Krum Independent School District

Krum Early Education Center

2019-2020

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The EEC campus currently has 323 students: 2 - walk in speech, 63 Pre-K (half-day, qualifying program), 111 kindergarten and 147 first graders. Of those, 30% are ELL and 44.9% are economically disadvantaged. We have 11.1% in special education. 57.6%% of our students are considered to be "at-risk." 1.2% are homeless and we currently do not have any migrant students.

We have 49.8% female students and 50.2% male students. Our ethnic breakdown is: 33.4% Hispanic/Latino, 5.3% American Indian-Alaskan Native, 1.2% Asian, 1.5% Black-African American, 85.8% White and 6.2% 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.

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 Academic Achievement

Student Academic Achievement Summary

To enhance student achievement, we use the following:

- Conceptual Refinement (small group tutoring in-class immediately following a lesson).
- During school tutoring.
- Professional Learning Communities.
- Student Support Committee.
- Response to Intervention.
- 9 weeks exams - science, math, social studies.
- TPRI/Tejas Lee data.
- DRA/EDL 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 Academic Achievement 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, PLC's, 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. The district has implemented Instructional Rounds so that administrators from other campuses are able to observe many different grade levels and offer feedback. It also helps administrators see what is happening on other campuses and to see the expectations for our students as they get older.

Problem Statements Identifying Student Academic Achievement 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

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 2020, all Pre-K-1st grade students will meet or exceed the district goal of 95% on state and district mandated reading assessments.

Evaluation Data Source(s) 1: CIRCLE assessment, TPRI/Tejas Lee, DRA, ESGI data, running records

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support 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.	EEC Principal & Counselor, K & 1 teachers.	Use data to drive instruction resulting in better reading scores.				
	Funding Sources: 199-local funds (campus budget) - 0.00					
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Utilize running records, DRA/EDL assessments, and ESGI data to measure and monitor reading growth and performance. Pre-K will monitor using the CIRCLE assessment.	Classroom teachers, Principal, Counselor.	Improved reading scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide students in need of academic intervention with intervention strategies through PLC's and SST and tutorials.	Principal, Counselor, PLC Committee, SST Committee, Teachers.	Progress monitoring every 2 weeks.				
	Funding Sources: 199-local funds (campus budget) - 500.00					
TEA Priorities Build a foundation of reading and math 4) Teachers will use Daily 5 and guided reading to increase fluency and comprehension. Continue to use The Next Step Forward in Guided Reading books.	Teachers.	Improved reading scores.				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
5) Conduct a "Literacy Night" for kindergarten students and their families.	Teachers, Principal.	Parent involvement and modeling of reading strategies they can use at home.				
	Funding Sources: 199-local funds (campus budget) - 500.00					
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Provide support and strategies for Bilingual & ESL students using ELPS.	Teachers, Principal.	Increased ESL scores, ELPS noted on lesson plans				
	Funding Sources: 199 - Bilingual Education Allotment - 1000.00					
7) Use TPRI and DRA data to drive instruction. Disaggregate data as a grade level.	Teachers, Principal.	TPRI and DRA scores.				
8) Purchase additional leveled books to ensure we have books for guided reading and to send home each night.	Principal	A bigger variety of books to read on instructional and independent levels.				
	Funding Sources: 199-local funds (campus budget) - 5000.00					
TEA Priorities Build a foundation of reading and math 9) Add an intervention program for Tier III reading instruction.	RTI committee, reading specialist	increased reading scores	0%	0%		
	Funding Sources: 199-local funds (campus budget) - 6500.00					
TEA Priorities Build a foundation of reading and math 10) Use Thinking Maps to help students build connections and learn to use metacognition.	Principal	increased reading scores	0%	0%		
11) Provide all day Pre-K to better prepare our students to read.	Pre-K teachers, principal, assistant principal	increased reading scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = 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 2020, 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 Source(s) 1: CIRCLE, 9 week assessments, ESGI

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide intervention strategies for students in need of academic intervention through tutoring, PLCs & the Student Support Team (SST)	Principal, Counselor, Teachers.	Increased number of students who respond to interventions and are dismissed from RTI.				
	Funding Sources: 199-local funds (campus budget) - 500.00					
2) Provide hands-on manipulatives and materials for teachers to use with students to teach math concepts.	Principal, Teachers.	Increased number of hands-on lessons and increased math scores.				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
3) Give 9 week assessments at the end of each grading period. Each grade level team will do a data dig with the results and adjust their instruction accordingly.	Teachers, Principal.	Drive instruction to pinpoint skills that need to be targeted.				
	Funding Sources: 199-local funds (campus budget) - 300.00					
4) Plan and carry out a "Family Math/Science Night" for EEC students and their families.	Teachers, Principal, Math/Science Committee, Math/Science campus dept. heads.	Parental involvement and an understanding of our curriculum.				
	Funding Sources: 199-local funds (campus budget) - 400.00					
TEA Priorities Build a foundation of reading and math 5) Use mathscope and sequence and other documents, post vocabulary on word walls in the classroom.	Principal, Teachers	curriculum alignment				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 6) Continue subscribing to Math Seeds so that students can practice math concepts on the computer.	Teachers, Principal.	Increased math scores.				
	Funding Sources: 199-local funds (campus budget) - 2000.00					
7) Order picture books that teach math concepts and match concepts in the TEKS Resource System scope and sequence.	Library aide/District Librarian Principal	Increased math scores				
	Funding Sources: 199 - District Budget - 1000.00					
TEA Priorities Build a foundation of reading and math 8) Use Thinking Maps with math curriculum to help students relate concepts and build problem-solving skills	Principal	Increased math scores	0%	0%		
9) 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.	Teachers, Principal, Assistant Principal	increased math scores				
10) Provide full day Pre-K so that students have a better foundation in math before entering kindergarten.	Pre-K teachers, principal, assistant principal	increased math scores				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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 2020 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 Source(s) 1: Writing benchmarks

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 3.1 Provide intervention strategies for students in need of academic intervention through tutoring, PLCs, and Student Support Team.	Principal, Counselor, PLC Committee, SST Committee, Teachers.	Intervention for students who need it.				
Funding Sources: 199-local funds (campus budget) - 0.00						
2) Campus will maintain writing portfolios for each student in grades K & 1 with benchmarks being given 3 times per year.	Principal, Teachers, Counselor.	Collection of writing that can be reflected on for instructional purposes.				
Funding Sources: 199-local funds (campus budget) - 100.00						
3) Writing will take place in all content areas in K & 1.	Teachers, Principal.	Increased practice with writing for a variety of purposes, a way to assess student understanding of concepts.				
4) Purchase a handwriting curriculum to be used daily.	Principal, teachers.	Correct formation of letters and numbers.				
Funding Sources: 199-local funds (campus budget) - 2000.00						
5) Use campus postal service as a motivational tool to get kids to write, purchase envelopes.	GT Teacher, Principal, Teachers.	Real world writing experiences.				
Funding Sources: 199-local funds (campus budget) - 300.00						
6) Use TELPAS to assess our K & 1 LEP students in English.	Teachers, Principal, Counselor.	Assessment of student proficiency in English to help them move forward to the next level.				
7) Primary writing journals will be purchased for all K-1 students.	Principal.	A place to collect writing samples over time to use for instructional purposes.				
Funding Sources: 199-local funds (campus budget) - 500.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Thinking Maps will be used to help students organize their ideas and then take those off the map.	Principal	increased benchmark results and writing scores	0%	0%		
9) Prepare a writing resource folder for K-1 students to have access to past writing lessons.	principal, assistant principal	increased writing scores				
10) Data meetings will be held each week with each grade level to discuss student's progress with writing.	Principal, assistant principal, teachers	Increased writing scores				
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.	Principal, assistant principal	increased writing scores				
12) Use writing workshop model included in our new language arts curriculum for K-1 to use specific and intentional writing lessons.	teachers, principal, assistant principal	increased writing scores				
13) Provide an all day Pre-K program that will provide students with more time for writing instruction and better prepare them for kindergarten.	Pre-K teachers, principal, assistant principal.	Increased writing scores.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = 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 2020, 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 Source(s) 1: 9 week assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Teachers will spend 80% of allotted science time doing lab activities.	Campus Lead Science Teacher, Teachers, Principal.	Increased science scores				
Funding Sources: 199-local funds (campus budget) - 500.00						
2) Continue using the Stemscope lessons.	Campus Science Dept Head, Principal, Teachers.	Increased science scores				
3) 9 week assessments will be given at the end of each grading period and results will be put into Eduphoria. Teachers will evaluate data and adjust instruction accordingly.	Teachers, Principal.	To drive instruction and to see what objectives need to be covered and what needs to be retaught.				
Funding Sources: 199-local funds (campus budget) - 150.00						
4) Use Brain Pop Junior videos to coordinate with and enhance lessons.	Principal, science department head, teachers	Increased science scores	0%	0%		
Funding Sources: 199-local funds (campus budget) - 500.00						
5) Thinking Maps will be used with the science curriculum to help students build connections and use metacognition.	Principal	increased scores	0%	0%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

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 2020, 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 Source(s) 1: 9 week assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Principal, Teachers, Principal, Campus SS Dept. Head, SS Committee Members.	Students will gain experiences to help them understand social studies concepts.				
Funding Sources: 199-local funds (campus budget) - 300.00						
2) Vocabulary word walls in each classroom to enhance vocabulary development.	Principal, Teachers.	Increased vocabulary knowledge and a resource to use word sin student writing.				
3) 9 week assessments will be given at the end of each grading period and results will be documented in Eduphoria. Teachers will evaluate the data and adjust instruction accordingly.	Teachers, Principal.	To drive instruction.				
Funding Sources: 199-local funds (campus budget) - 150.00						
4) Purchase Social Studies trade books to accompany lessons.	Principal	Increased understanding of social studies concepts.				
Funding Sources: 199-local funds (campus budget) - 1000.00						
5) Thinking Maps will be used to increase student metacognition.	Principal	increased scores	0%	0%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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 Source(s) 1: PEIMS coding.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use PLC's and the RTI model as part of the special education referral process.	Principal, Counselor, Teachers, PLC Committee, SST Committee.	Decreased number of special education referrals.				
Comprehensive Support Strategy 2) Ensure that research based strategies are implemented with integrity and fidelity.	Principal, Counselor, SST Committee.	Decreased number of special education referrals.				
3) Decrease the number of Special Ed referrals as a result of effective and early intervention practices through RTI.	Principal, Counselor, PLC Committee, SST Committee, Teachers.	Successful RTI interventions				
4) 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.	Pre-K Teachers, Principal.	Early intervention will result in students being better prepared for kindergarten.				
	Funding Sources: 199 - State Comp Ed - 0.00					
5) Identify and serve students who qualify for Gifted and Talented services.	Counselor, Teachers, GT Teacher.	Students become responsible for their own learning and work on higher level thinking activities and projects.				
	Funding Sources: 199-local funds (campus budget) - 2000.00					
6) Continue to offer a dual language program for LEP students (Pre-K - 1st) and general ed students (K-1)	Dual Language Teachers, Principal.	Better scores as students are able to learn first in their native language.				
	Funding Sources: 199-local funds (campus budget) - 500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) All new teachers will complete the initial 30 hours of GT training and returning teachers will complete a 6 hour update annually.	Principal, Teachers.	Teachers will know how to challenges the gifted students in their classrooms as well as challenge all students to think at a higher level.				
Funding Sources: 199-local funds (campus budget) - 100.00						
8) Purchase green partition folders (special ed) and blue partition folders (LEP) to manage documents in a systematic way.	Principal.	Better organization of important educational documents.				
Funding Sources: 199 - SpEd - 200.00, 199 - Bilingual Education Allotment - 300.00						
Comprehensive Support Strategy 9) Increase STAAR scores in math and reading for ESL/BL learners through targeted instruction and math materials.	Bilingual and ESL teachers.	Increased scores.				
Funding Sources: 263 - Title III - 2000.00						
Additional Targeted Support Strategy 10) Identify and serve homeless students	teachers, principal, assistant superintendent	Student success data - DRA, TPRI, benchmarks, CBA's				
Funding Sources: 199 - State Comp Ed - 0.00						
11) Continue to provide summer school for LEP students going to kindergarten or first grade	principal	increased number of student experiences through field trips, student success data				
Funding Sources: 199 - State Comp Ed - 0.00						
Comprehensive Support Strategy 12) Increase academic vocabulary and real world experiences for both our ESL and SPED students.	teachers	Students will learn more skills necessary to be successful on the 3rd grade STAAR assessments.				
Comprehensive Support Strategy 13) Purchase RazKids (Reading A-Z) for K-1 bilingual students. (DL-Spanish side)	teachers, principal	Increased EDL scores.				
Funding Sources: 199 - Bilingual Education Allotment - 200.00						
TEA Priorities Build a foundation of reading and math 14) Send a biligual teacher to Esperanza training so that the program can be effectively used with Tier III Spanish reading instruction.	Principal	Increased reading scores	0%	0%		
Funding Sources: 199 - Bilingual Education Allotment - 600.00						
TEA Priorities Build a foundation of reading and math 15) Use SRA, Reading Mastery and Language for Learning with students in special education reading or in Tier III for reading intervention.	Director of Special Education, special education teachers	increased reading scores	0%	0%		
Funding Sources: 199 - SpEd - 600.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
16) Provide a list of specific strategies to teachers with special needs students that are individualized for each student.	Special ed teacher, teacherrs, principal, assistant principal.	Increased special ed scores				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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 Source(s) 1: Improved student performance.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use technology to support academic goals (assessment, skill, practice, etc.) Purchase additional Apple TVs with interactive touch screens	Teachers, Principal.	Increased student engagement, improvement of 21st centiry technology skills				
Funding Sources: 199-local funds (campus budget) - 15000.00						
2) Purchase additional headphones for classrooms and computer labs (Ask parents to provide a set of headphones for their child).	Principal, Computer Lab Aide.	Students will be able to concentrate on individual computer tasks.				
Funding Sources: 199-local funds (campus budget) - 1000.00						
3) Continue to use software to enhance student achievement (Spelling City, Brain Pop Jr, Reading Eggs, Math Seeds, Starfall and iPad apps).	Principal, Teachers, Computer Lab Aide.	increased student achievement				
Funding Sources: 199 - District Budget - 6000.00						
4) Purchase subscriptions to ESGI for each Kclassroom teacher in order to create assessments and track results.	Principal, Teachers.	Assessments and results.				
Funding Sources: 199-local funds (campus budget) - 3000.00						
5) Purchase Brainpop to enhance learning in K-1 Social Studies and Science.	Computer lab teacher, Principal	Increased scores on 9 week assessments in Social Studies and Science.				
Funding Sources: 199-local funds (campus budget) - 0.00						
6) Enhance instruction with iPad minis in the kindergarten classroom.	Principal, Yanez	increased scores	0%	0%		
Funding Sources: Grant Applied For - 1551.54						
7) Subscribe to Map Builder for making Thinking Maps on-line.	Principal	increased scores	0%	0%		
Funding Sources: 199-local funds (campus budget) - 1000.00						
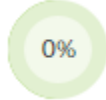
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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 Source(s) 1: Attendance records.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parents will be reminded that the instructional day begins at 7:45, drop off at 7:15.	Principal, Teachers.	Decreased amount of tardiness.				
2) Office will call parents if student is absent and the parent has not made contact.	Attendance Clerk.	School to home communication to encourage attendance when at all possible.				
3) Attendance clerk will monitor absences and tardies and send warning letters as needed	Attendance Clerk.	Parent notification to help them keep up with number of days the student has missed.				
Funding Sources: 199-local funds (campus budget) - 500.00						
4) Assistant principal will meet with parents when attendance instances arise (3 unexcused absences, 7, and 10).	Assistant Principal, Attendance Clerk, PEIMS Clerk	Increased attendance.				
5) Students with perfect attendance will receive a certificate at midterm and the end of the year.	Principal.	Recognition of perfect attendance.				
Funding Sources: 199-local funds (campus budget) - 100.00						
6) Perfect Attendance field trip at the end of the school year.	Attendance clerk Principal	Students come to school every day unless they are sick.				
Funding Sources: 199 - District Budget - 200.00						
7) Students with perfect attendance will be recognized with a reward every 9 weeks.	Principal, assistant principal	Increased student attendance				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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 Source(s) 1: Records of participation, increased assessment scores.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff members will participate in staff development in core academic areas, technology, special programs (RTI, bilingual, ESL, behavior issues, etc., that are local).	Principal, Teachers.	Increased knowledge of effective learning strategies.				
Funding Sources: 199-local funds (campus budget) - 2000.00						
2) Professional staff will share responsibility for campus planning and presenting staff development on inservice days and during staff meetings or PLC's.	Principal, Teachers.	New strategies will be implemented in the classrooms.				
3) Provide regular team-building activities as part of staff development and in-service days. Plan activities off campus at least once a semester.	Principal, Teachers.	Increased morale				
Funding Sources: 199-local funds (campus budget) - 800.00						
4) Provide books to staff for book studies once per semester (on best practices and hot topics in education). Book studies will be done in PLC's.	Principal, Teachers.	Increased knowledge of current research and ideas that can be implemented in the classroom.				
Funding Sources: 199-local funds (campus budget) - 1200.00						
5) Teachers will meet biweekly in PLC's to collaborate, share data, set goals and discuss student progress.	Teachers, Principal.	Increased student scores. Less referrals to SST.				
6) Provide staff with safety training and review campus and district safety procedures.	Principal, Teachers	Knowledge of safety procedures				
7) Support bilingual teachers with training from Region 11 and other agencies.	Principal, Bilingual Teachers.	Increased student scores.				
Funding Sources: 263 - Title III - 500.00						
8) Access on-line training and webinars for teachers so that no travel is needed.	Principal, Teachers.	Increased knowledge of current trends in education.				
Funding Sources: 199-local funds (campus budget) - 500.00						
9) Provide the opportunity for the administrators to attend the TEPSA conference in the summer to gain new knowledge and skills about the trends in education.	Principal.	Improved campus culture and sharing of instructional strategies.				
Funding Sources: 199-local funds (campus budget) - 3000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
10) Hire subs so that teachers have the opportunity to observe their grade level peers as well as grade levels above and below them.	Principal	Knowledge of what happens above and below the grade they teach to better prepare the students in their classrooms.				
Funding Sources: 199 - District Budget - 1500.00						
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.	Principal	vertical algnment				
TEA Priorities Build a foundation of reading and math 12) Thinking Maps training will be reviewed at the beginning of the school year and discussed in PLC's ongoing throughout the school year. A Thinking Maps facilitator will train the staff in using Thinking Maps with early childhood students.	Principal	Lesson plans will reflect that Thinking Maps are being used on a regular basis in the classroom and special areas.	0%	0%		
Funding Sources: 199-local funds (campus budget) - 500.00, 255 - Title II - 0.00						

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

Goal 10: Improve community/parent involvement.

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

Evaluation Data Source(s) 1: Parent feedback and survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will send home a weekly classroom newsletter (emailed to all parents who have email) as well as posted on their websites.	Principal, Teachers.	Keep parents informed of what is being taught through the week and of special events.				
Funding Sources: 199-local funds (campus budget) - 50.00						
2) Principal will send home a monthly newsletter (email and website).	Principal.	To keep parents informed and share good news				
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.	Principal, Assistant Principal, Secretary, Attendance Clerk.	To keep parents informed				
Funding Sources: 199-local funds (campus budget) - 50.00						
4) Hold parent activity nights 2 times per year - Literacy & Math/Science.	Principal, Teachers.	Increased parent involvement.				
Funding Sources: 199-local funds (campus budget) - 1000.00						
5) Hold Kindergarten orientation for parents prior to school starting.	Principal.	To help parents understand routines and procedures.				
Funding Sources: 199-local funds (campus budget) - 25.00						
6) Continue Watch DOG program, kick-off at the beginning of the school year.	Counselor.	Increased involvement by dads.				
Funding Sources: 199-local funds (campus budget) - 700.00						
7) Invite parents to volunteer on campus in the workroom and classrooms.	Principal. Teachers.	To get parents involved				
Funding Sources: 199-local funds (campus budget) - 0.00						
8) Invite parents to the "Meet the Teacher Night" before school starts.	Teachers, Principal.	To acclimate students and parents to the new school year				
9) Invite Kindergarten parents to a "Boo-Hoo Breakfast" the first day of school.	Principal.	To let parents know that the first day of school is a hard one.				
Funding Sources: 199-local funds (campus budget) - 100.00						
10) Conduct informational meeting and mandatory training for parents interested in the dual language program (on the English side).	Principal.	To educate parents about the program so that they can make an informed decision for their child.				
Funding Sources: 199-local funds (campus budget) - 100.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
11) Parents will be invited to attend musical performances featuring Kindergarten and First Grade students (one for each grade level per year).	Music Teacher.	To showcase our students for their parents				
		Funding Sources: 199-local funds (campus budget) - 100.00				
12) Use School Messenger to keep parents updated of important information.	Principal.	Parents stay informed.				
13) The counselor will send a Family Challenge form home each month. The names of students who participate will be put in a drawing for a prize to be given at the end of the school year.	Counselor	Increased family time				
		Funding Sources: 199 - District Budget - 50.00				
14) Hold 2 ELL Family Nights each year - 1 per semester.	ELL teachers, principal	Increased involvement by ELL families.				
		Funding Sources: 199-local funds (campus budget) - 500.00				
15) Hold an Open House for parents one time a year. Have student work on display.	Principal	increased parent involvement	0%	0%		

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

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

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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Goal 12: Provide character education to all students.

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

Evaluation Data Source(s) 1: Decrease in discipline referrals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PAW Citizens will be recognized each Friday (one student from each classroom).	Principal, Teachers	Students will work hard for recognition of good behavior.				
Funding Sources: 199-local funds (campus budget) - 400.00						
2) 8 Keys of Excellence will be presented twice a week in morning assembly.	Principal	Improved school-wide behavior.				
3) Class with the best behavior in morning assembly will get to spend the day with Bobby the Bobcat.	Principal	Improved behavior in morning assembly				
Funding Sources: 199-local funds (campus budget) - 60.00						
4) Reward positive student behavior with "Tell Me Something Good" notes mailed home and recognition during morning assembly.	Principal, Teachers	Improved school-wide behavior				
Funding Sources: 199-local funds (campus budget) - 200.00						
5) Students get to visit the principals to celebrate successes.	Teachers, Principal, Assistant Principal	Improved effort to achieve				
6) Students will visit counselor at least once per month to learn character education.	Counselor	Students will learn social skills, manners and ways to get along with each other.				
Funding Sources: 199-local funds (campus budget) - 600.00						
7) Students with good behavior (showing one of the 8 Keys of Excellence) will get to visit the Treasure Tower for a reward.	Teachers, Principal, Assistant Principal	Increased school-wide behavior				
Funding Sources: 199-local funds (campus budget) - 600.00						
8) School counselor will provide additional character education through small groups based on individual needs and parent consent.	Counselor	Support for students who need targeted small group behavior intervention.				
Funding Sources: 199-local funds (campus budget) - 200.00						
9) Provide an antibullying assembly for the entire school.	Counselor	no reports of bullying	0%	0%		
Funding Sources: Grant Applied For - 545.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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

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 Source(s) 1: Parent and staff surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct regular emergency drills (fire-monthly, weather and lockdown - once each semester).	Principal	Will have emergency procedures in place.				
2) All campus visitors will register on the computer using a photo ID upon before entering the hallway.	Principal, Office staff	Only approved visitors will be able to enter the buiding				
	Funding Sources: 199-local funds (campus budget) - 500.00					
3) All doors will remain locked during the school day. Visitors will have to be buzzed in through the front door.	Principal, Office staff	Safety				
4) Continue using the Standard Response Protocol model for campus safety.	Principal	Common language and understanding of emergency procedures.				
5) Continue using the written campus policy about safe drop-off/pick-up procedures.	Principal	Safe and efficient traffic flow during parent drop off and pick up.				
6) Intervention resources for dealing with disruptive, destructive and violent student behaviors.	Principal, Assistant Principal, Counselor, Teachers	Less frequency of severe behaviors.				
	Funding Sources: 199-local funds (campus budget) - 500.00					
7) Work with neighbors, the City of Krum and the police department to ensure safety during drop off and pick-up times.	Principal	decreased complaints of safety concerns	0%	0%		

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

Goal 14: Provide an anti-bullying assembly for all students.

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, DRA/EDL 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	6	Continue subscribing to Math Seeds 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.
6	1	13	Purchase RazKids (Reading A-Z) for K-1 bilingual students. (DL-Spanish side)

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Ann Bagley	Pre-K Teacher
Administrator	Kevin Outlaw	Assisstant Principal
Non-classroom Professional	Sabrina Hendrickson	Counselor
Administrator	Tammy Morris	Principal
Classroom Teacher	Greta Adams	Pre-K Teacher
Classroom Teacher	Lorie Sprague	Pre-K Teacher
Non-classroom Professional	Kathy Bryan	Special Education Teacher
Classroom Teacher	Lauren Hamilton	Kindergarten Teacher
Non-classroom Professional	Lindsey Masterson	Music Teacher
Classroom Teacher	Brandi Claiborne	First Grade Teacher
Non-classroom Professional	Theresa Kilgore	Special Education Teacher
Business Representative	Kristi Bernhardt	Owner of Loving Hearts Daycare
Community Representative	Lisa McEntire	Realtor
Community Representative	JR Hood	State Director
Business Representative	Ashlee Rogers	Owner Joy Grace
Parent	Kassidi Sides	
Parent	Shanna Mathis	

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	15	workbooks		$600.00
				Sub-Total	$800.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	12		1800.	$0.00
				Sub-Total	$0.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	9	math materials		$2,000.00
9	1	7	funds		$500.00
				Sub-Total	$2,500.00

199-local funds (campus budget)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00

199-local funds (campus budget)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	books		$5,000.00
1	1	9	Intervention Program		$3,000.00
1	1	9	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	gray folders		$300.00
2	1	4	snacks, materials, door prizes		$400.00
2	1	6	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		$2,000.00
3	1	5	writing materials		$300.00
3	1	7	writing journals		$500.00
4	1	1	lab supplies		$500.00
4	1	3	paper		$150.00
4	1	4			$500.00
5	1	1	supplies and materials		$300.00
5	1	3	paper		$150.00
5	1	4	books		$1,000.00
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

199-local funds (campus budget)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Apple TV's, apps,		$15,000.00
7	1	2	headphones		$1,000.00
7	1	4	ESGI subscription		$3,000.00
7	1	5			$0.00
7	1	7			$1,000.00
8	1	3	Paper and postage		$500.00
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
9	1	12			$500.00
10	1	1	Copy paper		$50.00
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

199-local funds (campus budget)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	$60,085.00

199 - District Budget

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	books		$1,000.00
7	1	3	software		$6,000.00
8	1	6	prizes		$200.00
9	1	10			$1,500.00
10	1	13			$50.00
				Sub-Total	$8,750.00

Grant Applied For

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	6			$1,551.54
12	1	9			$545.00
				Sub-Total	$2,096.54

199 - Bilingual Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$1,000.00
6	1	8	folders		$300.00

199 - Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	13	subscriptions to RazKids		$200.00
6	1	14			$600.00
				Sub-Total	$2,100.00
				Grand Total	$76,331.54