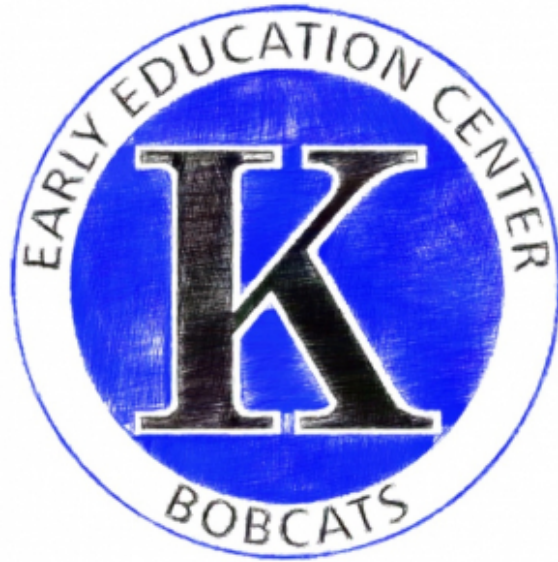# Krum Independent School District

Krum Early Education Center

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

The Krum Early Education Center has a shared vision to provide an engaging and hands on environment where all early education students enjoy learning as they grow and develop the basic foundational skills; and make progress in all educational areas in order to help them be successful in their future academic career.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The EEC campus currently has 429 students.

Including:

1 walk in speech student,

110 - Pre-K students,

156 - Kindergarten students,

and 162 - First grade students.

42.49% of our campus students are considered economically disadvantaged.

Our ethnic breakdown is: 36.54% Hispanic/Latino, .57% American Indian-Alaskan Native, 1.13% Asian, 1.7% Black-African American, 56.09% White and 3.97% two or more races.

Our current ADA is 372.07 or 93.5%

Class sizes range from 13 to 22 with the average class size being 19.

The EEC has grown at a rate of 19% since August of 2020, and we anticipate to continue seeing increasing enrollment.

We are a close knit community in North Texas located near the Denton area, our community is starting to see some incredible growth and is projected to expand exponentially in the next 7-10 years.

Demographics Strengths

The EEC demographic strengths include diversity of demographic groups, academic progress for all demographic groups and the excitement of increasing enrollment in all demographic groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The EEC will need to continue planning for increasing enrollment.   **Root Cause:** Growing area with many new neighborhoods being developed, causing families to move to the area and enrollment to increase gradually for now and then increase more rapidly as construction progresses.

Problem Statement 2: The EEC MUST continue to prioritize student safety and continuously monitor all safety plans that are in place as student populations and student needs continue to grow.   **Root Cause:** Krum ISD is seeing significant growth. as the community continues to build and add neighborhoods and housing developments.

Student Learning

Student Learning Summary

As of May 2022 in Kindergarten:

58% of all students are reading on or above grade level as evaluated by the HMH end of the year reading assessment (as compared to 53% in 2021).

49% of all students were performing on or above grade level according the MCLASS end of the year early reading assessment (as compared to 43% in 2021).

89% of all students were performing on or above grade level as assessed on the STEMSCOPES end of the year math assessment (as compared to 88% in 2021).

As of May 2022 in First Grade:

59% of all students are reading on or above grade level as evaluated by the HMH end of the year reading assessment (as compared to 67% in 2021).

43% of all students were performing on or above grade level according the MCLASS end of the year early reading assessment (as compared to 63% in 2021)

64% of all students were performing on or above grade level as assessed on the STEMSCOPES end of the year math assessment (as compared to 79% in 2021).

Student Learning Strengths

We are excited to see students growing and progressing in all areas. Our Kindergarten on level reading percentages increased from 18% at the beginning of the year to 58% at the end of the year; and First grade on level reading percentages increased from 35% at the beginning of the year to 59% at the end of the year. Our Math percentages were our highest assessment achievements at 89% for Kindergarten and 64% for First grade. We will continue to closely monitor data and seek continuous improvement in all areas of student academic success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The EEC would like to see 72% of all students on or above grade level in reading; and increase our math performance to have 80% of all students on or above grade level in math.   **Root Cause:** Students have more significant gaps in learning due to learning interruptions caused by Covid 19, and a lack of exposure to normal pre-school programs.

Problem Statement 2: Technology needs continue to grow.   **Root Cause:** Aging technology including computers, iPads and chrome books need more attention and as our student enrollment increases the number of accessible devices will need to increase as well.

School Processes & Programs

School Processes & Programs Summary

The energy at the EEC can be seen from the moment you arrive. We have staff opening car doors and greeting students on the sidewalk and down the hallways. Students are greeted by name at least 3-4 times before they reach their classroom.

We start each day with a morning announcements over the intercom. During this time, we share good news, we talk about special dates, say the Pledge to the American and Texas flags, have a moment of silence and listen to a song to get our day started.

We love to reward good behavior and give students as many experiences as we can. In our front office we have a Treasure Tower. Students are able to earn tokens for good behavior and redeem them for a prize from the tower. We have a STUPKA STORY monthly that has a lesson to learn from, the entire campus completes a writing on it and we hang those in the hallway and do a gallery walk in order to give positive feedback to our peers. Top writings for each grade level are placed on Mrs. Stupka's writing wall near the front office so everyone can see them. This allows a shared experience and lesson with all EEC students that can be discussed or reminded anytime. Students eagerly await the next Stupka Story.

Across the campus we use HMH reading, and Rooted in Reading stories. Our classrooms use the 5 Whole Brain Teaching rules. Our counselor, Mrs. Hendrickson, has guidance classes with each class weekly to reinforce character traits. She also pulls small groups to work on a variety of strategies.

We house the employee childcare center, we have an incredible library, 2 computer labs, a STEM lab and a science lab.

We create a safe environment and explicitly teach safety to all students. Fire drills are conducted at least twice per semester and lockdown and weather drills are practiced at least once per semester. Our campus is equipped with security cameras in all pertinent areas.

All of the outside doors remained locked during school hours, all Visitors utilize our doorbell in order to request entrance to the building. Visitors must sign in and out through the front office, and any student leaving early must be signed out by a parent or guardian and use a photo ID to do so.

The EEC is great place that seeks continuous improvement in order to provide our students with the best educational experience for their Pre-K, Kindergarten and First grade years.

 At the EEC our grade level teams meet at least once per week in order to create equitable learning and shared planning. Kindergarten and First grade use the TEKS resource system in order to track and align TEKS.Pre-K uses the state Pre-k guidelines.

The MCLASS early reading assessment and the HMH reading assessment are given at least 3 times per year to assess reading and create plans according to student growth progress. Math and Writing benchmarks are conducted 3 times per year and that data is used to drive instruction.

DDI data is gathered and analyzed by campus leadership and the grade level team in order to determine the best method for reteaching and filling any learning gaps determined for the students being assessed.

TELPAS is given to our ELL learners in the spring to assess reading, writing, listening and speaking in English. All classroom lesson plans are put into Eduphoria and are accessed for walk-throughs and formal T-TESS evaluations.

Classrooms use HMH reading, and Rooted in Reading in order to provide reading instruction. This year we will implement Stemscopes math in order to provide consistent math instruction, intervention and acceleration for all students

School Processes & Programs Strengths

The EEC school culture and climate strengths include:

- The EEC excitement is evident
- Staff and students learn in a safe environment daily
- Hallways are mixed between Kinder and First grade in order to promote a collaborative team atmosphere and expose students to great leadership and model examples of behavior and academic success.
- Positive behavior supports are in place and are rewarded in various ways including tokens from the token tower
- Drills are conducted on a regular basis
- Teachers plan hands-on, engaging lessons and students enjoy coming to school
- Our counselor teaches and reinforces character traits.
- Stupka Stories are used to create a shared lesson and writing prompt in order to involve all students monthly

The EEC curriculum, instruction and assessment strengths include:

- Regular assessments are given at least 3 times per year in order to drive instruction
- our campus activities are mostly hands-on and engaging for students
- Grade level teams meet and plan together monthly and grade pods meet at least twice per week during their conference times.
- Pre-K, Kindergarten and 1st grade teachers are able to access ESGI in order to more frequently assess students and to keep parents updated on progress
- Stemscopes math provides consistent math instruction, intervention and acceleration for all students
- DDI data is analyzed in a timely manner in order to continuously improve instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The EEC will need to continue planning for increasing enrollment.   **Root Cause:** Growing area with many new neighborhoods being developed, causing families to move to the area and enrollment to increase gradually for now and then increase more rapidly as construction progresses.

Problem Statement 2: The EEC would like to see 72% of all students on or above grade level in reading; and increase our math performance to have 80% of all students on or above grade level in math.   **Root Cause:** Students have more significant gaps in learning due to learning interruptions caused by Covid 19, and a lack of exposure to normal pre-school programs.

Problem Statement 3: Technology needs continue to grow.   **Root Cause:** Aging technology including computers, iPads and chrome books need more attention and as our student enrollment increases the number of accessible devices will need to increase as well.

Problem Statement 4: The EEC MUST continue to prioritize student safety and continuously monitor all safety plans that are in place as student populations and student needs continue to grow.   **Root Cause:** Krum ISD is seeing significant growth. as the community continues to build and add neighborhoods and housing developments.

Perceptions

Perceptions Summary

The EEC strives to continuously build collaborative educational partnerships with our parents and community.

We will continue communicating with them regularly through campus newsletters, classroom newsletters, notes home, Facebook, Instagram and Twitter.

The campus leadership creates a master schedule that best meets the needs of all staff and students at the EEC.

Morning and Afternoon duty places are created to ensure student safety and supervision. These schedules along with our paraprofessional schedules are also developed and continuously monitored by campus leadership.

Students can access breakfast if needed, or they can proceed directly to their classroom upon arrival between 7:15 and 7:40.

We release daily at 3:15.

We do have an after-school program available which includes a weekly fee and has limited spacing.

We are a District of Innovation and follow those guidelines as well.

 Technology is a place the EEC will continue to seek improvement. Educational technology continues to improve and expand each year. Currently at the EEC we have 2 computer labs - one we use for special areas and the other one will be transformed to be a STEM lab for the 2021-2022 school yer. The computers are outdated and will need to be replaced in the next year or so. We have a growing numbers of TVs used to enhance classroom instruction. Currently all Kindergarten and First grade classrooms have TVs. We hope to continue to increase the number of TVs on campus each year. All other classrooms have Elmo's and projectors and at least 2 student computers. We have 52 iPads that are outdated but can still be used on most occasions. We also have a set of iPad minis and a 2 sets of Chromebooks that can be checked out for classroom use.

Teachers do have access to a variety of instructional software that can be utilized in the classroom to enhance instruction and provide students with digital learning experiences. All EEC students ages 4 and up attend computer class 1 to 2 times per week.

Perceptions Strengths

The biggest parent and community engagement strength we have at the EEC is our consistent and concise communication with all parents and stakeholders.

 The organizational strengths of the EEC include:

- Our campus master schedule is developed to ensure the best use of instructional time for all students
- Staff are in place before and after school in order to ensure student safety

The technology strengths at the EEC include:

- TVs in all Kindergarten and First grade classrooms and increasing annually
- 1 Computer Lab and 1 STEM Lab
- 2-3 student computers in each classroom. ipads and chromebooks that can be checked out for a whole group lesson

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The EEC will need to continue planning for increasing enrollment.   **Root Cause:** Growing area with many new neighborhoods being developed, causing families to move to the area and enrollment to increase gradually for now and then increase more rapidly as construction progresses.

Problem Statement 2: The EEC MUST continue to prioritize student safety and continuously monitor all safety plans that are in place as student populations and student needs continue to grow.   **Root Cause:** Krum ISD is seeing significant growth. as the community continues to build and add neighborhoods and housing developments.

Priority Problem Statements

Problem Statement 1: The EEC will need to continue planning for increasing enrollment.

Root Cause 1: Growing area with many new neighborhoods being developed, causing families to move to the area and enrollment to increase gradually for now and then increase more rapidly as construction progresses.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By May of 2023, at least 72% of all EEC students will meet End of the Year grade level expectations in READING, WRITING and SOCIAL STUDIES; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 1: End of the year grade level expectations goals for each grade level will be determined by the goals established by the district level assessments in reading and writing.

High Priority

Evaluation Data Sources: HMH End of the Year Reading assessments for K-1
MCLASS End of the Year Reading assessments for K-1
Writing Benchmarks for K-1
Circle Assessment for Pre-K

Strategy 1 Details	Reviews			
Strategy 1: All EEC students in Pre-K, Kindergarten and First grade will be assessed on grade level reading performance in the beginning, middle and end of the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be reading on grade level by the end of the school year	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal All Classroom Teachers Counselor for determining students who are considered at risk				

Strategy 2 Details	Reviews			
Strategy 2: All EEC students in Kindergarten and First grade will be given a writing benchmark in the beginning, middle and end of the year, which will be graded based on a grade level rubric to determine individual student writing progress. All writing benchmarks will be collected in a purple file folder and moved on to the proceeding grade level as a writing portfolio for that student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Writing Benchmarks Writing portfolios	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers Counselor to collect writing portfolios at the end of the school year **Funding Sources:** Purple File Folders - 199 - Local Funds (campus budget) - Counselor's Budget - $250				

Strategy 3 Details	Reviews			
Strategy 3: The EEC will rely on the leadership of the campus department head in English Language Arts, Reading, and Social Studies and Special Education in order to coordinate special events, provide additional communication or training on assessments and lead any changes within the subject area.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Leadership/Department Head Meetings as needed **Staff Responsible for Monitoring:** Administration Department Heads in ELAR and SS **Funding Sources:** 3 Department Head Stipends @ $500 each - 199 - Local Funds (campus budget) - $1,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: By May of 2023, at least 72% of all EEC students will meet End of the Year grade level expectations in READING, WRITING and SOCIAL STUDIES; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 2: EEC campus data will be monitored through the DDI process and shared data spreadsheets, as well as ESGI classroom assessments in order to gauge progress and keep student progress on track for the end of the year Reading goal.

Evaluation Data Sources: Classroom Shared Data Spreadsheets
Campus DDI meetings held by grade level every 3 weeks
ESGI

Strategy 1 Details	Reviews			

Strategy 1: Data Driven Instruction or DDI practices will be utilized by campus leadership and each grade level team in order to best utilize data and seek continuous growth for all students. DDI meetings will be held every 4 weeks to monitor data, plan reteach and dates in order to track student progress and drive future instruction.
 	
    Strategy's Expected Result/Impact: DDI calendar
DDI data
Principal observations of Classroom re-teach
    Staff Responsible for Monitoring: Principal
Classroom Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: All EEC classroom teachers will maintain a shared data spreadsheet with campus leadership that includes all data for students on district level assessments in the beginning, middle and end of the school year.
    Strategy's Expected Result/Impact: Shared Data Sheets through Google Drive
    Staff Responsible for Monitoring: Campus Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: ESGI will be used across Kindergarten and First grade to formally assess students across the curriculum. All ESGI assessment data can then be accessed by the Campus Principal and graphed according to specific campus need.
    Strategy's Expected Result/Impact: ESGI data
ESGI teacher log ins
    Staff Responsible for Monitoring: Campus Principal
Classroom K-1 Teachers
 	
    Funding Sources: ESGI Software License for 21 Teachers - 199 - District Budget - $5,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: EEC staff will utilize campus WIN time in order to provide students with needed interventions and continuously build relationships with students in order to increase student success. **Strategy's Expected Result/Impact:** WIN time schedule increase student success **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: By May of 2023, at least 72% of all EEC students will meet End of the Year grade level expectations in READING, WRITING and SOCIAL STUDIES; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 3: All EEC classroom teachers will partner with stakeholders in order to give students the best possible educational outcomes inside and outside of the classroom.

High Priority

HB3 Goal

Evaluation Data Sources: Literacy night Sign in sheets
Stupka Stories - schedule of stories and student writing
Ready! Set! Read! Reading log and fundraiser participation

Strategy 1 Details	Reviews			
Strategy 1: All Students will receive a plastic take home reading folder in order to share their guided reading books from the campus literacy library with their families and practice reading each night at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plastic Reading folders used for guided reading books going between home and school **Staff Responsible for Monitoring:** Classroom Teachers **Funding Sources:** Plastic Reading Folders - 199 - Local Funds (campus budget) - $575				

Strategy 2 Details	Reviews			
Strategy 2: Primary journals will be purchased and used daily in the classroom for multiple daily opportunities for students to write in each subject.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Primary journals for all students (PK, K, 1) **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** Primary Journals - 199 - Local Funds (campus budget) - $1,800				

Strategy 3 Details		Reviews			
Strategy 3: Literacy Night will be held and activities will be shared with all Kindergarten families to promote reading success.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Literacy Night Scheduled and Families Invited **Staff Responsible for Monitoring:** Literacy Night Committee Campus Principal Classroom Teachers **Funding Sources:** Literacy Night - 199 - District Budget - $500					

Strategy 4 Details		Reviews			
Strategy 4: STUPKA STORIES will be read to all EEC students and followed by a student writing prompt on a shared topic. Students will then go on a gallery walk to view and discuss writing across the campus. One writing per grade level will be chosen to be displayed on Mrs. Stupka's writing wall.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Stupka Story Schedule Student writing prompt Stupka Writing Wall **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** Purchase of Stupka Stories books - 3 copies (one per grade level) - 461 - Principals Fund - $250					

Strategy 5 Details		Reviews			
Strategy 5: Read! Set! Read! Fundraiser will be held in connection with Read Across America week during the first week of March. Students will read as many books as they can and raise funds for the campus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ready! Set! Read! Reading logs Pictures posted on social media and hallway bulletin boards Reading Race progress charts will be posted Total deposit amounts shared with staff each day Annual fundraiser goal will be $20K Prizes will be given for most books in each grade level **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** Prizes for Ready! Set! Read! Fundraiser - 461 - Principals Fund - $500					

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Our Pre-K bilingual teacher will hold Parent Involvement workshops in order to work on foundational literacy skills for Pre-k students while also educating parents on how to help with homework and practice skills at home.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Literacy skills for bilingual Pre-K students **Staff Responsible for Monitoring:** Bilingual Pre-K Teacher **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: By May of 2023, at least 72% of all EEC students will meet End of the Year grade level expectations in READING, WRITING and SOCIAL STUDIES; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 4: EEC will implement district curriculum for reading, writing and social studies with fidelity in order to provide students with the best instructional opportunities.

> **High Priority**

> **Evaluation Data Sources:** TEKS Resource Teacher log ins

Strategy 1 Details	Reviews			
Strategy 1: All EEC classroom teachers in Kindergarten and First grade will utilize the TEKS resource system in order to align instruction with their grade level team and stay in their lane according to the grade level above and below them; and to ensure coverage of all grade level specific TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: TEKS teacher log ins Lesson plans entered into Forethought **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: All EEC Teachers that are new to the campus (after the 2021-2022) school year, and teaching in Kindergarten and First grade will successfully complete the Reading Academy online through Region 11.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reading Academy **Staff Responsible for Monitoring:** Classroom Teachers				

Strategy 3 Details		Reviews			
Strategy 3: The RTI process will be utilized for any student performing at least 2 reading levels below grade level. Students who are not reading on grade level and are in need of Tier 3 interventions will see our campus reading interventionist for 15-30 minutes, 4 times per week in order to implement reading strategies and track student progress on grade level reading goals. **Strategy's Expected Result/Impact:** RTI process weekly RTI meetings on Fridays Tier 3 Reading Intervention **Staff Responsible for Monitoring:** Campus Reading Interventionist Campus Principal Counselor Classroom Teachers **Funding Sources:** State Comp Ed- Reading Interventionist - 199 - State Comp Ed		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: The EEC will continue to grow and expand the leveled library in order to incorporate more levels to meet increasing student needs; as well as to include decodable texts. **Strategy's Expected Result/Impact:** Increased Student readers in order to increase student reading practice and in turn increase student reading success **Staff Responsible for Monitoring:** Campus Principal Campus Reading Specialist Campus Classroom Teachers **Funding Sources:** Purchase additional texts - 199 - Local Funds (campus budget) - $2,500		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: By May of 2023, at least 80% of all EEC students will meet grade level expectations in MATH and SCIENCE; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 1: End of the year grade level expectations goals for each grade level will be determined by the goals established by the district level assessments in math.

    High Priority

    Evaluation Data Sources: STEMSCOPES math assessments completed in the beginning, middle and end of the year

Strategy 1 Details		Reviews			
Strategy 1: All EEC students in Pre-K, Kindergarten and First grade will be assessed on grade level math performance in the beginning, middle and end of the school year.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be performing on grade level by the end of the school year as determined by the STEMSCOPES math assessments **Staff Responsible for Monitoring:** Campus Principal All Classroom Teachers Counselor for determining students who are considered at risk					

Strategy 2 Details		Reviews			
Strategy 2: The EEC will rely on the leadership of the campus department head in English Language Arts, Reading, and Social Studies in order to coordinate special events, provide additional communication or training on assessments and lead any changes within the subject area.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Leadership/Department head Meetings as needed
  Staff Responsible for Monitoring: Campus Administration
Department Heads for Math and Science
 	
  Funding Sources: 2 Department Head Stipend @ $500 each - 199 - Local Funds (campus budget) - $1,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By May of 2023, at least 80% of all EEC students will meet grade level expectations in MATH and SCIENCE; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 2: EEC campus data will be monitored through the DDI process and shared data spreadsheets, as well as ESGI classroom assessments in order to gauge progress and keep student progress on track for the end of the year Math goal.

Evaluation Data Sources: Classroom Shared Data Spreadsheets
Campus DDI meetings held by grade level every 3 weeks
ESGI

Strategy 1 Details	Reviews			
Strategy 1: Data Driven Instruction or DDI practices will be utilized by campus leadership and each grade level team in order to best utilize data and seek continuous growth for all students. DDI meetings will be held every 3 weeks to monitor data, plan reteach and dates in order to track student progress and drive future instruction.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: DDI calendar DDI data Principal observations of Classroom re-teach **Staff Responsible for Monitoring:** Principal Classroom Teachers				

Strategy 2 Details	Reviews			
Strategy 2: All EEC classroom teachers will maintain a shared data spreadsheet with campus leadership that includes all data for students on district level assessments in the beginning, middle and end of the school year.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Shared Data Sheets through Google Drive **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
Strategy 3: ESGI will be used across the campus to formally assess students across the curriculum. All ESGI assessment data can then be accessed by the Campus Principal and graphed according to specific campus need.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: ESGI data ESGI teacher log ins **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers				

Strategy 4 Details	Reviews			
Strategy 4: EEC staff will utilize WIN time in order to provide students with needed interventions and continuously build relationships with students in order to increase student success.	Formative			Summative
Strategy's Expected Result/Impact: WIN time schedule increase student success **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: By May of 2023, at least 80% of all EEC students will meet grade level expectations in MATH and SCIENCE; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 3: All EEC classroom teachers will partner with stakeholders in order to give students the best possible educational outcomes inside and outside of the classroom.

High Priority

HB3 Goal

Evaluation Data Sources: Math night Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Math and Science Night will be held for all First Grade families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Math and Science Night	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math and Science Night Committee Campus Principal Classroom Teachers **Funding Sources:** Math and Science Night - 199 - District Budget - $500				

Strategy 2 Details	Reviews			
Strategy 2: The EEC will continue to grow and improve the campus STEM LAB; providing students with weekly experiences in science, technology, engineering and math.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STEM experiences for all students **Staff Responsible for Monitoring:** Classroom Teachers **Funding Sources:** STEM materials, rugs, shelves and initial set up for the EEC STEM LAB - 461 - Principals Fund - $500				

Strategy 3 Details	Reviews			
Strategy 3: The EEC Science lab is a collaborative shared space where staff and students can go to find science materials, host a science lab experiment, or just sit together and learn about science.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Shared Science Space for all students and staff Science Materials easily accessed and easily cleaned up **Staff Responsible for Monitoring:** Campus Principal Campus Science Department Head Classroom Teachers				

Strategy 4 Details	Reviews			
Strategy 4: The EEC will add STEAM (Science Technology Engineering Art and Math) to our special areas rotation in order to provide students with authentic hands on opportunities to learn and grow in these specific areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Exposure and hands on Experience for all students in these related areas **Staff Responsible for Monitoring:** Natasha Kirkland (STEAM TEACHER) Campus Principal **Funding Sources:** General ART, SCIENCE, and building Supplies - 199 - Local Funds (campus budget) - $500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By May of 2023, at least 80% of all EEC students will meet grade level expectations in MATH and SCIENCE; and remain on track as they progress in order to be successful on state assessments.

Performance Objective 4: EEC will implement district curriculum for math and science with fidelity in order to provide students with the best instructional opportunities.

> **High Priority**

> **Evaluation Data Sources:** TEKS Resource Teacher log ins

Strategy 1 Details	Reviews			
Strategy 1: All EEC classroom teachers in Kindergarten and First grade will utilize the TEKS resource system in order to align instruction with their grade level team and stay in their lane according to the grade level above and below them; and to ensure coverage of all grade level specific TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TEKS teacher log ins Lesson plans entered into Forethought **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: All EEC Teachers in Kindergarten and First grade will implement the STEMSCOPES math curriculum in coordination with the TEKS resource scope and sequence.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STEMSCOPES teacher log ins TEKS resource scope and sequence comparison document **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** STEMSCOPES math curriculum - 199 - District Budget - $25,000				

Strategy 3 Details	Reviews			
Strategy 3: The RTI process will be utilized for any student performing below grade level in math. Math intervention and acceleration plans for each student will be utilized during our campus Math WIN time and through the STEMSCOPES math curriculum. Interventions and accelerations for all students will be documented by the classroom teacher.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: RTI process weekly RTI meetings on Fridays WIN time logs Math intervention and acceleration plans for each student based on individual student needs based on Math assessments results. **Staff Responsible for Monitoring:** Campus Principal Campus Counselor Classroom Teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: During the 2022-2023 school year, the EEC will increase ATTENDANCE rates to remain between 95% and 97% in order to maintain high attendance expectations for all students.

Performance Objective 1: The EEC attendance will continue to closely monitor attendance rates through our relationships with students and stakeholders; as well as work to increase attendance rates to remain between 95% and 97% for the 2022-2023 school year.

Evaluation Data Sources: Daily attendance monitoring
Attendance letters
Excuse notes
Attendance contracts
Truancy prevention measures
Campus Principal Call Logs
Attendance Letter Mailing Logs

Strategy 1 Details	Reviews			
Strategy 1: All EEC classroom teachers will build relationships with students and families and provide engaging lessons that encourage students to be engaged and love learning and coming to school! **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Classroom Teachers	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All EEC Classroom teachers will communicate with the campus attendance clerk and campus leadership anytime a student missed more than 2 consecutive days. **Strategy's Expected Result/Impact:** Increased Attendance **Staff Responsible for Monitoring:** Classroom Teachers Campus Attendance Clerk Campus Principal	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The EEC campus attendance clerk will monitor daily attendance and make phone calls, mail letters and constantly communicate with campus leadership in order to actively monitor campus attendance. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Campus Attendance Clerk Campus Principal **Funding Sources:** Postage and Paper for mailing attendance letters - 199 - District Budget - $3,000	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: Campus leadership will monitor student attendance and follow up with any student struggling with attendance. Truancy prevention measures will be used, including attendance contracts, and truancy court will be the final step once all other measures have been exhausted.
 	
    Strategy's Expected Result/Impact: Increased attendance
    Staff Responsible for Monitoring: Campus Principal
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			

Strategy 5: All EEC students with perfect attendance will enjoy SUNDAES WITH STUPKA in the month of May.
    Strategy's Expected Result/Impact: Increased attendance
    Staff Responsible for Monitoring: Campus Principal
 	
    Funding Sources: Ice Cream Sundae supplies - 461 - Principals Fund - $50
	Formative			Summative

	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: During the 2022-2023 school year, the EEC will continue to recruit and maintain highly effective STAFF members; and continue to monitor and increase PARENT AND COMMUNITY INVOLVEMENT across the campus.

Performance Objective 1: The EEC will continue to recruit and maintain effective staff who love students and enjoy the daily joys of educating students.

    Evaluation Data Sources: Retention rates of effective staff
T-TESS evaluations
Hiring practices
Recruiting opportunities
Future planning events

Strategy 1 Details	Reviews			
Strategy 1: EEC Campus leadership will provide a monthly morale booster activity to all staff members in order to maintain a family atmosphere on campus and provide the staff team with a positive interaction in order to boost morale and demonstrate the value of their role on the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Retention rates of staff
Monthly Morale calendar
    Staff Responsible for Monitoring: Campus Principal
 	
    Funding Sources: Monthly Staff Morale - 461 - Principals Fund - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: EEC Campus Leadership will provide staff with ample time to express any celebrations or concerns through a staff survey sent through Google forms at the end of each nine weeks. Campus leadership will also maintain an open door office policy where staff feels comfortable coming to express any celebrations or concerns.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: intentional relationship building between leadership and staff Retention rates of effective staff Nine week staff survey results **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
Strategy 3: EEC Campus leadership will send out a weekly staff newsletter on Sunday afternoons to share any necessary dates and information with all staff members.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased communication between campus leadership and staff **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
Strategy 4: All EEC staff will be celebrated for their hard work and will be shown appreciation in various ways throughout the year; including but not limited to: Teacher Appreciation week, ES3 winners, staff meeting celebrations, handwritten note cards, sunshine cart of snacks, EEC door dash, and being included in the weekly staff newsletter.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased communication between campus leadership and staff Retention rates of effective staff Celebrations shared in various ways Support between staff members **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** Teacher Appreciation Week and Celebrations throughout the Year - 461 - Principals Fund - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: A bilingual paraprofessional will assist in the Pre-K bilingual classroom in order to support the classroom teacher and keep the campus within the 11 to 1 ration set forth by the state.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support of the bilingual Pre-K classroom **Staff Responsible for Monitoring:** Campus Principal Bilingual Pre-K Teacher **Funding Sources:** Pre-K Bilingual Paraprofessional - 263 - Title III - $16,000				

Strategy 6 Details	Reviews			
Strategy 6: The EEC will continuously recruit and retain highly effective substitute teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased sub coverage for staff **Staff Responsible for Monitoring:** Campus Principal District Public Information Officer HR department				

Strategy 7 Details	Reviews			
Strategy 7: Krum ISD childcare program was established in 2008 and is an adding benefit to teachers employed by Krum ISD.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Employee childcare **Staff Responsible for Monitoring:** Krum ISD Childcare staff and Director				

Strategy 8 Details	Reviews			
Strategy 8: Krum ISD has implemented a district referral incentive in order to increase employee recruitment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased applicant pool Quality applicants to fill open positions **Staff Responsible for Monitoring:** District Administrators Campus Principal **Funding Sources:** Recruitment Incentive $1000 the first year and an additional $500 if applicant remains into the second year - 199 - Local Funds (campus budget) - $1,500	**Nov**	**Jan**	**Mar**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Krum ISD is being represented at various recruiting events and job fairs across the state in order to increase the applicant pool. The EEC is represented by Mrs. Burns as well as Mrs. Zepeda at these recruiting events in order to seek candidates who could possibly fill any needed positions within the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased applicant pool Quality applicants to fill open positions **Staff Responsible for Monitoring:** District Administration Campus Principal				

Strategy 10 Details	Reviews			
Strategy 10: The EEC will create learning and growing opportunities for all campus staff in order to form a more collaborative environment where teachers are growing and successful. This will include collaborating both vertically and horizontally with campus teams and providing opportunities for observations of campus classrooms both horizontally and vertically.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased collaboration Teachers learning and growing **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers				

Strategy 11 Details	Reviews			
Strategy 11: The EEC Kindergarten and First grade hallways will be mixed into pods (K-1) in order to provide a more collaborative environment, increase campus positivity, and provide teachers with various touch points with various team members in order to increase the feel of family, and overall create the biggest opportunity for campus support for all staff. The campus will no longer utilize grade level team leads, but pod managers in order to quickly communicate and support grade level pods. Pods will be labeled by rainbow order colors: red, orange yellow, green and blue.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase campus collaboration Support all staff Build a positive working environment **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Campus Staff				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: During the 2022-2023 school year, the EEC will continue to recruit and maintain highly effective STAFF members; and continue to monitor and increase PARENT AND COMMUNITY INVOLVEMENT across the campus.

Performance Objective 2: The EEC will effectively communicate with families and stakeholders.

    Evaluation Data Sources: Social Media posts (Facebook, Instagram, Twitter)
Weekly classroom newsletters (print, email, Seesaw)
Monthly Principal newsletters (Smore, parent square)
Daily homework reminder (Seesaw)
Parent Communication (Parent square)

Strategy 1 Details	Reviews			
Strategy 1: The EEC will be a SeeSaw school and use it for effective classroom communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased classroom communication between home and school	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				
Classroom Teachers				
ESF Levers:				
Lever 3: Positive School Culture				
Funding Sources: SeeSaw School - 199 - District Budget - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Parent Square will be utilized to communicate between home and school, and will be used to send out the Principal's monthly newsletter that has been created using Smore.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monthly Principal newsletter	**Nov**	**Jan**	**Mar**	**June**
Increased communication between home and schoo				
Parent Square posts				
Funding Sources: Parent Square and Smore Software - 199 - District Budget - $2,500				

Strategy 3 Details	Reviews			
Strategy 3: All EEC classroom teachers will have a shared communication log with campus leadership.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased campus communication	**Nov**	**Jan**	**Mar**	**June**
Increased communication between home and school				
Campus Principal is aware and up to date on all communication shared from the classroom				
Staff Responsible for Monitoring: Campus Principal				
Classroom Teachers				

Strategy 4 Details		Reviews			
Strategy 4: EEC Campus staff will provide parents with a weekly classroom newsletter through Seesaw and/or email. The Campus Principal will provide a campus newsletter to all parents monthly shared by Parent Square.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Consistent Campus Communication **Staff Responsible for Monitoring:** Campus Secretary Campus Principal Classroom Teachers District PIO					

Strategy 5 Details		Reviews			
Strategy 5: The EEC will maintain social media pages, such as Facebook and Instagram; in order to collaborate, share and inform parents on a daily/weekly basis.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Shared Social Media Presence to easily share photos and information with Families **Staff Responsible for Monitoring:** District PIO Campus Principal Campus Assistant Principal					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: During the 2022-2023 school year, the EEC will continue to recruit and maintain highly effective STAFF members; and continue to monitor and increase PARENT AND COMMUNITY INVOLVEMENT across the campus.

Performance Objective 3: The EEC will hold various events throughout the year in order to partner with stakeholders and promote a shared vision of student success with the community.

HB3 Goal

Evaluation Data Sources: Increased community involvement

Strategy 1 Details	Reviews			
Strategy 1: All EEC staff and students will have a SCHOOL T-SHIRT that coordinates across the campus and will be used for special events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Common School Shirts **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** Purchase staff shirts and extra student shirts - 461 - Principals Fund - $200				

Strategy 2 Details	Reviews			
Strategy 2: Field Trips will be planned for all students in Pre-K, Kindergarten and First grade. Trips will not be taken more than twice per year and trips will not be located more than one hour from Krum ISD. Classroom teachers will be granted permission through campus leadership prior to booking a field trip.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Field Trips **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Funding Sources:** Field Trips (purchasing of extra tickets for student and staff) - 461 - Principals Fund - $1,000				

Strategy 3 Details				Reviews		
Strategy 3: EEC students will participate in charitable giving and learn the value in helping others.				Formative		Summative
Strategy's Expected Result/Impact: First grade gifts to the Denton Animal Shelter				Nov	Jan	Mar	June

Strategy 3 Details			Reviews			
Strategy 3: EEC students will participate in charitable giving and learn the value in helping others.			**Formative**			**Summative**
Strategy's Expected Result/Impact: First grade gifts to the Denton Animal Shelter Angel Tree Coat Drive Canned food Drive Cooks Children's Hospital Child Life item drive Afganistan Soldier card and care packages **Staff Responsible for Monitoring:** Campus Principal Campus Counselor Classroom Teachers **Funding Sources:** Purchases and distribution of charitable items - 461 - Principals Fund - $250	**Nov**	**Jan**	**Mar**			**June**

Strategy 4 Details			Reviews			
Strategy 4: The EEC will hold an annual BACK TO SCHOOL night in early August prior to school starting where families can meet their teacher, learn more about the campus and hear about campus procedures. The EEC will also hold an OPEN HOUSE night once per year where students can be "tour guides" and show their parents the campus and the things they are learning while on campus. This will be in conjunction with the campus BOOK FAIR.			**Formative**			**Summative**
	Nov	**Jan**	**Mar**			**June**
Strategy's Expected Result/Impact: Meet the Teacher Back to School Night Open House Campus Book Fair **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers Campus Library Aide/District Librarian **Funding Sources:** Decorations and handout for Back to School and Open House nights - 461 - Principals Fund - $250						

Strategy 5 Details			Reviews			
Strategy 5: The EEC will keep a fully stocked LITTLE LENDING LIBRARY on campus in order for families and community members to come and share children's books.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote reading and shared books within the community	**Nov**	**Jan**	**Mar**			**June**
Staff Responsible for Monitoring: Campus Library Aide **Funding Sources:** Books for the Little Lending Library - 461 - Principals Fund - $250						

Strategy 6 Details		Reviews			
Strategy 6: The EEC will utilize the Ready! Set! Read! Read-a-thon fundraiser to raise significant funds for the campus while also providing an opportunity for parent and community involvement that support reading success for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote a love of reading Involve families and community Campus Fundraiser **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers		**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details		Reviews			
Strategy 7: The EEC will have events throughout the year where families or various community members can join in and promote student success; these include but are not limited to: Career Day, Athletes for Literacy, Math and Science Night, Literacy Night, Red Ribbon Week, Fire Safety Prevention, Balloons over Broadway, Veteran's Day, Read Across America, NEHS readers, Bobcat Beach Blast, Kindergarten manners cafe, HS Mentoring program, Senior Walk, Watch Dogs, etc.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community involvement **Staff Responsible for Monitoring:** Campus Principal Campus Counselor Classroom Teachers		**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: During the 2022-2023 school year, the EEC will continue to provide a SAFE and secure environment; and continue to develop SOCIAL AND EMOTIONAL HEALTH and positive BEHAVIOR supports for all students and staff.

Performance Objective 1: The EEC will focus on providing a safe and healthy environment for all students and staff.

Evaluation Data Sources: Safety planning
Drills
Weather
Improved safety for students and staff

Strategy 1 Details	Reviews			
Strategy 1: The EEC will provide a safe environment for all students and staff and provide explicit instructions for safety procedures ensuring student safety at all times. 2 Fire drills per semester will be completed as well as one lockdown or bad weather drill per semester will be completed and documented.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safety procedures widely known and practiced **Staff Responsible for Monitoring:** EEC Campus Security Team Campus Principal				

Strategy 2 Details	Reviews			
Strategy 2: The district EOP (Emergency Operation Plan) will be accessed and utilized in the case of any emergency situation that arises. Training of campus leadership has been completed by the district police chief so that the plan is familiar and easily accessible both in print and in digital form.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Emergency Operation Plan **Staff Responsible for Monitoring:** District police chief Campus Principal EEC Campus Safety Team				

Strategy 3 Details	Reviews			
Strategy 3: The EEC safety team will be trained and prepared in order to best provide a safe environment and be prepared in case of emergency. Emergency booklets are located in each classroom with a red yellow and green card to indicate student counts to campus leadership. Campus classroom teachers have been trained in how to handle and how to account for all students. Campus staff will utilize emergency booklets and orange buckets as needed in each classroom. Student contact info has also been added to each book by all classroom teachers in case of emergency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased safety procedures and training **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers EEC Safety Team				

Strategy 4 Details	Reviews			
Strategy 4: The EEC will maintain the safety and increase the engagement on the Pre-K playground.	Formative			Summative
Strategy's Expected Result/Impact: Increased playground safety and engagement for Pre-K students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal Maintenance Crew Pre-K Classroom Teachers				

Strategy 5 Details	Reviews			
Strategy 5: All EEC staff will complete compliance trainings during the summer that include various student safety topics through Region 11.	Formative			Summative
Strategy's Expected Result/Impact: Compliance trainings Certificates gathered in August	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				

Strategy 6 Details	Reviews			
Strategy 6: The Krum FD will visit in October during Fire Safety month in order to educate students on Fire Safety procedures.	Formative			Summative
Strategy's Expected Result/Impact: Krum FD training students on Fire Safety	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Counselor				

Strategy 7 Details	Reviews			
Strategy 7: The EEC will create a small team to form a CAMPUS CURB APPEAL CREW to clean up the campus and keep it beautiful. They will pick up trash, plant flowers and make suggestions to keep the building and parking lots looking great!	Formative			Summative
Strategy's Expected Result/Impact: Keep the EEC Beautiful	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal Classroom Teachers Campus Curb Appeal Crew				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: During the 2022-2023 school year, the EEC will continue to provide a SAFE and secure environment; and continue to develop SOCIAL AND EMOTIONAL HEALTH and positive BEHAVIOR supports for all students and staff.

Performance Objective 2: The EEC will focus on positive behavior strategies and the development of social emotional health for all students and staff.

    Evaluation Data Sources: Increased behavior and social emotional support for all students and staff

Strategy 1 Details	Reviews			
Strategy 1: The EEC counselor will continue providing guidance lessons weekly for all students in order to enhance instruction on social and emotional health for all students. The campus counselor will utilize character lessons, the emotional ABC's, Zones of Regulation, as well as an anti-bullying program to reach all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Social Emotional health
 Guidance Lessons weekly
     Staff Responsible for Monitoring: Campus Counselor
 	
     Funding Sources: Counselor Character lessons and anti-bullying program - 199 - Local Funds (campus budget) - Counselor - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: The EEC campus counselor will join the state counseling organization and attend the state counseling conference in order to stay up to date with the latest strategies for social emotional health for all staff and students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Ongoing counselor training
     Staff Responsible for Monitoring: Campus Counselor
 	
     Funding Sources: Counselors Conference - 199 - Local Funds (campus budget) - Counselor - $250				

Strategy 3 Details	Reviews			
Strategy 3: The token tower will be utilized to reward students for positive behavior and great choices. Campus leadership will be looking into the possibility of adding "teacher tokens" and including rewards for teachers in the tower; or even the possibility of purchasing our own campus owned token tower,.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Positive reward system across the campus
     Staff Responsible for Monitoring: Campus Principal
 	
     Funding Sources: Token Tower - Student Incentives/Teacher Incentives - 199 - Local Funds (campus budget) - $250				

Strategy 4 Details	Reviews			
Strategy 4: Teacher rewards and incentives will be used as positive promotions for all staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive promotions and celebrations of staff shared communication between campus leadership and staff **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** Teacher Incentives - 199 - Local Funds (campus budget) - $250	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Positive classroom incentives will be used to reward whole groups. Such as but not limited to: ice cream parties, popcorn parties, no tardy parties, popsicle parties, dance parties, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive behavior promotions across campus **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** Student Incentives - 199 - Local Funds (campus budget) - $150				

Strategy 6 Details	Reviews			
Strategy 6: Scheduled check in times with staff leaders, grade level teams, and individual teachers will be conducted by campus leadership in order to monitor and maintain healthy social and emotional health for all staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Healthy Happy Staff **Staff Responsible for Monitoring:** Campus Principal				

Strategy 7 Details	Reviews			
Strategy 7: The EEC Lost and Found will relocated to the end of the main hallway. The Lost and Found will be centrally located and neatly displayed in order for students to frequently pass by it and recognize and collect their belongings including water bottles, jackets, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in the amount of lost items **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Cafeteria incentives will be used to promote good behavior and manners at breakfast and lunch. Including but not limited to: the golden spoon award, or eating lunch at the Leaders Lunch Table.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decreased behavior issues at lunch
    Staff Responsible for Monitoring: Campus Principal
Classroom Teachers
Paraprofessional at lunch duty
 	
    Funding Sources: Cafeteria Incentives/Student incentives - 199 - Local Funds (campus budget) - $100				

Strategy 9 Details	Reviews			
Strategy 9: Classroom calm down corners will be established campus wide in order to give consistent places students can use to calm down when needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Calm Down corners established in all classrooms
    Staff Responsible for Monitoring: Campus Counselor
 	
    Funding Sources: Calm Down Corners initial set up - 199 - Local Funds (campus budget) - $1,000				

Strategy 10 Details	Reviews			
Strategy 10: Cops for kids has been established by our district police department and support success of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Cops for kids program **Staff Responsible for Monitoring:** Krum ISD PD				

Strategy 11 Details	Reviews			
Strategy 11: The EEC Counselor will utilize Quaver curriculum for K and 1 classes; as well as 2nd Step curriculum for PreK classes in order to meet their needs and create lessons that not only guide students through character and life lessons, but also promote social emotional well being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: EEC Counselor **Funding Sources:** KEF GRANT FOR QUAVER CURRICULUM - 816 - Grant Awarded - $2,100	N/A	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

State Compensatory

Personnel for Krum Early Education Center

Name	Position	FTE
Denise Burns	Reading Specialist	0

Title I Personnel

Name	Position	Program	FTE
Maria Zepeda	paraprofessional	Title III	1.0

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Lyndi Stupka	Principal
Administrator	Katie McDonald	Assistant Principal
Classroom Teacher	Denise Burns	Reading Interventionist
Non-classroom Professional	Sabrina Hendrickson	Counselor
District-level Professional	Elizabeth Zepeda	KISD Bilingual Coordinator
Classroom Teacher	Brandi Claiborne	Pre-K Teacher
Classroom Teacher	Mandy Martinez	Kindergarten Teacher
Classroom Teacher	Megan Smith	Kindergarten Teacher
Classroom Teacher	Sarah Yanez	Kindergarten/First Grade Teacher
Classroom Teacher	Jennifer Newcomb	First Grade Teacher
Classroom Teacher	Lauren Hamilton	First Grade Teacher
Classroom Teacher	Felicia Walker	First Grade Teacher
Parent	Erica Frazier	Parent
Parent	Kaci Cook	Parent
Business Representative	Brandi Lewis	Owner, Joy Grace & Co
Business Representative	Ashley Rogers	Owner, Joy Grace & Co
Community Representative	Sidney Beck	Community Representative - Owner, Krum Nutrition
Community Representative	Alicia Silva	Community Representative