2017-18 Campus Improvement Plan

Dew Elementary School
School Name

Dew Independent School District
District Name

Table of Contents

Mission Statement

Dew Independent School District's Mission Statement
To provide a world class education in a safe environment for all students.

Dew Elementary School's Mission Statement
To provide a quality education and safe environment for all students.

Dew Elementary School Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Dew Elementary School conducted a comprehensive needs assessment for the 2017-18 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Dew Elementary School include 17 teachers, 3 paraprofessionals, and 2 administrators. The student population is 76.2% White, 7.5% African American, 12.2% Hispanic, 0.7% Asian, and 0% Native American. Additionally, the campus serves 53.7% economically disadvantaged students, 8.0% special education students, and 4.3% Limited English Proficient students. Attendance rates include 91.7% African American, 97.6% Hispanic, 96.3% White, and 96.6% economically disadvantaged. The most current data indicate the campus has a 10.3% mobility rate.

The following data were reviewed in relation to campus demographics:
STAAR state assessments. STAR assessments and IStation assessments.

Upon review of these data, several findings were noted. These findings include:
Although progress is noted for students making progress as well as moving from "Approaches" to "Meets" and "Masters", moving all students toward "Masters" as well as all students making a year of progress is still the overarching goal of Dew ISD.

Areas of need include:
Improve Attendance from 95% to 97%. Maintain perfect scores and/or improve upon student performance scores. Dew ISD did not receive any Distinction Designations in 2018. It is our goal to receive at least one in 2019.

Student Achievement
The following data were reviewed in relation to Student achievement:
STAAR state assessments. Checkpoint assessments in core content areas for grades 3-8. Student report cards. Student results on STAR Reading and Math and iStation.

Upon review of these data, several findings were noted. These findings include:
Dew ISD is improving but still needs to move more students toward "Meets" and "Masters."

Areas of need include:
Retaining highly qualified teachers. Providing highly effective and rigorous instruction in order to maintain the same/or greater level of student performance. Embed ongoing staff development and provide opportunities to work cooperatively on building the capacity for data driven instruction and continuous improvement.

School Culture, Climate, and Organization
The following data were reviewed in relation to School Culture, Climate, and Organization:
The Safety and Security Audit survey. Teacher feedback. Visitors (including parents & community members) frequently comment on the appearance of the building and the "feel" of the campus. The environment is warm and welcoming and students enjoy coming to school each day. Teachers obviously enjoy working within the organization as can be indicated by the low rate in turnover.

Upon review of these data, several findings were noted. These findings include:
Teachers, staff members, and students overwhelming believe that our school district and campuses are safe and supportive.

Areas of need include:
A commitment to maintaining small class sizes. Highly qualified and highly effective teachers in all classrooms. Providing a challenging and rigorous lessons support excellence in academic performance. Maximizing class time.

Staff Quality, Recruitment, and Retention
The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
T-TESS Observation Summaries. Exit Interviews. Professional Development Certificates. Staff incentives and additional stipends for tutorials outside the school day. Staff Recognition programs. Salary schedules and local stipends above state base. Relevant staff development and high expectations for staff to instruct students to higher levels of performance.

Upon review of these data, several findings were noted. These findings include:
Dew ISD turnover rate in certified staff is at 12.9% below the state average of 16.7%. Dew ISD faculty is 100% highly qualified. Dew ISD instructional support aides are 100% highly qualified. High retention rates are made possible by maintaining small class sizes, providing a minimum of two conference periods for planning and meeting with parents, and offering small acknowledgement programs for outstanding efforts noted throughout the year. All faculty and staff receive stipends for going above and beyond by coaching UIL academic teams and also, receive longevity pay for number of years in the district. Several programs are promoted to recognize the outstanding contributions made by the faculty and staff.

Areas of need include:
More competitive salary schedule, especially to remain competitive with neighboring districts. Opportunities to grow as a professional through relevant staff development. Creating opportunities for teachers to be able to "grow" in their jobs with an eye on their own future and their career.

Family and Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Parent and Community member participation in events at school. Sign-in sheets. Raptor Visitor Management System reports.

Upon review of these data, several findings were noted. These findings include:
Parent and Community Involvement at school events has grown over the past year (Book Fair Family Night, Open House, Athletic Events, Thanksgiving Lunch, Muffins with Mom, Donuts with Dad, Christmas Play and Musical, Band Concerts, PTO events, Dew VFD Fire Prevention Week, etc.)

Areas of need include:
Increased involvement in the educational and academic events by our community members and parents. Increased parental involvement at parent/teacher meetings. Increased community and business involvement in instructional programs and presentations.

Student Performance Data

Reading

Student Group	Grade Level	2016-17 # Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	2017-18 # Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	3	19	1304	13	68	6	32	1	5	0	0	18	1352	7	39	11	61	3	17	1	6
	4	17	1524	3	18	14	82	9	53	1	6	19	1457	8	42	11	58	5	26	1	5
	5	16	1610	0	0	16	100	11	69	4	25	18	1568	4	22	14	78	12	67	3	17
	6	11	1544	4	36	7	64	3	27	1	9	18	1616	1	6	17	94	5	28	2	11
	7	14	1721	0	0	14	100	10	71	6	43	11	1567	6	55	5	45	3	27	1	9
	8	11										12	1785	0	0	12	100	11	92	7	58
Hispanic/Latino	3	1										2									
	4	2										0									
	5	2										2									
	6	0										2									
	7	3										0									
	8	2										3									
American Indian or Alaska Native	3	0										0									
	4	0										0									
	5	0										0									
	6	0										0									
	7	0										0									
	8	0										0									
Asian	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
Black or African	3	1										3									

Category	Grade																				
	4	1									1										
	5	1									2										
	6	0									2										
	7	0									0										
	8	1									0										
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
White	3	15	1314	9	60	6	40	1	7	0	0	13	1376	4	31	9	69	3	23	1	8
	4	12	1534	2	17	10	83	7	58	1	8	15	1463	5	33	10	67	4	27	0	0
	5	12	1609	0	0	12	100	8	67	3	25	12	1563	3	25	9	75	7	58	2	17
	6	11	1544	4	36	7	64	3	27	1	9	13	1620	1	8	12	92	4	31	1	8
	7	11	1729	0	0	11	100	9	82	5	45	11	1567	6	55	5	45	3	27	1	9
	8	8										9	1787	0	0	9	100	8	89	6	67
Two or More Races	3	2										0									
	4	2										3									
	5	1										2									
	6	0										1									
	7	0										0									
	8	0										0									
Economically Disadvantaged	3	13	1325	7	54	6	46	1	8	0	0	6	1287	3	50	3	50	1	17	0	0
	4	8	1507	1	13	7	88	4	50	0	0	13	1417	7	54	6	46	2	15	0	0
	5	7	1616	0	0	7	100	5	71	2	29	10	1529	3	30	7	70	5	50	0	0
	6	7	1538	2	29	5	71	2	29	0	0	3									
	7	5	1695	0	0	5	100	3	60	1	20	7	1570	4	57	3	43	2	29	1	14
	8	4										5	1732	0	0	5	100	4	80	2	40
Limited English Proficient	3	1										1									
	4	2										0									
	5	0										2									
	6	0										0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
	7	0										0									
	8	0										0									
Special Education	3	3										1									
	4	1										3									
	5	0										1									
	6	3										0									
	7	1										3									
	8	0										1									
At-Risk	3	5	1318	4	80	1	20	0	0	0	0										
	4	2																			
	5	1																			
	6	3																			
	7	1																			

Writing

Student Group	Grade Level	2016-17 Writing STAAR Results										2017-18 Writing STAAR Results									
		# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
All Students	4	17	3858	2	12	15	88	5	29	1	6	19	3536	9	47	10	53	6	32	1	5
	7	14	4145	1	7	13	93	8	57	3	21	11	4002	4	36	7	64	5	45	3	27
Hispanic/Latino	4	2										0									
	7	3										0									
American Indian or Alaska	4	0										0									
	7	0										0									
Asian	4	0																			
	7	0																			
Black or African American	4	1										1									
	7	0										0									

Student Group	Grade	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Native Hawaiian or Other	4	0																			
	7	0																			
White	4	12	3794	1	8	11	92	2	17	0	0	15	3524	6	40	9	60	5	33	0	0
	7	11	4198	0	0	11	100	6	55	3	27	11	4002	4	36	7	64	5	45	3	27
Two or More Races	4	2										3									
	7	0										0									
Economically Disadvantaged	4	8	3857	1	13	7	88	3	38	0	0	13	3325	8	62	5	38	3	23	0	0
	7	5	3756	1	20	4	80	0	0	0	0	7	4071	2	29	5	71	4	57	2	29
Limited English Proficient	4	2										0									
	7	0										0									
Special Education	4	1										3									
	7	1										3									
At-Risk	4	2																			
	7	1																			

English I

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %

2016-17 English I STAAR Results | *2017-18 English I STAAR Results*

English II

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %

2016-17 English II STAAR Results | *2017-18 English II STAAR Results*

Mathematics

Student Group	Grade Level	2016-17 Mathematics STAAR Results										2017-18 Mathematics STAAR Results									
		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	3	18	1352	8	44	10	56	2	11	1	6	18	1400	7	39	11	61	5	28	2	11
	4	17	1550	2	12	15	88	6	35	2	12	19	1498	6	32	13	68	4	21	3	16
	5	16	1669	0	0	16	100	11	69	4	25	18	1660	0	0	18	100	13	72	4	22
	6	11	1559	5	45	6	55	3	27	0	0	18	1642	2	11	16	89	8	44	1	6
	7	9	1644	1	11	8	89	1	11	1	11	7	1533	5	71	2	29	0	0	0	0
	8	11										11	1717	1	9	10	91	7	64	1	9
Hispanic/ Latino	3	1										2									
	4	2										0									
	5	2										2									
	6	0										2									
	7	2										0									
	8	3										2									
American Indian or Alaska Native	3	0										0									
	4	0										0									
	5	0										0									
	6	0										0									
	7	0										0									
	8	0										0									
Asian	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
Black or African American	3	1										3									
	4	1										1									
	5	1										2									

Category	Grade																				
	6	0									2										
	7	0									0										
	8	0									0										
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
White	3	14	1350	6	43	8	57	1	7	1	7	13	1425	4	31	9	69	4	31	2	15
	4	12	1531	1	8	11	92	3	25	0	0	15	1500	4	27	11	73	3	20	2	13
	5	12	1679	0	0	12	100	9	75	4	33	12	1645	0	0	12	100	9	75	2	17
	6	11	1559	5	45	6	55	3	27	0	0	13	1657	0	0	13	100	7	54	0	0
	7	7	1663	0	0	7	100	1	14	1	14	7	1533	5	71	2	29	0	0	0	0
	8	8										9	1734	0	0	9	100	6	67	1	11
Two or More Races	3	2										0									
	4	2										3									
	5	1										2									
	6	0										1									
	7	0										0									
	8	0										0									
Economically Disadvantaged	3	12	1355	6	50	6	50	2	17	1	8	6	1284	4	67	2	33	0	0	0	0
	4	8	1535	1	13	7	88	3	38	1	13	13	1453	6	46	7	54	1	8	0	0
	5	7	1651	0	0	7	100	5	71	1	14	10	1632	0	0	10	100	6	60	2	20
	6	7	1583	3	43	4	57	3	43	0	0	3									
	7	5	1624	1	20	4	80	0	0	0	0	4									
	8	4										8	1733	1	13	7	88	6	75	1	13
Limited English Proficient	3	1										1									
	4	2										0									
	5	0										2									
	6	0										0									
	7	0										0									
	8	0										0									

Student Group	Grade	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested (2017-18)
Special Education	3	3										1
	4	1										3
	5	0										1
	6	3										0
	7	1										3
	8	0										1
At-Risk	3	5	1341	2	40	3	60	1	20	0	0	
	4	2										
	5	1										
	6	3										
	7	1										

Algebra I

	2016-17 Algebra I STAAR Results									2017-18 Algebra I STAAR Results								
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	5	4217	0	0	5	100	2	40	2	40	5	4451	0	0	5	100	5	100	3	60

Science

		2016-17 Science STAAR Results									2017-18 Science STAAR Results								
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	5	17	4002	2	12	15	88	12	71	3	18	18	3730	6	33	12	67	6	33	2	11
	8	12										12	4215	0	0	12	100	11	92	3	25
Hispanic/ Latino	5	2										2									
	8	2										3									
American Indian or	5	0										0									

Student Group	Grade	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	8	0										0									
Asian	5	0																			
Black or African American	5	1										2									
Black or African American	8	1										0									
Native Hawaiian or Other Pacific Islander	5	0																			
White	5	13	4073	1	8	12	92	11	85	3	23	12	3777	4	33	8	67	4	33	2	17
White	8	9										9	4238	0	0	9	100	8	89	3	33
Two or More Races	5	1										2									
Two or More Races	8	0										0									
Economically Disadvantaged	5	7	3897	2	29	5	71	3	43	2	29	10	3505	5	50	5	50	1	10	0	0
Economically Disadvantaged	8	4										5	4114	0	0	5	100	5	100	0	0
Limited English Proficient	5	0										2									
Limited English Proficient	8	0										0									
Special Education	5	0										1									
Special Education	8												1									
At-Risk	5	1																			

Biology

	2016-17 Biology STAAR Results									2017-18 Biology STAAR Results								
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

Social Studies

2016-17 Social Studies STAAR Results / 2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	8	12										12	4054	1	8	11	92	7	58	4	33
Hispanic/ Latino	8	2										3									
American Indian or Alaska Native	8	0										0									
Black or African American	8	1										0									
White	8	9										9	4049	1	11	8	89	5	56	4	44
Two or More Races	8	0										0									
Economically Disadvantaged	8	4										5	3867	1	20	4	80	1	20	1	20
Limited English Proficient	8	0										0									
Special Education	8	0										1									

U.S History

2016-17 U.S History STAAR Results / 2017-18 U.S History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %

Goals and Strategies

Subject Area: Core Content Areas

District Priority: Academic performance by Dew ISD students will continue to improve to meet or exceed state standards in all areas reported on TAPR.

Campus Performance Objective: To encourage a higher performance standard in all areas of academic skills Pre-Kindergarten through grade 8.

Formative Evaluation: Improved percentage of students passing all required portions of STAAR and any other required alternative testing.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Provide a challenging differentiated curriculum for identified students to reinforce skills needed for commended performance of Gifted/Talented students to achieve academic recognition on the STAAR. • Academic projects • Participation in annual theme Distinction Designations on STAAR **Title I, A Component #9	Teachers Principal	Monitor at 3-6 week progress period	Results on Practice STAAR and related materials	Curriculum Materials	4000-4999: Books And Supplies	General Fund	500
2 Provide students who perform unsuccessfully on STAAR Reading, Math, Science, Social Studies and Writing Performance, Sp.Ed. sub group, district wide with targeted STAAR tutorials during the 2017-2018 school year • Built-in tutoring • STAAR Classes/Accelerated Instruction • Online tutorial Renaissance Learning, Lexia iStation Reading and Math **Title I, A Component #2 and #9 and #10	Teachers Principal Reading Mastery teacher	September – May	STAAR Scores will meet state standards Improvement on Benchmarks	Remediation Materials Accelerated instruction	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures None Specified	Title I Part A: Allocation Rural Education Achievement Program (REAP) None Specified	12000 655

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
3	Provide identified students with appropriate instruction and curriculum by teacher intervention and determine why the student failed to meet state standards. *Use RTI and TIER II & III Methods **Title I, A Component #9	Diagnostician Teachers Principal	Six weeks marking period	Lesson Plans Modification log, grades, Benchmarks, STAAR testing results	Curriculum Materials	4000-4999: Books And Supplies	Rural Education Achievement Program (REAP)	500
4	Provide Sp. Ed. students with a full time highly qualified teacher who can provide appropriate modified instruction and curriculum as determined by the ARD committee in the least restrictive environment to ensure students are academically successful. **Title I, A Component #9 & #10	Regular Ed. Teachers Special Ed. Teacher Principal	Monitor each 3-6 weeks progress period	Improved Benchmark scores Documentation of student mastery level on six-week grade reports.	Teaching personnel Teaching Personnel	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries None Specified	Title I Part A: Allocation General Fund	23546

5	Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Ed, ESL, Economically Disadvantaged and At-Risk students.
	   • Inclusion
	   • Tutorials
	   • Intervention/Accelerated Instruction
	
	IStation Math and Reading
	
	**Title I, A Component #9
		Principals Teachers	Monitor monthly, annually	Teachers monitor student performance periodically and evaluate student progress. Benchmark results Modification logs	Supplies	4000-4999: Books And Supplies	Rural Education Achievement Program (REAP)	12000

6	Utilize Title I school-wide Computer access for individual needs. • REAP grant **Title I, A Component #9	Teachers Principal	Each six weeks	Documentation of student mastery level on grade reports. STAAR results	Technology	4000-4999: Books And Supplies None Specified 4000-4999: Books And Supplies	Title I Rural Education Achievement Program (REAP) None Specified	1100 2000 10000

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
7	Utilize cross-curriculum and vertical team meetings to share STAAR strategies and opportunities to analyze test data to identify student weaknesses. **Title I, A Component #8	Principal All Teachers	August October January May	Chart individual student growth in Benchmarks and Six Weeks Reports				
8	Use STAAR format on Benchmark tests to help develop and administer custom benchmarks. • STAAR Practice Materials Eduphoria/AWARE TEKS Resource System **Title I, A Component #8	Principals Teachers Counselor	October January March	Benchmark Testing will indicate TEKS/STAAR objectives to be targeted that will increase student performance on STAAR test Lead4ward Heat Maps Kilgo Data Analysis ESTAR MSTAR	ESC 12	5000-5999: Services And Other Operating Expenditures	Title I	12000
9	Incorporate computer software programs into the curriculum to emphasize STAAR objectives. These programs will be accessible in all reading and math classrooms throughout the district. • Math Facts in a Flash • IStation Math and Reading • Renaissance Learning • Star Math, Star Reading, AR	Principals Counselor Teachers	Each six weeks	Improved test scores on STAAR	Technology	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1500
10	Use Accelerated Reader Program to expand reading skills. • Incentives • Renaissance Learning	Teachers Principal Librarian	Each Six Weeks	Increase in number of books read Improvement in six weeks grades and benchmarks Test scores on STAAR Reading	Library Funds	5000-5999: Services And Other Operating Expenditures	General Fund	500
11	Identify all student reading/math levels and skill deficits using the STAR and IStation assessment program. **Title I, A Component #8	All Teachers Librarian Instructional Aides Reading Specialist	Each six weeks	Reports indicating student increased reading levels	Teacher Salary	1000-1999: Certificated Personnel Salaries	General Fund	2000

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
12	Provide educational Pre-K programs for 4 year olds Provide Pre-K roundup for parents of potential students. **Title I, A Component #6	Superintendent Principal Teachers Instructional Aides	August October January May	Parent Surveys Standards Based Report Cards	Teacher Salary Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	General Fund General Fund	37160 300
13	Provide Reading class to all 6th, 7th grade and 8th grade students. **Title I, A Component #10	Principal Teachers	Monitor each six weeks	Improved Benchmarks and STAAR scores	Teacher Salary	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	General Fund Title I Part A: Allocation Rural Education Achievement Program (REAP)	30000 12000 8000
14	Personal Graduation Program: Analysis of TAPR data to improve student performance and create records and individual plans for students who did not pass a portion of STAAR **Title I, A Component #9	Counselor Principal	August November February May	Students will pass all portions of STAAR	Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10000
15	Utilize ethnic subpopulation report to identify student needs. ● TELPAS **Title I, A Component #9	Principal Teachers ESL	August January May	Student improvement on STAAR and Benchmarks				
16	Disaggregate STAAR data to identify difficulties and provide staff development training based on scientifically based research strategies to strengthen core academic subjects. Establish: ● Best Practices ● Interventions ● Benchmarks **Title I, A Component #4	Superintendent Principal Region 12 ESC	August May	Student improvement: Reporting periods Benchmarks TAPR report	Staff Development	5000-5999: Services And Other Operating Expenditures	General Fund	10000

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
17	PBMAS: Implement identified performance goals • Continued Staff Development • ARD Decision Making • STAAR Benchmarks *Utilize Tier II Resources **Title I, A Component #4	Superintendent All Staff Principal	September October January May	Attendance records at curriculum meetings, requisitions for materials, TEA phone conferences, Improved Benchmarks, and increase in special ed students taking STAAR.	Staff Development	5000-5999: Services And Other Operating Expenditures	General Fund	5000
18	Utilize services and training provided by the Region 12 Service Center.	Librarian Principal Counselor	August-June	Number of staff members attending training	Staff Development	5000-5999: Services And Other Operating Expenditures	Title I	14000
19	Ensure successful transitions for advancing to next level - PreK/K to Elem, Elem to Middle, Middle to HS. PK visits to K classes Analyze K Readiness scores Parent conferences to ease transitions • SSI pamphlet • Visits to High Schools • Utilize vertical alignment **Title I, A Component #6, #7 and #9	Principal Counselor Teachers	August	70% of Kindergarten students passing Readiness Decrease in retentions	Teacher salaries	1000-1999: Certificated Personnel Salaries	General Fund	39000
20	Purchase update for "AR" and Star Programs and Fitness Gram **Title I, A Component #7	Librarian Technology Coach	November	Improved reports indicating students' reading levels performance	Library and PE Funds	5000-5999: Services And Other Operating Expenditures	General Fund	1000

Goals and Strategies

Subject Area: **Attendance**

District Priority: During the 2017-2018 school year, Dew School District attendance will increase to 97%.

Campus Performance Objective: Improve student attendance at all grade levels district wide.

Formative Evaluation: Results of student attendance at the end of year 2017-2018 will indicate improved student performance areas including all assessments and improved STAAR scores.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Continue attendance improvement programs • rewards and incentives Phone calls and letters to parents **Title I, A Component #6 & #9	Principal All Staff	Each six weeks	Daily Attendance Records, Early Checkout Records, Response to Incentives	Incentives	0001-0999: Unrestricted: Locally Defined	General Fund	6000
2 Procedures: • On the second consecutive absence the school will contact the parent inquiring about the student. • Tardy Policy • Absence Policy • Warning Letter-3 unexcused/10 excused • Superintendent Letter-5 unexcused/15 excused **Title I, A Component #6 & #9	Superintendent Secretary Principal Counselor Teachers	Daily	Documentation records kept of contact to parents & guardians.	Secretary Salary	2000-2999: Classified Personnel Salaries	General Fund	25000
3 Host periodic attendance contests between grade levels, classes and students. • By 6-Weeks • End of Year • Incentives **Title I, A Component #9	Secretary Principal Teachers	January May	Attendance Summary Reports by grade levels, classes and students.	Incentives	0000: Unrestricted	General Fund	6000

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
4	Review and update legal and local policies concerning attendance.	Superintendent District Committees	August January May	Completion of attendance of handbook	TASB Policy Updates	5000-5999: Services And Other Operating Expenditures	General Fund	700
5	Attendance Software: TxEIS to aide in consistent and accurate record keeping.	Secretaries PEIMS Coordinator Principals	Monitor daily	Attendance records	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	30000
6	Maintain 0% dropout rate through increased attendance	Principals Counselor	Monitor Quarterly	Improved attendance rates	No resources needed			
7	Promote parent awareness of the importance of maintaining daily attendance. Letters Phone Calls **Title I, A Component #6	Principal Counselor Secretary Teachers	Monitor Monthly	Attendance Reports	Website costs	5000-5999: Services And Other Operating Expenditures	General Fund	3600

Goals and Strategies

Subject Area: **Technology**

District Priority: Dew will more fully integrate Technology into the instructional program.

Campus Performance Objective: Expand the technology plan to provide continued services and assistance to meet the needs of all students.

Formative Evaluation: Improved student performance on STAAR through integration of technology in the classroom.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	**Type**	**Funding Source**	**Amount**
1 Provide teachers and staff continuous technology training. **Title I, A Component #4	Technology Coordinator Principal	August January April	Teacher surveys Improvement on STAAR score	Coordinator salary	1000-1999: Certificated Personnel Salaries	District Funded	4500
2 Utilize computer access to enable students and teachers accessibility to technology. **Title I, A Component #9	Principal Counselor, teachers Technology	Each Six Weeks	Continue one to one initiative. Improvement on STAAR scores	Technology supplies	5000-5999: Services And Other Operating Expenditures	District Funded	25000
3 Integrate technology into core courses. **Title I, A Component #9	Principals Teachers	Each Six Weeks	Lesson plans Academic Products	Technology supplies	4000-4999: Books And Supplies	District Funded	1500
4 New staff training in all areas of Technology to assess student performance on TAPR for all student populations including performance measures for special needs population. **Title I, A Component #3 & #4	Technology Staff Curriculum Director Principal Teachers Para-Professionals Region 12 contact	October January May	Student improvement on Benchmarks with specific targeted TEKS objectives	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	12000

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
5 Upgrade and maintain computers/technology in the district. • Provide projectors and Smart boards for all classrooms • Elmo (all classrooms) • Graphing Calculators for all 8th grade students • Smart Boards • Laptops for each student and teacher **Title I, A Component #9	Superintendent Technology Staff	October January May	Increased number of teachers utilizing technology. Improved student performance	Technology Funds	5000-5999: Services And Other Operating Expenditures	District Funded	25000
6 Provide prompt and adequate technological support for staff members as well as training.	Technology Staff	October January March	Staff surveys	Tech salary	1000-1999: Certificated Personnel Salaries	General Fund	22000
7 Encourage the use of E-mail system to communicate with district employees, parents, and the community. **Title I, A Component #6	Superintendent Technology Staff Students	January May	Increase in staff communication by e-mail	Website costs	5000-5999: Services And Other Operating Expenditures	General Fund	3600
8 Evaluate instructional software used for acceleration and tutorial of students at-risk. Renaissance Learning: AR, Star Reading, Star Math, Math Facts in a Flash iStation Reading and Math **Title I, A Component #8	Principal Teachers	August Daily, as needed Monitor Daily	Number of participants	Supplies	4000-4999: Books And Supplies	General Fund	1000

Goals and Strategies

Subject Area: **Staff Development**

District Priority: Dew I.S.D. will promote high quality, ongoing professional staff development and strategies to maintain high quality teachers.

Campus Performance Objective: Provide on-going staff development that will ensure 90% of students in each student group will meet or exceed expectations in the STAAR.

Formative Evaluation: Improved scores on STAAR Math, Reading, Science, Social Studies and Writing.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount

1   Provide staff development opportunities for all staff members.
    • Classroom modifications
    • Confidentiality
    • Lesson Planning
    • Classroom Management
 	
Brain Based Instruction
 	
Integrating Technology into the classroom
 	
**Title I, A Component #4
	Principal
	Counselor
		January
		April
		May
			Teacher Participation Decreased number of discipline referrals	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	1000

2 Provide staff development opportunities for team-building and improved morale TEKS Resource System Mission and Vision Brain Based Instruction **Title I, A Component #4	Superintendent Principal Counselor Teachers	August October January	Teacher Participation	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	1250
3 GT training and updates for staff members. Compliance Bundle **Title I, A Component #4	Teachers Principal	August January May	Service Record from ESC	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	1250

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
4 Our campus will be given annual staff development sessions relevant to the use of technology in classroom instruction and use of available technological resources. Apple Training on Calendar Apple Training on teacher developed web pages **Title I, A Component #4	Technology Staff Principal	September January May	Attendance log	Coordinator Salary	1000-1999: Certificated Personnel Salaries	General Fund	22000
5 Continual teaming to establish vertical alignment and TEKS/STAAR correlation. TEKS Resource System and TexGuides **Title I, A Component #8	Principal	October January April May	Agendas Improved student performance	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	11000
6 Provide staff development training to support effective programs/strategies: • Modifications in the classroom • Dyslexia • ESL • Title 1 • Diversity/Differentiation **Title I, A Component #4	Special Ed Teacher Principal Counselor	August October January February April	Attendance logs Improved student performance	ESC 12	5000-5999: Services And Other Operating Expenditures	General Fund	11000
7 Maintain 100% highly qualified teachers in core academic areas. **Title I, A Component #3	Superintendent Principal	Monitor monthly	Increased performance of students taking STAAR	Teacher Salaries	1000-1999: Certificated Personnel Salaries	General Fund	450000

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
8	Strive to provide incentives to attract highly qualified teachers. • Maintain pay above state scale • Post jobs on Dew website • Stipend for Math • Increase in stipends for Bachelors/Masters **Title I, A Component #5	Superintendent	August – May	Maintain number of highly qualified staff	Teacher salaries	1000-1999: Certificated Personnel Salaries	General Fund	450000
9	Administer needs assessment survey to determine staff development. **Title I, A Component #4	Principal	May	Completed analysis report				
11	CPR Training and updates for designated staff. **Title I, A Component #4	Principal Superintendent	August	Improved staff communication	Facilitated by local EMS	5800: Professional/Consulting Services And Operating Expenditures	General Fund	300
12						None Specified	None Specified	

Goals and Strategies

Subject Area: Safe Environment

District Priority: Employ strategies to provide a safe, secure and orderly environment at school and at school-sponsored events for staff, students, parents and patrons of Dew ISD.

Campus Performance Objective: Develop prevention programs that provide for a safe and orderly environment.

Formative Evaluation: Parents and students will be aware of the safe environment and there will be a decreased number of violent incidents reported on each campus.

	Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
					Description	Type	Funding Source	Amount
1	Review Emergency Response Plan: Shelter in Place Severe Weather Building Evacuation Site Evacuation Student lists Bus Drill School Roster in Gym and Cafeteria Fire Prevention Week Teach and Practice the "I love you guys." response program to all stakeholders.	Superintendent Teachers Counselor Maintenance and Safety staff Bus Drivers	August Monitor monthly	Record of drill times, dates, state report				
2	Training on Blood borne pathogens and annual CPR training. Annual Compliance Training **Title I, A Component #4	American Red Cross ESC 12/ESC 10	August October	Records of attendance Certificates			General Fund	500.00
3	All visitors will check in at the office and receive a visitor's pass and sign the visitor's log.	Principal Secretary Teachers	Monitor Daily	Records of logs maintained	Raptor Program	5000-5999: Services And Other Operating Expenditures	General Fund	480
4	Safety inspections and presentations. • Bus safety & Evacuation	Superintendent Maintenance Staff Nurse	Monthly	Attendance logs, completed inspection forms				
5	Review Wellness policy and evaluation. • SHAC Committee	SHAC committee	October February May	Board minutes Attendance logs				

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
6 Provide guidance services for at-risk students. **Title I, A Component #9	Counselor Principal	Monitor Monthly	Increased attendance, improved grades, and decreased dropout rate	Counselor salary	1000-1999: Certificated Personnel Salaries	General Fund	5000
7 Provide Bully Prevention training to students, staff, and parents. Initiate David's Law reporting service on website.	Counselor	October April	Decrease in discipline referrals Attendance logs	Counselor Salary	1000-1999: Certificated Personnel Salaries	General Fund	5000
8 Character Education Programs	Counselor	Each six weeks	Decrease in discipline referrals	Counselor Salary	1000-1999: Certificated Personnel Salaries	General Fund	5000
9 Drug Awareness programs/Red Ribbon Week	Superintendent	October	Attendance Increased student awareness	Supplies	4000-4999: Books And Supplies	General Fund	1000
10 Semi-Annual notification and training on the school Defibulators and CPR.	Principal Counselor Teachers Student Council Nurse	August	Attendance logs	Donated by local EMS			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
None Specified		

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	56,000.00
General Fund	1,200,140.00
None Specified	10,000.00
Rural Education Achievement Program (REAP)	23,155.00
Title I	27,100.00
Title I Part A: Allocation	59,046.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	6,000.00
0001-0999: Unrestricted: Locally Defined	6,000.00
1000-1999: Certificated Personnel Salaries	1,125,206.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	39,900.00
5000-5999: Services And Other Operating Expenditures	170,535.00
5800: Professional/Consulting Services And Operating Expenditures	300.00
None Specified	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	4,500.00
4000-4999: Books And Supplies	District Funded	1,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	50,000.00
	General Fund	500.00
0000: Unrestricted	General Fund	6,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	6,000.00
1000-1999: Certificated Personnel Salaries	General Fund	1,067,160.00
2000-2999: Classified Personnel Salaries	General Fund	25,000.00
4000-4999: Books And Supplies	General Fund	2,800.00
5000-5999: Services And Other Operating Expenditures	General Fund	92,380.00
5800: Professional/Consulting Services And Operating	General Fund	300.00
4000-4999: Books And Supplies	None Specified	10,000.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	8,000.00
4000-4999: Books And Supplies	Rural Education Achievement Program (REAP)	12,500.00
5000-5999: Services And Other Operating Expenditures	Rural Education Achievement Program (REAP)	655.00
None Specified	Rural Education Achievement Program (REAP)	2,000.00
4000-4999: Books And Supplies	Title I	1,100.00
5000-5999: Services And Other Operating Expenditures	Title I	26,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	45,546.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,500.00

Assurance Addendum

Dew Elementary School
Dew Independent School District

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Dew Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

Dew Elementary School
Dew Independent School District

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Darrell Evans	Administration
Nolan Glass	Business Manager
Cynthia Allen	Community Representative
Clyde Allen	Community Representative
Tammy Atchley	Business Representative
Joni Woodall	Parent Representative
Michelle Fowler	Business Representative
Christie Fishbeck	Technology
Tracy Awalt	Teacher (PK-1)
Lana Lancaster	Teacher (2-5)
Sheree Wood	Teacher (6-8)/GT
Nadine Evans	Special Programs
Katy Curry	Support Staff
Kris Staggs	Counselor

CPOC Meetings* for 2017-18			
#	**Date**	**Time**	**Location**
1			Dew ISD School Board Meeting Room

*   Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

Dew Elementary School
Dew Independent School District

Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2017-18, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2017-18, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2017-18, the percent of parents and community members attending VIPS meetings will increase by %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2017-18, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2017-18, the discipline referrals for offenses will be reduced by % from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
6)	Special Education	For 2017-18, the percent of students meeting ARD expectations will be at or above %.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
7)	Highly Qualified Teacher	For 2017-18, the percent of highly qualified teachers in the core academic areas will be at %.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
8)	Secondary Drop–out Prevention	For 2017-18, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-18 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
9)	High School AEIS – Ninth Graders	The percent of 2017-18 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
10)	Recommended High School Program	For 2017-18, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
11)	High School AEIS – Advanced Courses and Dual Credit	For 2017-18, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
12)	High School AEIS – Advanced Placement Exams	For 2017-18, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
13)	High School AEIS – SAT/ACT Exams	For 2017-18, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

Goal	Description	Formative	Summative	Strategy
14) High School CTE	For 2017-18, the percent of LEPCTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

Assurance Addendum

Dew Elementary School
Dew Independent School District

Plan Requirements

1.	**Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2.	**School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
3.	**Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4.	**High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5.	**Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6.	**Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
7.	**Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8.	**Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9.	**Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10.	**Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

Assurance Addendum

Dew Elementary School
Dew Independent School District

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content