated and managed to provide needed materials to improve instruction and student learning.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: Every employee of the district 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 2020 STAAR Reading





Evaluation Data Source(s) 2: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards	2.6	Classroom teachers, special program teachers, principal, counselor, instructional assistants	Teachers will be knowledgeable of current expectations for their students.				
Funding Sources: 255 Title II, Part A - 0.00, 199 Regular Education - 0.00, 211 Title I - 0.00							
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Complete and implement plans for remediation for all students demonstrating weakness in reading	2.4, 2.5	Classroom teachers, special program teachers, principal, counselor, instructional assistants	Student RtI packets, lesson plans, PLC agenda and meeting notes, STAAR social studies results				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Identify and provide specialized instruction for students with dyslexia.	2.4, 2.5, 2.6	Campus Principals, Dyslexia Coordinator, Director of Instruction	Reading performance will improve with specialized instruction.				
ESF Levers Lever 5: Effective Instruction 4) Review and implement RtI procedures.	2.5	Campus Principals, Director of Instruction	Additional services will be provided to students who are not performing at Tier I level.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 5) Complete and implement plans for remediation for all students demonstrating weakness in reading.	2.4, 2.5	Campus Principals, Classroom Reading Teachers, Reading Intervention ists	Improvement in reading skills will be evident with focused instruction in reading.				
ESF Levers Lever 4: High-Quality Curriculum 6) Provide materials to meet the needs of students in reading programs.	2.6	Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals	Funds will be appropriately allocated and managed to provide needed materials to improve instruction.				
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Assess and monitor the reading level and progress of each student in Pre-K through 2nd grade using a district approved standardized instrument.	2.4	Directors, PK-2nd grade teachers, Curriculum Coordinators and Principals.	Middle of Year and End of Year reading results will be monitored to determine reading ability and ensure progress for all PK - 2nd grade students.				
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 8) Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.	2.6	Director of Instruction, Curriculum Coordinators, Director of Special Programs and Principals.	Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: Every employee of the district 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 2020 STAAR Mathematics.

Evaluation Data Source(s) 3: Domain 1: Student Achievement

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes .	2.5, 2.6	Classroom teachers, special program teachers, principal, counselor, instructional assistants	Additional time for learning will accelerate students' mastery of concepts.				
				Funding Sources: 199 Regular Education - 0.00, 255 Title II, Part A - 0.00, 211 Title I - 0.00			
ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Specifically focus on students' needs during intervention times.		Classroom teachers, reading intervention ists, instructional assistants	Math performance will improve with individual, specialized instruction.				
				Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Evaluate the effectiveness of in-school remedial programs.	2.5	Instructional Staff	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.				
				Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 211 Title I - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 288 Indian Education Grant - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Review and persistently implement RtI procedures	2.4, 2.5, 2.6	Classroom teachers, reading interventionists, special program teachers, principal, counselor, instructional assistants, curriculum coordinators	Campus Standard Treatment Protocol for RtI, PLC agendas and meeting notes, progress monitoring data				
	Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00, 199 24 Compensatory Education - 0.00						
Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 5) Change instructional assignments to include resource class instruction and inclusion assistance.	2.4, 2.5	Director of Special Education, Special Education Diagnosticians	Additional services will be provided to students according to ARD committee decisions.				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 211 Title I - 0.00						
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 6) Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state.	2.6	Director of Instruction, Campus Principals, Curriculum Coordinators, Teachers	Lessons will be designed that align with curriculum documents. Teachers will be knowledgeable of current expectations for their students.				
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Attend professional development sessions to improve math instructional strategies.	2.5	Campus Principals, Director of Instruction, Math Department Chairs	Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.				
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

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

Performance Objective 4: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2020 STAAR Writing .

Evaluation Data Source(s) 4: Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 1) Attend staff development sessions to provide training on teaching strategies for improving writing skills.	2.6	Director of Instruction, Director of Special Education, Campus Principals, Curriculum Coordinators	Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' writing skills.				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Use rubrics for assessing four different types of writing.	2.5	Curriculum Coordinators, Director of Instruction, Campus Principals, Department Chairs	Students and teachers will be familiar with four types of writing and be able to score a writing sample using developed rubrics				
Funding Sources: 199 Regular Education - 0.00							
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 3) Score students' writing as a department to improve student performance.	2.6	Curriculum Coordinators, Director of Instruction, Classroom Teachers	Teachers will design remedial activities for improvement based on writing scores from the department grading activity.				
Funding Sources: 199 Regular Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 4) Teachers will participate in an inter-district exchange of student writing compositions to reduce bias and increase grader reliability.		Teachers, Campus Principals, Curriculum Coordinators, Director of Instruction	Teachers will design remedial activities for improvement based on writing scores from the grading activity.				
	Funding Sources: 199 Regular Education - 0.00						
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 5) Complete and implement plans for remediation for all students demonstrating weakness in writing.	2.4	Campus Principals, Department Chairs, Curriculum Coordinators	Writing performance will improve with individual, specialized instruction.				
	Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00						
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 6) Provide materials to meet the needs of students in writing programs.	2.6	Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals	Funds will be appropriately allocated and managed to provide needed materials to improve instruction.				
	Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00, 199 23 Special Education - 0.00, 199 21 Gifted and Talented - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

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

Performance Objective 5: English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2020 STAAR.

Evaluation Data Source(s) 5: 1. STAAR
2. Tejas Lee Reading Assessment
3. TELPAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 5: Effective Instruction 1) Provide materials to meet the needs of the students in the bilingual program and ESL		Central office administrators, elementary administrators, elementary teachers	Funds will be appropriately allocated and managed to provide needed materials to improve instruction.				
	Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00						
2) Continue to encourage teachers to obtain ESL certification		Central office administrators, elementary administrators, elementary teachers	Two additional campus teachers with ESL certification				
	Funding Sources: 199 25 ESL - 0.00						
ESF Levers Lever 3: Positive School Culture 3) Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey)		Central office administrators, elementary administrators, elementary teachers	All parents will be informed of school information.				
	Funding Sources: 199 Regular Education - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum 4) Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP).		Director of Special Programs, principal, counselor	Teachers will be knowledgeable of current expectations for their students.				
	Funding Sources: 199 Regular Education - 0.00						
ESF Levers Lever 5: Effective Instruction 5) Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners.		Director of Instruction, Director of Special Programs, Principal	Additional time for learning will accelerate students' mastery of concepts.				
	Funding Sources: 263 Title III, BIL/ESL - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 Regular Education - 0.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

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

Performance Objective 1: Encourage respect for one another.

Evaluation Data Source(s) 1: Teacher and staff recognition of acts of kindness and compassion.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Continue the Rachel's Challenge Program		Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel	Discipline records, universal screener, documented activities				
Funding Sources: 199 Regular Education - 0.00							
2) Provide students the information, assistance, and support that enable them to take responsibility for their own learning.		Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel	Discipline records, universal screener, copies of documents				
Funding Sources: 483 Local Grant Funds - 0.00, 199 Regular Education - 0.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
3) Implement District RtI Behavior Procedures		Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel	RtI Behavior Standard Treatment Protocol, PLC agendas and meeting notes, discipline records, universal screener				
	Funding Sources: 199 Regular Education - 0.00						
4) Continue Positive Behavior Initiative and Support (PBIS)		PBIS team, principal, counselor, teachers, all support personnel	Discipline records, PBIS data				
	Funding Sources: 199 Regular Education - 0.00, 461 Campus Activity Funds - 0.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 2: Improve student attendance.

Evaluation Data Source(s) 2: Overall student attendance for all students will remain at 95% or better.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Maintain nurse and counseling services on each campus.		Central office administrators, elementary administrators,	Employment records				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00							
2) Provide parent training		Central office administrators, elementary administrators, elementary teachers, elementary counselors	Meeting agendas, sign in sheets, parent interest surveys				
Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00							
3) Monitoring of attendance and communicating with students and parents		Elementary truant officer, principal, nurse, counselor, principal, teachers	Parent contacts, truancy warning notifications, AEIS attendance data				
Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Reduce the number of student disciplinary offenses.

Evaluation Data Source(s) 3: Disciplinary referrals will decline from the 2018-2019 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.		Principal, classroom teachers, secretary	Signed letters				
Funding Sources: 199 Regular Education - 0.00							
2) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.		Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Principal	Discipline records				
Funding Sources: 199 Regular Education - 0.00							
3) Continue Positive Behavior Initiative and Support		Campus principal, counselor, PBIS team, teachers, support personnel, campus staff	PBIS monthly and yearly data				
Funding Sources: 199 Regular Education - 0.00, 461 Campus Activity Funds - 0.00							
4) Address the increase in district bus referrals.		Campus Principals, Director of Transportation	Decrease in number of bus referrals				
Funding Sources: 199 Regular Education - 0.00							

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

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





Performance Objective 1: Provide a safe campus environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Continue to implement the district Emergency Operation Plan		Central office staff, principal, School Safety Officer	District Emergency plan, safety drill records				
Funding Sources: 199 Regular Education - 0.00							
2) Organize procedures for a safer drop-off and pick-up zone on campus		Campus Improvement Council, principal, counselor, teachers	Campus safety records				
Funding Sources: 199 Regular Education - 0.00							
3) Provide an alternative setting for students with severe and/or persistent misbehavior.		Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Principal	Discipline records				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
4) 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		Director of Technology, principal, technology managers, counselor, classroom teachers, technology managers	Online safety documents, meeting minutes, sign in sheets				
Funding Sources: 199 Regular Education - 0.00							
5) Educate staff, parents and students on bullying prevention, policies and procedures.		Director of Special Programs, counselor, principal, teachers	Copies of flyers and information shared with parents, agendas, meeting minutes, sign in sheets				
Funding Sources: 199 Regular Education - 0.00							
6) Insure that students and staff are free from sexual abuse and other maltreatment.		Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Principal, Counselor	Board Policy, Campus Improvement Plans, Presentation sign-in sheets				
Funding Sources: 199 Regular Education - 0.00							
7) Maintain an effective Discipline Management Plan that is communicated to students, parents, & staff.		Assistant Superintendent for Administration, Director of Special Programs, Principal, teachers	Board Policy, Campus Improvement Plans, Student Handbooks, Sign-in sheets from sessions				
Funding Sources: 199 Regular Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
8) Provide training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students on Suicide Prevention.		Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, & Principal	Sign-in Sheets				
Funding Sources: 199 Regular Education - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = 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 communication.

Evaluation Data Source(s) 1: Campus parent involvement documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Parent notification will be sent for students being placed on TIER II or TIER III for remediation.		Principal, classroom teachers	Copies of letters, contact logs, meeting minutes				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00							
2) Parent letter will be sent for students identified as At-Risk in reading and math.		Director of Special Programs, Campus Principal, Counselor, Classroom teachers	Copies of letters, contact log				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00							
3) Meetings will be conducted with parents and teachers of students with autism.		Director of Special Education, Diagnosticians. Principal, Counselor	Meeting minutes, agendas, sign in sheets				
Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00							
4) Meetings will be conducted with parents of students with emotional needs.		Director of Special Education, Diagnosticians. Principal, Counselor	Meeting minutes, agendas, sign in sheets				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
5) Improve Parent Communication by offering and utilizing Parent Meetings, Parent Viewer, Blackboard Connect, District Website, Written Parental Involvement Policy, Written Correspondence, Home Visits/Phone contacts, Student Handbook		Central office administrators, principal, counselor, teachers, technology support staff	Letters, meeting minutes, sign in sheets, online parent viewer, correspondence, records of home visits and/or phone contacts, Student Handbook				
Funding Sources: 211 Title I - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00							
6) Conduct activities that provide parents the opportunity to play an active role in their student's learning experience-strengthening ties between home and school.		Principal, Head Start office staff, classroom teachers, counselors, Director of Special Programs, Director of Special Education	Meeting minutes, sign in sheets, parent survey results				
Funding Sources: 199 Regular Education - 0.00, 205 Head Start - 0.00, 211 Title I - 0.00, 199 21 Gifted and Talented - 0.00, 199 25 ESL - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = 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 Source(s) 2: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Assist preschool children in the transition from early childhood programs to kindergarten		Central office administrators, principal, Head Start office staff	Meeting minutes, sign in sheets from parent meetings				
Funding Sources: 199 Regular Education - 0.00, 205 Head Start - 0.00, 199 24 Compensatory Education - 0.00							
2) Continue sending Tiger's Tale Bulletin every Friday		Principal, classroom teachers	Update the Tiger's Tale Bulletins on file				
Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00							
3) Continue to send Parent Surveys		Campus Improvement Council, principal	Survey results and completion data				
Funding Sources: 199 Regular Education - 0.00, 211 Title I - 0.00							
4) Continue Texas Public Schools Week and American Education Week activities.							
Funding Sources: 199 Regular Education - 0.00							
5) Continue conducting a minimum of two parent conferences per year.							
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00							
6) Collaborate with local and regional agencies to provide parents with multiple opportunities to increase their knowledge in supporting their children through school.		Director of Special Programs	Parent Participation registers				
Funding Sources: 199 21 Gifted and Talented - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 211 Title I - 0.00, 205 Head Start - 0.00, 199 Regular Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
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.		Director of Special Programs, Parent Involvement Coordinator, Principal, Counselor	Agendas and attendance records of meetings, parent response forms.				
Funding Sources: 211 Title I - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Budget for Hyde Park Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 104 8 24 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$142,400.00
6100 Subtotal:		\$142,400.00
6300 Supplies and Services		
199 104 8 24 6300	6399 General Supplies	\$250.00
6300 Subtotal:		\$250.00
6400 Other Operating Costs		
199 104 8 24 6400	6410 Travel, Subsistence and Stipends	\$150.00
6400 Subtotal:		\$150.00

Personnel for Hyde Park Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Banks	Dyslexia Specialist	Compensatory Education	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We complete our Needs Assessment each year based on our assessments and other appropriatedata. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents, business members from the community, and other community members.

2.2: Regular monitoring and revision

We monitor our plan 4 times each year and adjust our goals and strategies as needed.

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

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting.

2.4: Opportunities for all children to meet State standards

We work hard so all students are successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year and make accommodations and changes as needed.

2.5: Increased learning time and well-rounded education

Each student at Hyde Park is given the opportunity for small group instruction if needed. We look at each student as an individual and do all we can to meet individual needs.

2.6: Address needs of all students, particularly at-risk

Each student at Hyde Park is given the opportunity for small group instruction if needed. We look at each student as an individual and do all we can to meet individual needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, conferences as needed.

3.2: Offer flexible number of parent involvement meetings

Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmon Alexander	Parent Involvement Coordinator	Title I	1.0
Elayne Delmont	Instructional Assistant	Title I	1.0
Pam Bellermand	Interventionist	Title I Reading/Math	1.0
Shea Klas	Instructional Assistant	Title I Reading/Math	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kerry Kaai	Principal
Administrator	Kim Potter	Assistant Principal
Classroom Teacher	Kristal Fuller	4th Grade Teacher
Classroom Teacher	Kisha Williams	1st Grade Teacher
Classroom Teacher	Kim Ford	Pre-Kindergarten Teacher
Non-classroom Professional	Pam Bellermand	Interventionist
Non-classroom Professional	Holley Murphy	Counselor
Business Representative	Jeremy Pilcher	Business Representative
Parent	Suzanne Hall	Parent Representative
Parent	Tiffany Powell	Parent Representative
Community Representative	Jennifer Rex	Community Representative
Business Representative	Austen McLemore	Business Representative

Campus Funding Summary

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	12			\$0.00
1	4	6			\$0.00
4	1	6			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	6			\$0.00
3	1	3			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	6			\$0.00
1	5	5			\$0.00
2	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	10			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	3	3			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	5			\$0.00
4	1	6			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
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	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	2	1			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00

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

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			\$0.00
4	2	1			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10	Title I Funds		\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	6			\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	7			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	5	5			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00

461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00