

**Krum Independent School District**  
**Krum Early Education Center**  
**2018-2019 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Achievement .....	4
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Curriculum, Instruction, and Assessment .....	7
Family and Community Involvement .....	7
School Context and Organization .....	11
Technology .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Krum Early Education Center will have met standards for to be on track for successful STAAR scores in reading in 3rd grade. ....	15
Goal 2: Krum Early Education students will have met standards to be on track for successful STAAR scores in math in 3rd grade. ....	17
Goal 3: Krum Early Education Center will have met standards to be on track for successful STAAR scores in writing in 4th grade. ....	19
Goal 4: Krum Early Education Center will have met standards to be on track for STAAR scores in science. ....	20
Goal 5: Krum Early Education students will have met standards to be on track for STAAR scores in social studies. ....	21
Goal 6: Improve student achievement of special populations on state and district mandated tests. ....	22
Goal 7: Improve instruction through technology. ....	24
Goal 8: Students at Krum Early Education Center shall maintain a 97% ADA. ....	25
Goal 9: Increase student achievement through staff development. ....	26
Goal 10: Improve community/parent involvement. ....	28
Goal 11: Maintain teachers who are highly effective in grades Pre-K-1st. ....	30
Goal 12: Provide character education to all students. ....	30
Goal 13: Provide a safe environment for students and staff. ....	32
System Safeguard Strategies .....	33
Campus Improvement Decision-Making Committee .....	34
Campus Funding Summary .....	35

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The EEC campus currently has 353 students: 6 - walk in speech, 60 Pre-K (half-day, qualifying program), 144 kindergarten and 143 first graders. Of those, 17.8% are ELL and 49.6% are economically disadvantaged. We have 12.7% in special education. 56.9% of our students are considered to be "at-risk." 2% are homeless. We currently do not have any migrant students.

We have 46.7% female students and 53.3% male students. Our ethnic breakdown is: 30% Hispanic/Latino, 1.4% American Indian-Alaskan Native, 0.6% Asian, 1.7% Black-African American, 62% White and 4.2% 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 growth in numbers overall and the number of students with behavior problems has risen.

### 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).

## Student Achievement

### Student 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.
- TX KEA - Kindergarten Entry Assessment

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

71% of our students met satisfactory on all tests, with that compromising of 51% Hispanic students, 80% white, 40% special ed., 65% economically disadvantaged, and 63% ELL. Most groups scored within close range of each other with the exception of our ELL and SPED groups having a low percentage of passing. Performance of student groups differed due to various reasons including: low SES, language barriers, cultural differences, home support, new grade level expectations for SPED students instead of instructional level, etc.

### Student 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), using the TEKS Resource system. We are able to vertically align our instruction to the next campus using this system.

### Problem Statements Identifying Student 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:** We need more books for our leveled library to ensure that students have access to books on their independent/instructional levels.

**Root Cause:** Books get lost over time and need to be replaced.

## School Culture and Climate

### School Culture and Climate Summary

We start each day with a morning assembly and include all of our students. During this time, we have announcements, share good news, discuss our word of the week, 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.

In the needs assessment I conducted with the staff, it was a consensus that they feel that we have our safety initiative firmly in place. 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.

### School Culture and Climate 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.
- Full-time counselor who teaches character traits.
- We have a Treasure Tower where students can redeem tokens for a prize.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

There is very small turn-over rate. Our positions usually open up because someone was promoted to a new position in the district or when we add additional teachers due to an increase in student population.

The teachers have expressed a need to have more professional development in technology and ways to deal with students with severe behavior problems.

### **Staff Quality, Recruitment, and Retention Strengths**

- Low turn-over.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers meet at least once per week for grade level planning. We use the TEKS Resource System for alignment. TPRI/Tejas Lee is given 3 times per year and DRA/EDL is given at least 4 times per year to assess reading and plan according to those results. Writing benchmarks are conducted 3 times per year and that data is used to drive instruction. 9 week exams in math, social studies, and science are given at the end of each grading period and that data is used to drive instruction. TELPAS is given to our ELL learners in the spring to assess reading, writing, listening and speaking in English. Lesson plans are put into Eduphoria and are quickly accessed when I do walk-throughs or formal T-TESS evaluations.

### **Curriculum, Instruction, and Assessment Strengths**

- Everyone use TEKS resource system for alignment (Pre-K uses guidelines).
- Regular assessments are given to drive instruction.
- Campus is a "no worksheet" campus - activities are hands-on and engaging.
- Grade level teams plan together.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We have many opportunities for parents to be involved on our campus - workroom and classroom volunteering, Kindergarten parent orientation, Meet the Teacher night, Open House, Watch DOGS, family nights, fall carnival, field day, programs, class parties. According to the parent survey, parents feel very welcome on this campus. Parents are also welcome to become a part of our PTO.

Teachers are expected to have a website and update it weekly. They are also required to send home a weekly newsletter. Progress reports go home every 3 weeks and report cards go home every 9 weeks. Folders are sent home daily and student work is sent home weekly. Bilingual teachers send their newsletters home in Spanish. The principal sends home a monthly newsletter and uses School Messenger on a regular basis. We also have a campus Facebook page. I send letters to parents home in both English and Spanish.

### **Family and Community Involvement Strengths**

- There are many opportunities for parents to be involved.
- We hold the community fall carnival here on campus in October.
- Teachers are required to communicate with parents on a regular basis.
- Teachers should make at least one positive phone call home each week.

## **School Context and Organization**

### **School Context and Organization 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 Context and Organization 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.

# **Technology**

## **Technology Summary**

We have been in this building for 9 years and technology has advanced quite a bit since then. We have 2 computer labs - one we use for special areas and the other one is shared. Teachers sign up to use it. We have 7 Apple TV's. All classrooms have Elmo's and projectors. We have 52 iPads. We have a set of iPad minis in our Innovative Space.

## **Technology Strengths**

- Teachers that embrace the use of technology.
- 2 computer labs.
- 2-3 student computers in each classroom.
- 1 class set of ipads that can be checked out for a whole group lesson.
- 1 set of iPad minis in our innovative learning space

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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

- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

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

# 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 2019, 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, TXKEA, Two Peas Phonological Awareness Skills Test

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>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.</p>	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						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>2) Utilize running records, DRA/EDL assessments to measure and monitor reading growth and performance. 1st grade will also administer to Two Peas in a Pod Phonological Awareness Skills Test.</p>	Classroom teachers, Principal, Counselor.	Improved reading scores				
Funding Sources: 199-local funds (campus budget) - 0.00						
<p><b>System Safeguard Strategy</b></p> <p>3) Provide students in need of academic intervention with intervention strategies through PLC's and SST and tutorials.</p>	Principal, Counselor, PLC Committee, SST Committee, Teachers.	Progress monitoring every 2 weeks.				
Funding Sources: 199-local funds (campus budget) - 500.00						
<p>4) Teachers will use Daily 5 and guided reading to increase fluency and comprehension. Purchase additional The Next Step Forward in Guided Reading books for teachers.</p>	Teachers.	Improved reading scores.				
Funding Sources: 199-local funds (campus budget) - 500.00						
<p>5) Conduct a "Literacy Night" for kindergarten students and their families.</p>	Teachers, Principal.	Parent involvement and modeling of reading strategies they can use at home.				
Funding Sources: 199-local funds (campus budget) - 500.00						

6) Continue use of TEKS Resource System scope and sequence, vocabulary lists and other documents.	Principal, Teachers.	Alignment of curriculum and intentional teaching of vocabulary words.				
	Funding Sources: 199 - District Budget - 0.00					
7) Use "vocabulous" words (Words of the Week) in morning assembly to enhance vocabulary development. Teachers are to spend at least 5 minutes per day on activities for these words.	Principal, Teachers.	Increased use of vocabulary words.				
	<b>System Safeguard Strategy</b>					
8) 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					
9) Use TPRI and DRA data to drive instruction. Disaggregate data as a grade level.	Teachers, Principal.	TPRI and DRA scores.				
	<b>Critical Success Factors</b> CSF 1 CSF 2					
10) Send a group of 1st grade teachers to the ILA (International Literacy Conference) this summer to learn more effective ways to teach literacy.	principal, teachers	improved DRA/TPRI scores				
	Funding Sources: 816 - Grant Awarded - 2754.00, 199-local funds (campus budget) - 450.00					
11) 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					
						







**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 2019, 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, TXKEA, 9 week assessments

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 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					
5) Continue using TEKS Resource System scope and sequence and other documents, post vocabulary on word walls in the classroom.	Principal, Teachers	curriculum alignment				
<b>System Safeguard Strategy</b> 6) Continue subscribing to Splash Math 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) Purchase math apps for iPads	Technology teacher Principal	Improved math scores.				
	Funding Sources: 199 - District Budget - 500.00					

8) 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						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 2019 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) - 4000.00						
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						

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

**Performance Objective 1:** By May 2019, 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) Purchase additional science trade books that accompany the Stemscope lessons.	Campus Science Dept Head, Principal, Teachers.	Increased science scores				
	Funding Sources: 199-local funds (campus budget) - 1000.00					
3) Continue using the TEKS Resource System and Stemscoptes - scope and sequence, vocabulary and other documents.	Teachers, Principal, Campus Science Dept. Head.	An alignment to make sure we teach what needs to be covered in our lane.				
4) 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					

**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 2019, 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) Use the TEKS Resource System scope and sequence, vocabulary, and other documents for planning.	Teachers, Principal.	Alignment of curriculum.				
3) Vocabulary word walls in each classroom to enhance vocabulary development.	Principal, Teachers.	Increased vocabulary knowledge and a resource to use word sin student writing.				
4) 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						
5) Purchase Social Studies trade books to accompany lessons.	Principal	Increased understanding of social studies concepts.				
Funding Sources: 199-local funds (campus budget) - 1000.00						
6) Purchase Pebble Go subscription to access Social Studies information and activities on-line.	Principal, Computer Aide	Increased Social Studies 9 week assessment scores				
Funding Sources: 199 - District Budget - 400.00						
						





## 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.				
<b>System Safeguard Strategy</b> 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) - 3500.00					
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					

<b>System Safeguard Strategy</b> 9) Increase STAAR scores in math and reading for ESL/BL learners through targeted instruction.	Bilingual and ESL teachers.	Increased scores.				
	Funding Sources: 263 - Title III - 1000.00					
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					
<b>System Safeguard Strategy</b> 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.				
<b>System Safeguard Strategy</b> <b>PBMAS</b> 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 - 480.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </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 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 century 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, Splash Math, 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 K classroom teacher in order to create assessments and track results.	Principal, Teachers.	Assessments and results.				
Funding Sources: 816 - Grant Awarded - 2624.00						
5) Purchase SMORE subscriptions for each teacher and office staff members.	Principal	Effective form of parent communication				
Funding Sources: 199 - District Budget - 2000.00						
6) Continue to use the TEKS Resource System scope and sequence for lesson planning.	Principal	Alignment of the curriculum				
Funding Sources: 199 - District Budget - 3000.00						
7) Purchase Pebble Go (Capstone) 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) - 1200.00						



## 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) - 500.00					
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) Celebrate students who have not been tardy each 3 weeks by placing names in a drawing.	Principal	Decreased tardiness				
	Funding Sources: 199-local funds (campus budget) - 300.00					

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

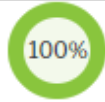
**Performance Objective 1:** Participate in staff development programs that will enhance student learning and achievement.

**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: 461-Principals Fund - 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 teachers with opportunities to attend grade level or content specific conferences that are out of town.	Principal.	PO's, training certificates, observations of new skills being implemented in the classroom.				
Funding Sources: 199-local funds (campus budget) - 3500.00						
10) 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						

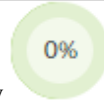
11) Hire subs so that teachers have the opportunity to observe their grade level peers as well as grade levels above and below them.	Principal	Knowledge of what happens above and below the grade they teach to better prepare the students in their classrooms.				
	Funding Sources: 199 - District Budget - 1500.00					
12) 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 alignment				



= Accomplished



= Continue/Modify



= 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) - 0.00						
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						

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: 461-Principals Fund - 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					



= Accomplished



= Continue/Modify



= 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				
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					



## 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 building				
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) - 1000.00						
7) Conduct an active shooter drill so that we know what to do in this situation.	Principal, all staff	Better safety procedures				
Funding Sources: 199 - District Budget - 0.00						



## System Safeguard 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 to measure and monitor reading growth and performance. 1st grade will also administer to Two Peas in a Pod Phonological Awareness Skills Test.
1	1	3	Provide students in need of academic intervention with intervention strategies through PLC's and SST and tutorials.
1	1	8	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 Splash Math 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.
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)

## Campus Improvement Decision-Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ann Bagley	Pre-K Teacher
Administrator	Kevin Outlaw	Assistant Principal
Non-classroom Professional	Michelle Vanzant	Counselor
Administrator	Tammy Morris	Principal
Classroom Teacher	Greta Adams	Pre-K Bilingual Teacher
Classroom Teacher	Lorie Sprague	Pre-K Teacher
Classroom Teacher	Kristy Phillips	Kindergarten Teacher
Non-classroom Professional	Kathy Bryan	Special Education Teacher
Classroom Teacher	Lauren Gilbreath	Kindergarten Teacher
Non-classroom Professional	Lindsey Masterson	Music Teacher
Classroom Teacher	Brandi Claiborne	1st Grade Teacher
Non-classroom Professional	Theresa Kilgore	Special Education Teacher
Business Representative	Kristi Bernhardt	Owner of Loving Hearts Daycare Center
Community Representative	Lisa McEntire	Realtor
Community Representative	J R Hood	State Director
Business Representative	Danny Reeves	Owner of Reeves Welding
Parent	Jamie Goff	
Parent	Jennifer Burgess	

# Campus Funding Summary

<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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
<b>Sub-Total</b>					\$0.00
<b>199 - SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	8	folders		\$200.00
<b>Sub-Total</b>					\$200.00
<b>263 - Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	9	math materials		\$1,000.00
9	1	7	funds		\$500.00
<b>Sub-Total</b>					\$1,500.00
<b>199-local funds (campus budget)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	2	iPad apps		\$0.00
1	1	3	Intervention materials		\$500.00
1	1	4	Daily 5 Books, 2nd edition, The Next Step Forward in Guided Reading books		\$500.00
1	1	5	food, books, materials		\$500.00
1	1	10	food while at conference		\$450.00
1	1	11	books		\$5,000.00
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		\$4,000.00
3	1	5	writing materials		\$300.00
3	1	7	writing journals		\$500.00
4	1	1	lab supplies		\$500.00
4	1	2	books		\$1,000.00
4	1	4	paper		\$150.00
5	1	1	supplies and materials		\$300.00
5	1	4	paper		\$150.00
5	1	5	books		\$1,000.00
6	1	5	assessment and curriculum materials		\$2,000.00
6	1	6	Dual Language materials		\$3,500.00
6	1	7	Staff Development funds		\$100.00
7	1	1	Apple TV's, apps,		\$15,000.00
7	1	2	headphones		\$1,000.00
7	1	7			\$1,200.00
8	1	3	Paper and postage		\$500.00
8	1	5	certificates and funds for field trip		\$500.00
8	1	7	prizes for drawing		\$300.00
9	1	1	staff development funds		\$2,000.00
9	1	4	books		\$1,200.00
9	1	8	on-line training log-in		\$500.00
9	1	9			\$3,500.00

9	1	10			\$3,000.00
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		\$0.00
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	8			\$200.00
13	1	2	Positive Proof Badges		\$500.00
13	1	6	training		\$1,000.00
<b>Sub-Total</b>					\$58,035.00
<b>461-Principals Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
9	1	3	snacks and materials		\$800.00
10	1	13			\$50.00
<b>Sub-Total</b>					\$850.00
<b>199 - District Budget</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	TEKS Resource on-line system		\$0.00

2	1	7			\$500.00
2	1	8	books		\$1,000.00
5	1	6	Pebble Go subscription		\$400.00
7	1	3	software		\$6,000.00
7	1	5	subscriptions		\$2,000.00
7	1	6	access to TEKS Resource System (on-line)		\$3,000.00
8	1	6	prizes		\$200.00
9	1	11			\$1,500.00
13	1	7			\$0.00
<b>Sub-Total</b>					\$14,600.00
<b>816 - Grant Awarded</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	10	hotel and conference fee		\$2,754.00
7	1	4	ESGI subscription		\$2,624.00
<b>Sub-Total</b>					\$5,378.00
<b>199 - Bilingual Education Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8			\$1,000.00
6	1	8	folders		\$300.00
6	1	13	subscriptions to RazKids		\$480.00
<b>Sub-Total</b>					\$1,780.00
<b>Grand Total</b>					\$82,343.00