

**Krum Independent School District**  
**Krum Early Education Center**  
**Improvement Plan**  
**2020-2021**

# Mission Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The EEC campus currently has 323 students: 2 - walk in speech, 61 Pre-K (full-day, qualifying program Half-time for 3 year olds), 148 kindergarten and 114 first graders. 12% of our students are in special education.

We have 45.8% female students and 54.2% male students. Our ethnic breakdown is: 34.06% Hispanic/Latino, 1.55% American Indian-Alaskan Native, .93% Asian, 1.86% Black-African American, 57.28% White and 4.33% two or more races.

We are located in a growing community that is very near to the major city of Denton. Demographics have not changed much for us over the past few years except for a much smaller than usual amount of kindergarten students.

We are located in a growing community that is very near to the major city of Denton.

### Demographics Strengths

Some of the strengths in our demographics are:

- Strong parent involvement.
- Not a lot of students move in and out, consistent student population (for the most part).

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** With the amount of ELL students that we have, there is a need for more intervention tools for this population. **Root Cause:** We have a high percentage of ELL students and some students require additional targeted intervention with research based strategies. We also have a very limited number of bilingual teachers that can intervene with the students in their first language.

# Student Learning

## Student Learning Summary

To enhance student achievement, we use the following:

- Conceptual Refinement (small group tutoring in-class immediately following a lesson).
- During school tutoring.
- DDI
- Student Support Committee.
- Response to Intervention.
- TPRI/Tejas Lee data.
- HMH reading data.
- Writing benchmarks.
- CIRCLE Assessment in Pre-K

Our campus will feed into Dodd Elementary and Dyer Elementary, so we are responsible for having our students ready for the STAAR test that they will take in 3rd grade.

## Student Learning Strengths

We try and catch our students just as soon as they need an intervention. We have put in place a huge safety net with CR, DDI, RTI, SST and tutoring. The teachers plan lessons according to the grade level TEKS (or guidelines in Pre-K). The administrators visit each classroom on a regular basis and provide feedback to the teachers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 1. Our ELL and Special Education populations have a low percentage passing rate on the state assessments in 3rd grade. **Root Cause:** Student performance was impacted by; 1) student experiences and vocabulary, 2) lack of resources at home, 3) staff diversity, 4) instructional accountability

**Problem Statement 2:** With the amount of ELL students that we have, there is a need for more intervention tools for this population. **Root Cause:** We

have a high percentage of ELL students and some students require additional targeted intervention with research based strategies. We also have a very limited number of bilingual teachers that can intervene with the students in their first language.

# School Processes & Programs

## School Processes & Programs Summary

Duty rosters and supervision schedules are developed by the principal. I make sure that students are supervised in all areas before and after school and throughout the school day. Teachers have morning duty on a rotating schedule - this includes helping students out of cars, making sure students get in to the building safely, making sure students get from the buses to the cafeteria safely and making sure that students are supervised in the cafeteria before school starts.

A master schedule is developed with teachers conference time, lunch, recess times, tutoring time and content area blocks of time. Bilingual teachers follow the Gomez and Gomez model for class scheduling.

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

Teachers to have one day of planning every grading period. This time will also be spent looking at data and preparing the 9 week assessments for the following grading period.

The goals that are set for the campus will be addressed in the Campus Improvement Plan, with our ultimate goal being to increase student achievement.

We are a District of Innovation and follow those guidelines.

## School Processes & Programs Strengths

- All schedules are in place before we begin a new school year.
- Staff is organized both before and after school to ensure the safety of the students.
- Bilingual teachers follow the Gomez and Gomez model for scheduling.
- Master schedule is created knowing that the teachers need big blocks of time with their students.

# Perceptions

## Perceptions Summary

We start each day with a morning assembly and include all of our students. During this time, we have announcements, share good news, go over the 8 Keys of Excellence, dance and say pledges. Students of the Week are announced on Fridays and get to spend time with the principal. At the end of assembly each morning, we remind the students of our daily goal - Bobcats do what? Do right! We also have students and educators of the month which are selected by on-line nomination and recognized at morning assembly and at the monthly school board meeting.

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 "Tell Me Something Good" cards that can be filled out by any staff member on the campus for any student or faculty member that they would like to highlight. These are given when a student/faculty member goes above and beyond expectations or does a random act of kindness. These students/faculty members are recognized in morning assembly and the "Tell Me Something Good" cards are mailed home to the parents.

We use the 5 Whole Brain Teaching rules campus wide. We also use the 8 Keys of Excellence that have to do with character traits and manners. All of the teachers were given character lesson cards and songs for routines at the beginning of the year. The counselor has guidance classes with each class at least once a month to reinforce character traits. She also pulls small groups to work on a variety of strategies.

Behavior issues are an on-going challenge. It is the few Tier III students that need extensive intervention on a daily basis.

Fire drills are conducted monthly while lockdown and weather drills are practiced at least once per semester. All of the outside doors remained locked during school hours. Visitors have to ring the bell to be allowed inside. Visitors must sign in and out through the front office. Students leaving early must be signed out by a parent or guardian and use a photo ID to do so.

## Perceptions Strengths

- The campus is equipped with video cameras in the main hallway and outside the building.
- Staff feels that they work in a safe environment.
- Positive behavior supports are in place.
- Drills are conducted on a regular basis.
- Teachers plan hands-on, engaging lessons and the majority of our students enjoy coming to school.
- Counselor who teaches character traits.
- We have a Treasure Tower where students can redeem tokens for a prize.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- School safety data

**Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Study of best practices

# Goals

**Goal 1:** Krum Early Education Center will have met standards for to be on track for successful STAAR scores in reading in 3rd grade.

**Performance Objective 1:** By May 2021, all Pre-K-1st grade students will meet or exceed the district goal of 95% on state and district mandated reading assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** CIRCLE assessment, TPRI/Tejas Lee, DRA, ESGI data, running records

**Summative Evaluation:** Significant progress made toward meeting Objective

**Strategy 1:** Administer the TPRI/Tejas Lee reading assessment to Grades K and 1.  
95% of grade 1 students will be fluent at 60 WPM by the EOY.

**Strategy's Expected Result/Impact:** Use data to drive instruction resulting in better reading scores.

**Staff Responsible for Monitoring:** EEC Principal & Counselor, K & 1 teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

199 - Local Funds (campus budget)

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Utilize running records, HMH reading assessments, and ESGI data to measure and monitor reading growth and performance. Pre-K will monitor using the CIRCLE assessment.

<b>Strategy's Expected Result/Impact:</b> Improved reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, Counselor.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>

**Strategy 3:** Provide students in need of academic intervention with intervention strategies through PLC's and SST and tutorials.

<b>Strategy's Expected Result/Impact:</b> Progress monitoring every 2 weeks.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Counselor, PLC Committee, SST Committee, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Funding Sources:</b> Intervention materials 199 - Local Funds (campus budget) \$500	<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>

**Strategy 4:** Teachers will use Daily 5 and guided reading to increase fluency and comprehension.

<b>Strategy's Expected Result/Impact:</b> Improved reading scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> reading materials and supplies 199 - Local Funds (campus budget) \$1,000	<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>June</b>

<b>Strategy 5:</b> Conduct a "Literacy Night" for kindergarten students and their families.		
<b>Strategy's Expected Result/Impact:</b> Parent involvement and modeling of reading strategies they can use at home.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	food, books, materials 199 - Local Funds (campus budget) \$500	<b>Summative</b>
		<b>June</b>
<b>Strategy 6:</b> Provide support and strategies for Bilingual & ESL students using ELPS.		
<b>Strategy's Expected Result/Impact:</b> Increased ESL scores, ELPS noted on lesson plans		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	263 - Title III \$1,000	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Additional Targeted Support Strategy</b>		
<b>Strategy 7:</b> Use TPRI and HMH and DRA data to drive instruction. Disaggregate data as a grade level.		
<b>Strategy's Expected Result/Impact:</b> TPRI and DRA scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 8:** Add an intervention program for Tier III reading instruction.

<b>Strategy's Expected Result/Impact:</b> increased reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> RTI committee, reading specialist		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Intervention Program 255 - Title II \$3,000	<b>Summative</b>
	ESGI web based assessment program 199 - Local Funds (campus budget) \$3,500	<b>June</b>

**Strategy 9:** Use Thinking Maps to help students build connections and learn to use metacognition.

<b>Strategy's Expected Result/Impact:</b> increased reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 10:** Provide all day Pre-K to better prepare our students to read.

<b>Strategy's Expected Result/Impact:</b> increased reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Pre-K teachers, principal, assistant principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Krum Early Education students will have met standards to be on track for successful STAAR scores in math in 3rd grade.

**Performance Objective 1:** By May 2021, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on all state and district mandated math assessments.

**Evaluation Data Sources:** CIRCLE, Math bechmark, ESGI

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Provide intervention strategies for students in need of academic intervention through tutoring, PLCs & the Student Support Team (SST)		
<b>Strategy's Expected Result/Impact:</b> Increased number of students who respond to interventions and are dismissed from RTI.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> intervention materials 199 - Local Funds (campus budget) \$500		<b>June</b>
<b>ESF Levers:</b> None		
<b>Comprehensive Support Strategy</b>		
<b>Strategy 2:</b> Provide hands-on manipulatives and materials for teachers to use with students to teach math concepts.		
<b>Strategy's Expected Result/Impact:</b> Increased number of hands-on lessons and increased math scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> math manipulatives and materials 199 - Local Funds (campus budget) \$1,000		<b>June</b>
<b>ESF Levers:</b> None		



Strategy 3: Plan and carry out a "Family Math/Science Night" for EEC students and their families.				
Strategy's Expected Result/Impact: Parental involvement and an understanding of our curriculum.				Formative
Staff Responsible for Monitoring: Teachers, Principal, Math/Science Committee, Math/Science campus dept. heads.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		snacks, materials, door prizes 199 - Local Funds (campus budget) \$400		Summative
				June
Strategy 4: Use math curriculum sequence and other documents, post vocabulary on word walls in the classroom.				
Strategy's Expected Result/Impact: curriculum alignment				Formative
Staff Responsible for Monitoring: Principal, Teachers				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: Build a foundation of reading and math		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 5: Subscribe to Splash Learn so that students can practice math concepts on the computer.				
Strategy's Expected Result/Impact: Increased math scores.				Formative
Staff Responsible for Monitoring: Teachers, Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: Build a foundation of reading and math		Funding Sources:		Mar
ESF Levers: None		Subscription 199 - Local Funds (campus budget) \$2,000		Summative
Comprehensive Support Strategy				June
Additional Targeted Support Strategy				

**Strategy 6:** Order picture books that teach math concepts and match concepts in the TEKS Resource System scope and sequence.

<b>Strategy's Expected Result/Impact:</b> Increased math scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Library aide/District Librarian Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> books 199 - District Budget \$1,000		

**Strategy 7:** Use Thinking Maps with math curriculum to help students relate concepts and build problem-solving skills

<b>Strategy's Expected Result/Impact:</b> Increased math scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> None		

**Strategy 8:** Use a universal screener to assess K-1 students 3 times per year. We will analyze the data and plan and carry out any needed interventions.

<b>Strategy's Expected Result/Impact:</b> increased math scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> None		

<b>Strategy 9:</b> Provide full day Pre-K so that students have a better foundation in math before entering kindergarten.				
<b>Strategy's Expected Result/Impact:</b> increased math scores				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Pre-K teachers, principal, assistant principal				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Nov</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Jan</b>
<b>ESF Levers:</b> None		None		<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 3:** Krum Early Education Center will have met standards to be on track for successful STAAR scores in writing in 4th grade.

**Performance Objective 1:** By May 2021 all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on state and district mandated writing assessments.

**Evaluation Data Sources:** Writing benchmarks

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1: 3.1 Provide intervention strategies for students in need of academic intervention through tutoring, PLCs, and Student Support Team.		
Strategy's Expected Result/Impact: Intervention for students who need it.  Staff Responsible for Monitoring: Principal, Counselor, PLC Committee, SST Committee, Teachers.  Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
Problem Statements: None Funding Sources: 199 - Local Funds (campus budget)		Summative
		June
Strategy 2: Campus will maintain writing portfolios for each student in grades K & 1 with benchmarks being given 3 times per year.		
Strategy's Expected Result/Impact: Collection of writing that can be reflected on for instructional purposes.  Staff Responsible for Monitoring: Principal, Teachers, Counselor.  Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 3: Writing will take place in all content areas in K & 1.		
Strategy's Expected Result/Impact: Increased practice with writing for a variety of purposes, a way to assess student understanding of concepts. Staff Responsible for Monitoring: Teachers, Principal. Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June
Strategy 4: Purchase a handwriting curriculum to be used daily. HMH will be used in Kindergarten and 1st grade and Handwrtiting Without Tears will be used in Pre-K.		
Strategy's Expected Result/Impact: Correct formation of letters and numbers. Staff Responsible for Monitoring: Principal, teachers. Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June
Strategy 5: Use campus postal service as a motivational tool to get kids to write, purchase envelopes.		
Strategy's Expected Result/Impact: Real world writing experiences. Staff Responsible for Monitoring: Reading Specialist, Principal, Teachers. Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 6: Use TELPAS to assess our K & 1 LEP students in English.				
Strategy's Expected Result/Impact: Assessment of student proficiency in English to help them move forward to the next level.				Formative
Staff Responsible for Monitoring: Teachers, Principal, Counselor.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 7: Primary writing journals will be purchased for all Pre-K-1 students.				
Strategy's Expected Result/Impact: A place to collect writing samples over time to use for instructional purposes.				Formative
Staff Responsible for Monitoring: Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		writing journals 199 - Local Funds (campus budget) \$500		Summative
				June
Strategy 8: Thinking Maps will be used to help students organize their ideas and then take those off the map.				
Strategy's Expected Result/Impact: increased benchmark results and writing scores				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June

**Strategy 9:** Prepare a writing resource folder for K-1 students to have access to past writing lessons.

<b>Strategy's Expected Result/Impact:</b> increased writing scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> principal, assistant principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 10:** Data meetings will be held to discuss student's progress with writing.

<b>Strategy's Expected Result/Impact:</b> Increased writing scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, assistant principal, teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 11:** Every classroom will have progressive writing walls outside their classrooms. Teachers will keep a minimum of 6 weeks worth of student examples to track progress.

<b>Strategy's Expected Result/Impact:</b> increased writing scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, assistant principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	2 prong folders 199 - District Budget \$600	<b>Summative</b>
		<b>June</b>

**Strategy 12:** Use writing workshop model included in our new language arts curriculum for K-1 to use specific and intentional writing lessons.

<b>Strategy's Expected Result/Impact:</b> increased writing scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> teachers, principal, assistant principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 13:** Provide an all day Pre-K program that will provide students with more time for writing instruction and better prepare them for kindergarten.

<b>Strategy's Expected Result/Impact:</b> Increased writing scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Pre-K teachers, principal, assistant principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 4:** Krum Early Education Center will have met standards to be on track for STAAR scores in science.

**Performance Objective 1:** By May 2021, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on state and district mandated science assessments.

**Evaluation Data Sources:** Report card assessments

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Teachers will spend 80% of allotted science time doing lab activities.	
<b>Strategy's Expected Result/Impact:</b> Increased science scores	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Lead Science Teacher, Teachers, Principal.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> lab supplies 199 - Local Funds (campus budget) \$500	
<b>Strategy 2:</b> Continue using the Stemscope lessons.	
<b>Strategy's Expected Result/Impact:</b> Increased science scores	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Science Dept Head, Principal, Teachers.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

<b>Strategy 3:</b> Use Brain Pop Junior videos to coordinate with and enhance lessons.				
<b>Strategy's Expected Result/Impact:</b> Increased science scores				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal, science department head, teachers				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$500		
<b>Strategy 4:</b> Thinking Maps will be used with the science curriculum to help students build connections and use metacognition.				
<b>Strategy's Expected Result/Impact:</b> increased scores				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Goal 5:** Krum Early Education students will have met standards to be on track for STAAR scores in social studies.

**Performance Objective 1:** By May 2021, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on district mandated social studies assessments.

**Evaluation Data Sources:** 9 week assessments

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1:** Utilize Campus Social Studies Dept. Head (and SS committee) to plan activities for the campus for special social studies events such as Constitution Day, Celebrate Freedom Week, Red Ribbon Week, President's Day & National holidays.

**Strategy's Expected Result/Impact:** Students will gain experiences to help them understand social studies concepts.

**Staff Responsible for Monitoring:** Principal, Teachers, Principal, Campus SS Dept. Head, SS Committee Members.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

supplies and materials 199 - Local Funds (campus budget) \$300

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Vocabulary word walls in each classroom to enhance vocabulary development.

**Strategy's Expected Result/Impact:** Increased vocabulary knowledge and a resource to use word sin student writing.

**Staff Responsible for Monitoring:** Principal, Teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

Strategy 3: Thinking Maps will be used to increase student metacognition.				
Strategy's Expected Result/Impact: increased scores				Formative
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: None		Problem Statements: None		Nov
TEA Priorities: None		Funding Sources:		Jan
ESF Levers: None		None		Mar
				Summative
				June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 6:** Improve student achievement of special populations on state and district mandated tests.

**Performance Objective 1:** To identify, assess, and serve students requiring such resources as offered by Special Education, ESL, Bilingual, At Risk, or Gifted and Talented.

**Evaluation Data Sources:** PEIMS coding.

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Use DDI and the RTI model as part of the special education referral process.		
<b>Strategy's Expected Result/Impact:</b> Decreased number of special education referrals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers, PLC Committee, SST Committee.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Ensure that research based strategies are implemented with integrity and fidelity.		
<b>Strategy's Expected Result/Impact:</b> Decreased number of special education referrals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Counselor, SST Committee.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>

<b>Strategy 3:</b> Decrease the number of Special Ed referrals as a result of effective and early intervention practices through RTI.		
<b>Strategy's Expected Result/Impact:</b> Successful RTI interventions		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Counselor, PLC Committee, SST Committee, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> Increase achievement of students in at-risk situations by offering Pre-K classes for qualifying ESL, bilingual, low socioeconomic and special education students ages 3-5.		
<b>Strategy's Expected Result/Impact:</b> Early intervention will result in students being better prepared for kindergarten.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Pre-K Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	salaries for Pre-K staff 199 - State Comp Ed	<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> Identify and serve students who qualify for Gifted and Talented services.		
<b>Strategy's Expected Result/Impact:</b> Students become responsible for their own learning and work on higher level thinking activities and projects.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, Teachers, GT Teacher.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	assessment and curriculum materials 199 - Local Funds (campus budget) \$2,000	<b>Summative</b>
		<b>June</b>

<b>Strategy 6:</b> Continue to offer a dual language program for LEP students (Pre-K - 1st) and general ed students (K-1)		
<b>Strategy's Expected Result/Impact:</b> Better scores as students are able to learn first in their native language.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Dual Language Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Dual Language materials 199 - Local Funds (campus budget) \$500	<b>Summative</b>
		<b>June</b>
<b>Strategy 7:</b> All new teachers will complete the initial 30 hours of GT training and returning teachers will complete a 6 hour update annually.		
<b>Strategy's Expected Result/Impact:</b> Teachers will know how to challenges the gifted students in their classrooms as well as challenge all students to think at a higher level.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Staff Development funds 199 - Local Funds (campus budget) \$100	<b>Summative</b>
		<b>June</b>
<b>Strategy 8:</b> Purchase green partition folders (special ed) and blue partition folders (LEP) to manage documents in a systematic way.		
<b>Strategy's Expected Result/Impact:</b> Better organization of important educational documents.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	folders 199 - SpEd \$200 folders 255 - Title II \$300	<b>Summative</b>
		<b>June</b>

<b>Strategy 9:</b> Increase STAAR scores in math and reading for ESL/BL learners through targeted instruction and math materials.		
<b>Strategy's Expected Result/Impact:</b> Increased scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Bilingual and ESL teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	math materials 263 - Title III \$2,000	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 10:</b> Identify and serve homeless students		
<b>Strategy's Expected Result/Impact:</b> Student success data - DRA, TPRI, benchmarks, CBA's		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> teachers, principal, assistant superintendent		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	199 - State Comp Ed	<b>Summative</b>
<b>Additional Targeted Support Strategy</b>		<b>June</b>
<b>Strategy 11:</b> Continue to provide summer school for LEP students going to kindergarten or first grade		
<b>Strategy's Expected Result/Impact:</b> increased number of student experiences through field trips, student success data		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	budget for teacher salaries, food and supplies 199 - State Comp Ed	<b>Summative</b>
		<b>June</b>



<b>Strategy 12:</b> Increase academic vocabulary and real world experiences for both our ESL and SPED students.		
<b>Strategy's Expected Result/Impact:</b> Students will learn more skills necessary to be successful on the 3rd grade STAAR assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 13:</b> Send a bilingual teacher to Esperanza training so that the program can be effectively used with Tier III Spanish reading instruction.		
<b>Strategy's Expected Result/Impact:</b> Increased reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	263 - Title III \$600	<b>Summative</b>
		<b>June</b>
<b>Strategy 14:</b> Use SRA, Reading Mastery and Language for Learning with students in special education reading or in Tier III for reading intervention.		
<b>Strategy's Expected Result/Impact:</b> increased reading scores		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Special Education, special education teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	workbooks 199 - SpEd \$600	<b>Summative</b>
		<b>June</b>

<b>Strategy 15:</b> Provide a list of specific strategies to teachers with special needs students that are individualized for each student.				
<b>Strategy's Expected Result/Impact:</b> Increased special ed scores			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Special ed teacher, teacherrs, principal			<b>Nov</b>	
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
			<b>Summative</b>	
			<b>June</b>	
<b>Strategy 16:</b> Send a person to Estrellita training and purchase an additional kit for Pre-K.				
<b>Strategy's Expected Result/Impact:</b> Increased student performance.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Bilingual teachers, principal			<b>Nov</b>	
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		Estrellita kit 263 - Title III \$1,100		
			<b>Summative</b>	
			<b>June</b>	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**Goal 7:** Improve instruction through technology.

**Performance Objective 1:** To integrate technology into the curriculum and instruction to enhance student learning and increase teacher effectiveness.

**Evaluation Data Sources:** Improved student performance.

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Purchase additional headphones for classrooms and computer labs (Ask parents to provide a set of headphones for their child).	
<b>Strategy's Expected Result/Impact:</b> Students will be able to concentrate on individual computer tasks.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Computer Lab Aide.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> headphones 199 - Local Funds (campus budget) \$1,000	
<b>Strategy 2:</b> Purchase subscriptions to ESGI for each classroom in order to create assessments and track results.	
<b>Strategy's Expected Result/Impact:</b> Assessments and results.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> ESGI subscription 199 - Local Funds (campus budget) \$4,000	

Strategy 3: Purchase Brainpop, Jr. to enhance learning in 1 Social Studies and Science.				
Strategy's Expected Result/Impact: Increased scores in Social Studies and Science.				Formative
Staff Responsible for Monitoring: Computer lab teacher, Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		199 - Local Funds (campus budget) \$0		Summative
				June
Strategy 4: Purchase new printer for 1st grade hall.				
Strategy's Expected Result/Impact: Print current data in order to analyze.				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		Printer 199 - Local Funds (campus budget) \$500		Summative
				June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**Goal 8:** Students at Krum Early Education Center shall maintain a 97% ADA.

**Performance Objective 1:** Students and parents will perceive that a high level of school attendance is beneficial for academic achievement.

**Evaluation Data Sources:** Attendance records.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1: Parents will be reminded that the instructional day begins at 7:45, drop off at 7:15.				
Strategy's Expected Result/Impact: Decreased amount of tardiness.				Formative
Staff Responsible for Monitoring: Principal, Teachers.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 2: Office will call parents if student is absent and the parent has not made contact.				
Strategy's Expected Result/Impact: School to home communication to encourage attendance when at all possible.				Formative
Staff Responsible for Monitoring: Attendance Clerk.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June

Strategy 3: Attendance clerk will monitor absences and tardies and send warning letters as needed				
Strategy's Expected Result/Impact: Parent notification to help them keep up with number of days the student has missed.				Formative
Staff Responsible for Monitoring: Attendance Clerk.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		Paper and postage 199 - Local Funds (campus budget) \$500		Summative
				June
Strategy 4: Assistant principal/Principal will contact parents when attendance instances arise (3 unexcused absences, 7, and 10).				
Strategy's Expected Result/Impact: Increased attendance.				Formative
Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, PEIMS Clerk				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 5: Students with perfect attendance will receive a certificate at midterm and the end of the year.				
Strategy's Expected Result/Impact: Recognition of perfect attendance.				Formative
Staff Responsible for Monitoring: Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		certificates and funds for field trip 199 - Local Funds (campus budget) \$100		Summative
				June

<b>Strategy 6:</b> Perfect Attendance field trip at the end of the school year.				
<b>Strategy's Expected Result/Impact:</b> Students come to school every day unless they are sick.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Attendance clerk Principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>TEA Priorities:</b> None				<b>Mar</b>
<b>ESF Levers:</b> None				<b>Summative</b>
<b>Problem Statements:</b> None				<b>June</b>
<b>Funding Sources:</b> prizes 199 - District Budget \$200				
<b>Strategy 7:</b> Students with perfect attendance will be recognized with a reward every 9 weeks.				
<b>Strategy's Expected Result/Impact:</b> Increased student attendance				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, assistant principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>TEA Priorities:</b> None				<b>Mar</b>
<b>ESF Levers:</b> None				<b>Summative</b>
<b>Problem Statements:</b> None				<b>June</b>
<b>Funding Sources:</b> None				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 9:** Increase student achievement through staff development.

**Performance Objective 1:** Participate in staff development programs that will enhance student learning and achievement.

**Evaluation Data Sources:** Records of participation, increased assessment scores.

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1:** Staff members will participate in staff development in core academic areas, technology, special programs (RTI, bilingual, ESL, behavior issues, etc., that are local).

**Strategy's Expected Result/Impact:** Increased knowledge of effective learning strategies.

**Staff Responsible for Monitoring:** Principal, Teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

staff development funds 199 - Local Funds (campus budget) \$2,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Professional staff will share responsibility for campus planning and presenting staff development on inservice days and during staff meetings or PLC's.

**Strategy's Expected Result/Impact:** New strategies will be implemented in the classrooms.

**Staff Responsible for Monitoring:** Principal, Teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 3:** Provide regular team-building activities as part of staff development and in-service days. Plan activities off campus at least once a semester.

<b>Strategy's Expected Result/Impact:</b> Increased morale		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	snacks and materials 199 - Local Funds (campus budget) \$800	<b>Summative</b>
		<b>June</b>

**Strategy 4:** Provide books to staff for book studies once per semester (on best practices and hot topics in education).

<b>Strategy's Expected Result/Impact:</b> Increased knowledge of current research and ideas that can be implemented in the classroom.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	books 199 - Local Funds (campus budget) \$1,200	<b>Summative</b>
		<b>June</b>

**Strategy 5:** Teachers will meet biweekly in DDI meetings to collaborate, share data, set goals and discuss student progress.

<b>Strategy's Expected Result/Impact:</b> Increased student scores. Less referrals to SST.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

Strategy 6: Provide staff with safety training and review campus and district safety procedures.				
Strategy's Expected Result/Impact: Knowledge of safety procedures				Formative
Staff Responsible for Monitoring: Principal, Teachers				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 7: Support bilingual teachers with training from Region 11 and other agencies.				
Strategy's Expected Result/Impact: Increased student scores.				Formative
Staff Responsible for Monitoring: Principal, Bilingual Teachers.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		funds 263 - Title III \$500		Summative
				June
Strategy 8: Access on-line training and webinars for teachers so that no travel is needed.				
Strategy's Expected Result/Impact: Increased knowledge of current trends in education.				Formative
Staff Responsible for Monitoring: Principal, Teachers.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		on-line training log-in 199 - Local Funds (campus budget) \$500		Summative
				June

**Strategy 9:** Provide the opportunity for the administrators to attend the TEP SA conference in the summer to gain new knowledge and skills about the trends in education.

<b>Strategy's Expected Result/Impact:</b> Improved campus culture and sharing of instructional strategies.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	199 - Local Funds (campus budget) \$3,000	<b>Summative</b>
		<b>June</b>

**Strategy 10:** Hire subs so that teachers have the opportunity to observe their grade level peers as well as grade levels above and below them.

<b>Strategy's Expected Result/Impact:</b> Knowledge of what happens above and below the grade they teach to better prepare the students in their classrooms.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	199 - District Budget \$1,500	<b>Summative</b>
		<b>June</b>

**Strategy 11:** Provide opportunities for Pre-K teachers to meet with K teachers and K teachers to meet with 1st grade teachers to discuss individual student needs.

<b>Strategy's Expected Result/Impact:</b> vertical alignment		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 10:** Improve community/parent involvement.

**Performance Objective 1:** Keep community informed of campus events and activities.

**Evaluation Data Sources:** Parent feedback and survey.

**Summative Evaluation:** Some progress made toward meeting Objective

**Strategy 1:** Teachers will send home a weekly classroom newsletter (emailed to all parents who have email) as well as posted on their websites.

**Strategy's Expected Result/Impact:** Keep parents informed of what is being taught through the week and of special events.

**Staff Responsible for Monitoring:** Principal, Teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Principal will send home a monthly newsletter (email and website).

**Strategy's Expected Result/Impact:** To keep parents informed and share good news

**Staff Responsible for Monitoring:** Principal.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Campus events will be advertised on the campus website, Facebook page and front office TV, as well as sent home on paper in both English and Spanish, and added to district marquee as appropriate.

<b>Strategy's Expected Result/Impact:</b> To keep parents informed		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary, Attendance Clerk.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	copy paper 199 - Local Funds (campus budget) \$50	<b>Summative</b>
		<b>June</b>

**Strategy 4:** Hold parent activity nights 2 times per year - Literacy & Math/Science.

<b>Strategy's Expected Result/Impact:</b> Increased parent involvement.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	budget for this noted in a different line item 199 - Local Funds (campus budget) \$1,000	<b>Summative</b>
		<b>June</b>

**Strategy 5:** Hold Kindergarten orientation for parents prior to school starting.

<b>Strategy's Expected Result/Impact:</b> To help parents understand routines and procedures.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	handouts 199 - Local Funds (campus budget) \$25	<b>Summative</b>
		<b>June</b>

Strategy 6: Continue Watch DOG program, kick-off at the beginning of the school year.				
Strategy's Expected Result/Impact: Increased involvement by dads.				Formative
Staff Responsible for Monitoring: Counselor.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		T-shirts, pizza and drinks for kick-off night, other Watch DOG materials 199 - Local Funds (campus budget) \$700		Summative
				June
Strategy 7: Invite parents to volunteer on campus in the workroom and classrooms.				
Strategy's Expected Result/Impact: To get parents involved				Formative
Staff Responsible for Monitoring: Principal. Teachers.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		sign-in labels for Positive Proof 199 - Local Funds (campus budget)		Summative
				June
Strategy 8: Invite parents to the "Meet the Teacher Night" before school starts.				
Strategy's Expected Result/Impact: To acclimate students and parents to the new school year				Formative
Staff Responsible for Monitoring: Teachers, Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June

Strategy 9: Invite Kindergarten parents to a "Boo-Hoo Breakfast" the first day of school.				
Strategy's Expected Result/Impact: To let parents know that the first day of school is a hard one.				Formative
Staff Responsible for Monitoring: Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		donuts, juice, Kleenex, cups, napkins 199 - Local Funds (campus budget) \$100		Summative
				June
Strategy 10: Conduct informational meeting and mandatory training for parents interested in the dual language program (on the English side).				
Strategy's Expected Result/Impact: To educate parents about the program so that they can make an informed decision for their child.				Formative
Staff Responsible for Monitoring: Principal.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		refreshments 199 - Local Funds (campus budget) \$100		Summative
				June
Strategy 11: Parents will be invited to attend musical performances featuring Kindergarten and First Grade students (one for each grade level per year).				
Strategy's Expected Result/Impact: To showcase our students for their parents				Formative
Staff Responsible for Monitoring: Music Teacher.				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		materials for performances 199 - Local Funds (campus budget) \$100		Summative
				June



<b>Strategy 12:</b> Use School Messenger to keep parents updated of important information.		
<b>Strategy's Expected Result/Impact:</b> Parents stay informed.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 13:</b> The counselor will send home a Home and School Connection Newsletter each month.		
<b>Strategy's Expected Result/Impact:</b> Increased communication with families		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	199 - District Budget \$158	<b>Summative</b>
		<b>June</b>
<b>Strategy 14:</b> Hold 2 ELL Family Nights each year - 1 per semester.		
<b>Strategy's Expected Result/Impact:</b> Increased involvement by ELL families.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ELL teachers, principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	199 - Local Funds (campus budget) \$500	<b>Summative</b>
		<b>June</b>

<b>Strategy 15:</b> Hold an Open House for parents one time a year. Have student work on display.				
<b>Strategy's Expected Result/Impact:</b> increased parent involvement				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
<b>Strategy 16:</b> Implement a Little Bobcats Lending Library to be shared with the community.				
<b>Strategy's Expected Result/Impact:</b> Create an aooportunity for shared reading within the community.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Library aide, Hamilton				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		Books for lending library 461 - Principals Fund \$500 Structure for lending library 816 - Grant Awarded \$689		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**Goal 11:** Maintain teachers who are highly effective in grades Pre-K-1st.

**Performance Objective 1:** Maintain having all teachers ESL or bilingual certified.

**Goal 12:** Provide character education to all students.

**Performance Objective 1:** Students will practice positive character traits on a daily basis.

**Evaluation Data Sources:** Decrease in discipline referrals.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1: PAW Citizens will be recognized each 9 weeks at lunch (one student from each classroom).				
Strategy's Expected Result/Impact: Students will work hard for recognition of good behavior.				Formative
Staff Responsible for Monitoring: Principal, Teachers				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		certificates, pencils, tokens 199 - Local Funds (campus budget) \$400		Summative
				June
Strategy 2: 8 Keys of Excellence will be presented twice a week in morning assembly.				
Strategy's Expected Result/Impact: Improved school-wide behavior.				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June

<b>Strategy 3:</b> Class with the best behavior in morning assembly will get to spend the day with Bobby the Bobcat.				
<b>Strategy's Expected Result/Impact:</b> Improved behavior in morning assembly				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$60		<b>Summative</b>
				<b>June</b>
<b>Strategy 4:</b> Reward positive student behavior with "Tell Me Something Good" notes mailed home and recognition during morning assembly.				
<b>Strategy's Expected Result/Impact:</b> Improved school-wide behavior				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Teachers				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$200		<b>Summative</b>
				<b>June</b>
<b>Strategy 5:</b> Students get to visit the principals to celebrate successes.				
<b>Strategy's Expected Result/Impact:</b> Improved effort to achieve				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		None		<b>Summative</b>
				<b>June</b>

<b>Strategy 6:</b> Students will visit counselor at least once per month to learn character education.				
<b>Strategy's Expected Result/Impact:</b> Students will learn social skills, manners and ways to get along with each other.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$600		<b>Summative</b>
				<b>June</b>
<b>Strategy 7:</b> Students with good behavior (showing one of the 8 Keys of Excellence) will get to visit the Treasure Tower for a reward.				
<b>Strategy's Expected Result/Impact:</b> Increased school-wide behavior				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$600		<b>Summative</b>
				<b>June</b>
<b>Strategy 8:</b> School counselor will provide additional character education through small groups based on individual needs and parent consent.				
<b>Strategy's Expected Result/Impact:</b> Support for students who need targeted small group behavior intervention.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		199 - Local Funds (campus budget) \$200		<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 13:** Provide a safe environment for students and staff.

**Performance Objective 1:** Implement policies and programs for the prevention and intervention of staff and student safety issues.

**Evaluation Data Sources:** Parent and staff surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

<b>Strategy 1:</b> Conduct regular emergency drills (fire-monthly, weather and lockdown - once each semester).		
<b>Strategy's Expected Result/Impact:</b> Will have emergency procedures in place.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> All campus visitors will register on the computer using a photo ID upon before entering the hallway.		
<b>Strategy's Expected Result/Impact:</b> Only approved visitors will be able to enter the building		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Office staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Positive Proof Badges 199 - Local Funds (campus budget) \$500	<b>Summative</b>
		<b>June</b>

Strategy 3: All doors will remain locked during the school day. Visitors will have to be buzzed in through the front door.				
Strategy's Expected Result/Impact: Safety				Formative
Staff Responsible for Monitoring: Principal, Office staff				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 4: Continue using the Standard Response Protocol model for campus safety.				
Strategy's Expected Result/Impact: Common language and understanding of emergency procedures.				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 5: Continue using the written campus policy about safe drop-off/pick-up procedures.				
Strategy's Expected Result/Impact: Safe and efficient traffic flow during parent drop off and pick up.				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June



<b>Strategy 6:</b> Intervention resources for dealing with disruptive, destructive and violent student behaviors.				
<b>Strategy's Expected Result/Impact:</b> Less frequency of severe behaviors.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		training 199 - Local Funds (campus budget) \$500		<b>Summative</b>
				<b>June</b>
<b>Strategy 7:</b> Work with neighbors, the City of Krum and the police department to ensure safety during drop off and pick-up times.				
<b>Strategy's Expected Result/Impact:</b> decreased complaints of safety concerns				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		<b>Mar</b>
<b>ESF Levers:</b> None		None		<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Administer the TPRI/Tejas Lee reading assessment to Grades K and 1. 95% of grade 1 students will be fluent at 60 WPM by the EOY.
1	1	2	Utilize running records, HMM reading assessments, and ESGI data to measure and monitor reading growth and performance. Pre-K will monitor using the CIRCLE assessment.
1	1	3	Provide students in need of academic intervention with intervention strategies through PLC's and SST and tutorials.
1	1	6	Provide support and strategies for Bilingual & ESL students using ELPS.
2	1	1	Provide intervention strategies for students in need of academic intervention through tutoring, PLCs & the Student Support Team (SST)
2	1	5	Subscribe to Splash Learn so that students can practice math concepts on the computer.
6	1	2	Ensure that research based strategies are implemented with integrity and fidelity.
6	1	9	Increase STAAR scores in math and reading for ESL/BL learners through targeted instruction and math materials.
6	1	12	Increase academic vocabulary and real world experiences for both our ESL and SPED students.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Provide support and strategies for Bilingual & ESL students using ELPS.
2	1	5	Subscribe to Splash Learn so that students can practice math concepts on the computer.
6	1	10	Identify and serve homeless students

## 2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Non-classroom Professional	Sabrina Hendrickson	Counselor
Administrator	Lyndi Stupka	Principal
Classroom Teacher	Greta Adams	Pre-K Teacher
Classroom Teacher	Lorie Sprague	Pre-K Teacher
Classroom Teacher	Lauren Hamilton	Kindergarten Teacher
Classroom Teacher	Brandi Claiborne	First Grade Teacher
Classroom Teacher	Theresa Kilgore	Pre-K Teacher
Business Representative	Kristi Bernhardt	Owner of Loving Hearts Daycare
Community Representative	Lisa McEntire	Realtor
Community Representative	JR Hood	State Director
Parent	Kassidi Sides	Parent
Classroom Teacher	Megan Smith	Kindergarten Teacher
Classroom Teacher	Felicia Walker	1st grade teacher
Classroom Teacher	Jennifer Newcomb	1st grade teacher
Non-classroom Professional	Denise Burns	Reading Specialist
Business Representative	Brandi Lewis	Business Owner

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4	salaries for Pre-K staff		\$0.00
6	1	10			\$0.00
6	1	11	budget for teacher salaries, food and supplies		\$0.00
Sub-Total					\$0.00
199 - SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	8	folders		\$200.00
6	1	14	workbooks		\$600.00
Sub-Total					\$800.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Intervention Program		\$3,000.00
6	1	8	folders		\$300.00
Sub-Total					\$3,300.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$1,000.00
6	1	9	math materials		\$2,000.00
6	1	13			\$600.00
6	1	16	Estrellita kit		\$1,100.00
9	1	7	funds		\$500.00
Sub-Total					\$5,200.00

199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Intervention materials		\$500.00
1	1	4	reading materials and supplies		\$1,000.00
1	1	5	food, books, materials		\$500.00
1	1	8	ESGI web based assessment program		\$3,500.00
2	1	1	intervention materials		\$500.00
2	1	2	math manipulatives and materials		\$1,000.00
2	1	3	snacks, materials, door prizes		\$400.00
2	1	5	Subscription		\$2,000.00
3	1	1			\$0.00
3	1	2	purple folders		\$100.00
3	1	4	newsprint, golf pencils, pencil grips, handwriting workbooks		\$500.00
3	1	5	writing materials		\$300.00
3	1	7	writing journals		\$500.00
4	1	1	lab supplies		\$500.00
4	1	3			\$500.00
5	1	1	supplies and materials		\$300.00
6	1	5	assessment and curriculum materials		\$2,000.00
6	1	6	Dual Language materials		\$500.00
6	1	7	Staff Development funds		\$100.00
7	1	1	headphones		\$1,000.00
7	1	2	ESGI subscription		\$4,000.00
7	1	3			\$0.00
7	1	4	Printer		\$500.00
8	1	3	Paper and postage		\$500.00

199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	5	certificates and funds for field trip		\$100.00
9	1	1	staff development funds		\$2,000.00
9	1	3	snacks and materials		\$800.00
9	1	4	books		\$1,200.00
9	1	8	on-line training log-in		\$500.00
9	1	9			\$3,000.00
10	1	3	copy paper		\$50.00
10	1	4	budget for this noted in a different line item		\$1,000.00
10	1	5	handouts		\$25.00
10	1	6	T-shirts, pizza and drinks for kick-off night, other Watch DOG materials		\$700.00
10	1	7	sign-in labels for Positive Proof		\$0.00
10	1	9	donuts, juice, Kleenex, cups, napkins		\$100.00
10	1	10	refreshments		\$100.00
10	1	11	materials for performances		\$100.00
10	1	14			\$500.00
12	1	1	certificates, pencils, tokens		\$400.00
12	1	3			\$60.00
12	1	4			\$200.00
12	1	6			\$600.00
12	1	7			\$600.00
12	1	8			\$200.00
13	1	2	Positive Proof Badges		\$500.00
13	1	6	training		\$500.00
Sub-Total					\$33,935.00

461 - Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
10	1	16	Books for lending library		\$500.00
Sub-Total					\$500.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	books		\$1,000.00
3	1	11	2 prong folders		\$600.00
8	1	6	prizes		\$200.00
9	1	10			\$1,500.00
10	1	13			\$158.00
Sub-Total					\$3,458.00
816 - Grant Awarded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
10	1	16	Structure for lending library		\$689.00
Sub-Total					\$689.00
Grand Total					\$47,882.00



# Addendums