

Krum Independent School District

District Improvement Plan

2022-2023



Mission Statement

Krum ISD'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.

Vision

The Board-Administration Team Goals are as follows:

1. The Board will support the administration and staff in achieving academic excellence.
2. The District will recruit, train, and retain highly qualified staff, foster a positive work environment, and recognize the role of the staff as the District's ambassadors to the community.
3. The staff and administration will improve the utilization and integration of state-of-the-art technology into the curriculum.
4. The Board and administration will plan and provide facilities and resources for a rapidly growing and diverse student population.
5. The District will improve communication with parents and community members and provide them with opportunities for positive involvement at all levels.
6. The District will maintain financial stability.
7. Student achievement will improve for all students by ensuring the alignment of written, taught, and tested curriculum.
8. The Board, administration, and staff will foster a desire in all students to continue and further their education following graduation.
9. The Board will create a system to continuously analyze the success in meeting our goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krum ISD is located 4 miles northwest of Denton, TX. Although we are near a large city, it remains a small town with the benefits that a close-knit community offers. There are 5 campuses in total. The Early Education campus is Pre-K thru grade 1, Dyer is grades 2-5, Dodd is grades 2-5, and Middle School is 6-8 with our High School designated as a 9th-12th-grade campus. Having two elementary schools with similar grade levels rather than a single feeder pattern is a new configuration as of the 2019-2020 school year. The dual-language program recently has been through several staffing challenges resulting in an alternate language program past 2nd grade. The CABS program is housed at Dodd. The goal was to have fewer campus transitions and a better alignment of instructional practices and content during the elementary years will result in higher student outcomes as well as the social-emotional benefits that come from consistency. Ultimately, the community would like to have a PK-5 campus for elementary.

We have a total student population of 2,287, which is up from 2,205 from the beginning of last year. Growth is expected as neighborhoods are being built in the area. It is expected that Krum will increase enrollment by 4-5% in 2022-2023 and another 10% the following year. This growth is expected to result in over 300 new students by the end of this year. Committees are meeting now to discuss the needs of future facilities in preparation for this increase. Our students have qualified for a myriad of programs as follows:

504-12.27%

Emergent Bilingual-13.98%

Bilingual 5.5%

ESL-7.35%

CTE-32.83%

GT-5.05%

Special Education 14.14%

Dyslexia - 6.81%

Free and Reduced Lunch Eligible 23.82%

Economically Disadvantaged is 32.79%

As a district, our largest student population is white at almost 60.26%, followed by Hispanics at 32.61%, and African Americans at 2.26%. Students who consider themselves two or more races are 3.56% and American Indians are less than .45%. KISD has 5.5% of our population being served in a bilingual instructional program. Roughly 5% of our students have qualified for gifted and talented services. Currently, 15.6% of the total population of the district has special educational needs which is up by 1% from the previous year.

Our community is diverse as far as economic status as well. Krum ISD is made up of 105 square miles and students live in a variety of home arrangements. Krum was once a thriving farming community and some of those still exist today. However, our community is changing as the larger city elements are reaching our once rural town. Many new housing developments are in the works within the boundary of Krum ISD, some as large as 2,300 homes. Development is taking place in each direction of our community and the student population is expected to balloon in the next few years. Committees are already meeting to discuss going out for a bond and to participate in long-range planning for the use of current facilities and planning to build new facilities to accommodate for growth. Currently, our at-risk population is 52% based on the 14 state criteria. All of our campuses are eligible for Title I services and currently, two campuses are being served: Dyer Elementary and Dodd Elementary. We have a few migrant students and a growing immigrant group of students.

The student population for Bilingual is growing and to keep the dual language students served well the district needs to be able to recruit skilled teachers who have the required credentials. The district increased the stipend in this area, formed a partnership with UNT, and reached out to potential candidates and this area remains to be difficult to fill. A concern is that we will not be able to sustain this program without qualified staff. This year we have served PK-1 students in Bilingual.

CTE numbers have increased from the previous year. The district is working toward increasing opportunities for students in Programs of Study and increasing the number of students who complete an IBC aligned to their program of study. The high school campus size requires that the district have 2 Programs of Study in place, but the campus has prepared 16 separate Programs of Study to serve students. The district data revealed there is a need to increase the student outcomes for industry-based certificates as well as Level 1 and 2 certificates. Levels 1 and 2 certificates can only be gained with a partnership with higher education institutions that offer certificate programs.

Krum ISD offered a full-day pre-K program for 4-year-olds and half-day for 3-year-old children. Paraprofessionals in these classrooms will be necessary if those classrooms remain full. The district also opened 4-year-old children of staff members to full-day Pre-K on a tuition basis for non-qualifiers.

A full child care center is available to our Krum ISD employees at a great discount when compared to area childcare facilities. This is an effort to retain and recruit high-quality staff.

Demographics Strengths

KISD has seen an increase in involvement in district-level planning and input over the past two years. Parents are engaging more with community meetings and providing feedback to the district which is helpful as we continue to grow. The district continues to use google forms and parent square along with social media outlets to get feedback from stakeholders including parents, students, and teachers in anonymous formats so that the district can use the information for improvement. In the 2022-2023 school year, the district passed a large bond to help accommodate upcoming growth. The Bond committee met throughout the year to do long-range planning for the district.

Krum ISD is currently providing a two-way Spanish and English language program in grades pk-grade-1.

The district is expanding dual credit and AP programming for advanced students so that students can gain credit while in high school that will transfer to colleges. AP courses are expanding into lower grade levels to give students a taste of the rigor required at an earlier time in their education and allow more learning opportunities within the high school that bear college credit. This helps students save time and money and helps smooth the transition between secondary to postsecondary expectations. In addition, the district is examining ways to bring in additional CTE courses to provide practical life skill course work for those students who plan to enter the workforce immediately following high school and perhaps pursue a certificate. The district has partnerships with NCTC and UT Austin to provide these advanced courses. OnRamps courses at the high school have expanded to also include OnRamps Arts and Entertainment Technology for the 2021- 2022 school year.

KISD has expanded services for students who have specialized learning needs by developing a STEP program (Step to Employment Program) at the high school level as well as adding a Life Skills program at the middle school. In addition, general education students have embraced STEP students and developed a student organization to support them on both campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As the district continues to grow, so do the diverse needs of our students. The achievement gap between our highest performing students and our lowest performing students, within each sub-pop, continues to grow and continues to be an area of focus. **Root Cause:** Students come to Krum ISD with a wide range of social and academic needs. We continue to evaluate our programs and use data to determine best instructional practices in order to ensure every child's needs are met.

Student Learning

Student Learning Summary

Krum ISD was rated as a B district in 2022 with a score of 83. Dyer Elementary was rated 87, which is a 28-point increase since the last official ratings. Despite this improvement, federal requirements from the USDE mandate participation in two years of improvement. Dyer is considered Comprehensive Support year 2 and has developed a TIP. KMS was identified as targeted support and is working on a locally developed plan. Dodd Elementary was rated an A with a 91 score and showed great, consistent performance. Krum High School

KISD utilizes formative and summative data to inform instruction and help make student plans. Curriculum-based assessments are created by teachers in teams to assess students on the taught curriculum at the end of the grading period. Teachers use this data to guide their instruction and create learning plans for students. The district utilizes something called "blue days" to work through the student data, grow as professionals similar to professional learning communities, and plan for students. Summative assessment data in the form of AP testing and STAAR/EOC testing is utilized by teachers at the beginning of each grade from the previous year. Also, the district uses this data to help form classes to ensure students have the proper support needed. The district participates in a practice called Data Driven Instruction that provides a structured vehicle for looking at data, reviewing student progress, analyzing test questions and the level of rigor and complexity of test questions, and plan for reteach opportunities.

The district is committed to planning for students who require additional support due to their learning needs in special education, English Language Learning status, or gifted learning needs. Professional development in the areas of reading, writing, and math remains a top priority. Krum ISD continued to monitor student progress through classroom assessments and evaluations. Leadership development is also a focus as a means to support teachers in the classroom. The district leadership team met the summer of 2022 to determine instructional non-negotiables. Campus leaders worked with teachers on these non-negotiables to increase consistency and alignment.

As a part of HB3, the legislature required all Kinder-grade 3 teachers and principals to participate in an 11-month Reading Academy. The district had the bulk of Bilingual teachers, general ed. teachers, and administrators complete the first cohort in July of 2022. There are a few teachers who need to complete this starting in January or July to remain in compliance.

RDA data revealed the district needs improvement in grades 3-8 core areas for special populations in the area of ESL and Special Education. In the BE/ESL section of RDA indicators # 1-4 were "report only" but revealed that our ESL students performed below the state rate in all but math, while the Alternative Learning Program surpassed the state performance levels significantly in every content area. EOC passing scores in the area of English I and II received a performance level 3 indicating concern for our EB students. Additionally, students served in Emergent Bilingual and Special Education tested in STAAR EOC performed below the cut scores in each content area, but the highest discrepancy was in Algebra I and English I and II.

SCE and Title I and III funds will work together to enhance educational programming at Dyer and Dodd. A targeted effort will be made to increase parent involvement from underrepresented groups and focus on making sure that parents have access to information in languages

they can understand at these events and in correspondence. Parent nights for ELL parents will focus on student achievement and literacy at home and school.

Teachers will continue to participate in training in areas of need related to student achievement for under-performing student groups and content areas. The ISD is striving for distinction designations in academic areas at each campus and the district. Some distinctions were earned throughout the district and are in the graphic below.

The district will provide accelerated instruction for high school students who still need to pass an EOC assessment to ensure graduation requirements are met. State Compensatory Funding will be reserved to pay for these services. Also, the district will use these funds to prevent larger problems in the long run by providing intervention in the younger years in the area of math and reading. Our Title I campuses will supplement these areas of intervention to focus staff for interventions. All of these plans will coincide with HB 45r45 requirements.

Krum ISD is a one-to-one district from grades 6-12 with the use of Chromebooks and is making the effort to purchase enough devices to expand this to other grades. The district utilizes G Suite as a means to use an online platform for interfacing with students digitally with Google classroom. One area we continue to work toward is providing timely and meaningful feedback with written assignments turned in online through the use of google docs. At the request of several secondary teachers, the district included the option of CANVAS and provided training in the spring of 2021 to prepare for the start of 2022.

Current College and Career and Military Readiness of students at the high school increased from 53-56% according to the TPRS system. The goal is to increase this through intentional tracking in PEIMS with correct coding and planning for our students. Krum ISD offers a wide variety of CTE courses and has brought TSI testing in-house. Additionally, the district is also testing for PSAT and SAT. Generated reports will be used to inform teachers so they may assist students in reaching their goals. The district participated in the Texas College Bridge in 2021-2022 as part of the TCLAS grant. This continues in 2022 as students are offered this in their junior year.

The accountability ratings are in the attached addendum at the back of the plan to view.

Student Learning Strengths

The district values the review of data, teachers knowing their individual students, and working with them on their individual goals. KISD has reserved days in the calendar specifically for this purpose in the form of Blue Days. Blue days allow teachers to review formative and summative data for their own classrooms as well as across teams. Teams use this data along with the scope and sequence to create the next formative assessment and to create lesson plans with one another. Campus administrators are responsible for working closely with each team to ensure growth is occurring and that student needs are being met.

Students at the elementary level demonstrated a great deal of growth from 2021. This remains a goal to duplicate in the 22-23 school year.

The district is working with a grant to help us improve our overall advising for students to align practices

Krum High School has a very high graduation rate. The graduating class rate for the class of 2022 was 98%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide stronger Tier I instruction and research-based classroom interventions. **Root Cause:** Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Problem Statement 2 (Prioritized): Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction. **Root Cause:** The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.

Problem Statement 3 (Prioritized): Support and monitoring of the implementation of the training provided are needed. **Root Cause:** Lack of consistency in implementation.

Problem Statement 4 (Prioritized): There is a shortage of qualified bilingual teaching candidates. **Root Cause:** This is a high demand area across the state.

Problem Statement 5 (Prioritized): Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data. **Root Cause:** More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom

instruction. Increased needs for professional development in these areas are needed.

Problem Statement 6: Additional training is needed relating to the new STAAR testing question formats and best practices for instructional **Root Cause:** New teachers that have limited classroom experience or who have been approved through the district of innovation on alternative certification create the need for additional support.

Problem Statement 7: More students need to graduate from college, career, or military ready. **Root Cause:** Students need a better understanding of career programs of study before they start high school.

District Processes & Programs

District Processes & Programs Summary

Krum ISD strives to recruit the best teachers, coaches, principals, and support staff to support our students in every avenue that is possible. Krum ISD has active partnerships with area universities to attract a diverse teaching force that will help meet the needs of our students. A challenge that remains in the district is the proximity to nearby, larger districts that have the capability to higher pay scales for teachers. Krum ISD competes with other area districts to retain high-quality teachers despite these challenges. The current staff retention rate is 83%. Current staff members were given a stipend when someone they recruited joined the Krum ISD.

In the summer of 2022 the district provided training in the following areas:

- ELL academic support and instructional strategies/SIOP
- Special education behavior support
- Special education accommodation training
- 504 and Title IX training
- Mental Health training
- Early Childhood (Circle Training)
- Gifted and Talented-all areas
- Reading Academies concluded
- OnRamps training
- STAAR redesign
- CTE training with other school districts
- Alignment meetings
- Compliance Training (as required by the state)
- other offerings were made available through Region XI or other entities.

The district will facilitate improvement meetings to concentrate on leadership practices and how those impact classroom outcomes. Refined instructional continuity plans will be a focus during this summer as well as returning to in-person instruction.

The district has seen an increase in student behaviors that indicate emotional needs and mental health concerns as demonstrated through outcries from the student or behaviors that are challenging in the classroom. The district is reviewing the best ways to meet the needs of our students.

KISD has a staff turnover rate of roughly 20%, which is up from 13%. The goal is to reduce this rate through our hiring and "on-boarding" practices. Each new teacher will be paired with a mentor along with outlined topics to cover throughout the year to help new staff acclimate. The district continues to see a need in the following areas: elementary bilingual classrooms, special education-all level with additional content

certifications, higher-level math and science certifications. In addition to the certified teaching needs, there continues to be a need for high-quality support staff and bilingual support staff to assist the certified educator in the classroom.

Ongoing needs for continued training in the areas of T-TESS, T-PESS, and the connections between student performance and evaluation, formative assessments, lesson plans, and desired outcomes will continue to be needed as the district brings on additional staff.

The RtI process continues to be refined to meet the needs of our students and to track interventions at all levels.

Campus classroom walk-throughs with the intent of supporting teachers and to see where alignment may be needing more attention needs to increase. This will also help ensure the fidelity to instructional materials is in place and identify training needs early.

There are limited opportunities developed for students to participate in work-based learning opportunities in the area of CTE. The goal of the district and HS campus is to help establish additional partnerships to create more opportunities within developed programs of study.

Parents continue to be included and invited to participate in committees and activities of the school. Parent Square is used as a central communication tool for all extra-curricular and classroom needs.

District Processes & Programs Strengths

The district aims at retaining these high-quality staff members year to year by providing a family-friendly atmosphere, staff daycare that is open until 5:00 p.m., ongoing professional development, staff recognition programs, and built-in professional learning time. Krum ISD maintains partnerships with area colleges and university programs to attract and grow high-quality teaching staff. Principals actively recruit for new positions at college fairs, etc. The district provides staff development, especially in the summer months, to support teachers in their growth areas. New teacher orientation is provided yearly, and new teachers are provided a mentor to help them transition to a new district. New teachers are also provided additional staff development opportunities in pre-service in the area of gifted and talented education to promote differentiated learning and prevent teachers from having to miss classroom instructional time.

Data is reviewed at each level to determine what areas of staff development might be needed along with other support areas to help teachers in the areas of T-TESS development and principals in leadership development needs based on T-PESS and performance data from each campus.

The district makes time to review policies and procedures on a regular basis to improve the overall operation of the organization. Policies were reviewed in summer 2019, and updated concerning EIC Local, as well as restructuring the inter-district and intradistrict transfer policies as a result of the campus changes with elementary alignment.

Krum ISD has evaluated several areas of concern during the spring months and it has been decided to add an additional district police officer

totaling three within the district. This is an effort to support the safety of our students. In addition, building modifications were made to ensure an extra level of safety. Modifications include adding more security cameras, addressing entry points by creating a check-in entry and holding area for visitors, fencing with locks, and reducing the number of classes that required transition between buildings. The EAP has been updated. Classroom safety routines have been reviewed with teachers and with front office staff.

The safety and security committee has met this year. The ISD police department has created an updated safety manual and has added this to the district share drive as well as provided paper copies in case of an outage.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students. **Root Cause:** Lack of partnerships due to limited businesses in the area.

Problem Statement 2: There are limited opportunities for struggling teachers to receive coaching during the school year. **Root Cause:** Current processes and practices don't provide the level of support needed.

Perceptions

Perceptions Summary

Krum ISD works hard to ensure that our stakeholders are welcomed and informed. The district sends out one weekly update using visually appealing methods online through social media to reach as many parents as possible. This newsletter is also emailed directly to parents who have provided email addresses. This was an effort to allow parents from across the district to keep up to date on the happenings of Krum ISD regardless of where their child attends school. The district is striving to communicate as one voice.

The district has increased the presence of online communication through Facebook and Twitter and monitors the questions received through these outlets.

Parents are involved in a variety of activities from district-level planning, Krum Education Foundation committees, Booster clubs that support the FFA, music programs, and athletics. In addition, the district supports parents in learning about curriculum and academic goals by hosting math, science, and literacy nights. The school district also offers information for high school parents on college applications, and the options for advanced courses of study through AP or dual credit. The district also offers evening parent events for specialized programs such as Dual Language. Many of our dads are involved in WATCH D.O.G.S., a parent organization, that promotes parent involvement from fathers. This program is popular at all three elementary campuses.

The district makes every effort to translate documents for parents who speak Spanish as their first language. This year we used one central staff member to translate documents and will continue to do that in the future.

The district provided additional support to secondary students in the area of mental health this year through MHMR training to our staff as well as providing small groups for some students through an organization called Teen Life.

It is the district's desire to maintain the safety of our students at all times. The district has an anonymous bully reporting available online for students that will alert a campus administrator of the alleged report allowing them to follow up with an investigation. Campus administrators are vigilant about interviewing and investigating reports, including those of cyberbullying that have taken place off-campus related to David's Law.

The district started a police department in the 2018-2019 school year and is staffed with 3 officers for the 2022-2023 school year. Audits will follow this school year. The need to enclose an area behind the cafeteria and to the gym is needed for Dyer along with an entry for students and teachers with a secure lock. Cameras are needed for new areas of the school at Dyer, Dodd, and the high school Ag barn. The police dept. continues to look for ways to enhance the security of each campus.

Parents are advocates of additional programming for students as we grow as a district. Committees have been formed to consider the upcoming growth of the district which includes facilities considerations.

Feedback was received from parents, students, and teachers regarding remote learning. Feedback was provided on remote learning that included concerns about equity of grades and assignments when compared to those that participated in person.

Perceptions Strengths

The district's strengths in this area pertain to soliciting feedback from various stakeholder groups and working on continual improvement. It is highlighted this year through the efforts being made related to students physical and emotional safety. Parents compliment the district on the communication outlets it uses to inform parents of activities, events, and issues taking place in the district.

Parents want to be involved and have a purpose in participation. The district seeks to expand learning opportunities for parents during the day so that parents will have the unique opportunity to learn skills of how to help their child and then practice with them while the trainer/teacher is available to assist and give feedback. Doing this will help support our students and hopefully build parent partners for a long time to come.

Teachers expressed feeling supported by their campus and district administration.

Priority Problem Statements

Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions.

Root Cause 1: Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction.

Root Cause 2: The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Support and monitoring of the implementation of the training provided are needed.

Root Cause 3: Lack of consistency in implementation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a shortage of qualified bilingual teaching candidates.

Root Cause 4: This is a high demand area across the state.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data.

Root Cause 5: More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom instruction. Increased needs for professional development in these areas are needed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students.

Root Cause 6: Lack of partnerships due to limited businesses in the area.

Problem Statement 6 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.





Performance Objective 1: Student performance on STAAR and EOC will increase in reading, math, science, and social studies by 5% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven Instruction protocols will be utilized at least twice a month to ensure effective progress monitoring of high yield TEKS. Strategy's Expected Result/Impact: Increase in student performance and teacher effectiveness. Staff Responsible for Monitoring: Campus Principals Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity for WIN time (What I Need) to work on targeted instruction based upon their current needs. This measure also helps address needs for HB 4545. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Campus Principal Assistant Superintendent Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: funds for at risk - 199 - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: KMS & KHS will provide an additional lab-based class to support students who haven't been successful on the Math and/or English portion of the STAAR test. Strategy's Expected Result/Impact: Increased mastery of content by the student, increased scores on STAAR in the meets or above level. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Krum ISD will reimburse teachers for the successful completion of the ESL test to ensure all teachers are well versed in ESL strategies and how to meet diverse learner's needs. Strategy's Expected Result/Impact: Increased number of teachers with ESL certification Staff Responsible for Monitoring: HR department Problem Statements: Student Learning 4 Funding Sources: funding for reimbursement - 199 - District Budget - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Krum ISD will work toward establishing new courses for emergent bilingual secondary students who are newcomers to the U.S. as a method of support and academic growth. Strategy's Expected Result/Impact: Increase in English language development and student success Staff Responsible for Monitoring: Assistant Superintendent Secondary Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions. Root Cause: Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.
Problem Statement 2: Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction. Root Cause: The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.
Problem Statement 4: There is a shortage of qualified bilingual teaching candidates. Root Cause: This is a high demand area across the state.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 2: The district will provide timely, relevant intervention for students who are not making gains after formative assessments are administered as documented in eduphoria.

Evaluation Data Sources: RtI records
student data sheets

Strategy 1 Details	Reviews			
Strategy 1: Summer school will be offered to students who are in need of credit recovery or who did not pass the EOC or STAAR tests. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: funding for summer school salaries and supplies - 199 - State Comp Ed - \$30,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intervention for dyslexia will be offered to students who qualify. Strategy's Expected Result/Impact: Increased reading fluency and accuracy in decoding. Staff Responsible for Monitoring: Teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: RtI logs will be monitored monthly to ensure students in the intervention are receiving needed targeted instruction. Strategy's Expected Result/Impact: Increased effectiveness of interventions. Staff Responsible for Monitoring: Principals and Special Programs Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning

Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions. **Root Cause:** Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 3: Each campus will strive to earn a distinction designation related to post-secondary readiness and top 25% percent: Comparative Academic Growth.

Evaluation Data Sources: STAAR results, Graduation rates, TSI graduates, CCMR graduates, AP/SAT/ACT participation rates.

Strategy 1 Details	Reviews			
Strategy 1: Students taking AP courses will be expected to take the AP exams. The district will support them by providing funding for a portion of the test. Strategy's Expected Result/Impact: Increased AP participation Staff Responsible for Monitoring: Counselor and Principal Title I: 2.4 Funding Sources: test fees - 199 - Local Funds (campus budget) - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will monitor STAAR progress throughout the year in DDI as well as through benchmarks. Students will be offered additional opportunities to learn the material not yet mastered during the school year before Spring testing. Each campus principal will have access to OnDataSuites that provides exact tools for progress levels needed for students to reach the growth measure. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Campus Principals Assistant Superintendent Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions. Root Cause: Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Student Learning
Problem Statement 2: Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction. Root Cause: The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 4: Krum ISD will provide information to students on dating violence, sex trafficking, sexual abuse, suicide prevention awareness, and developing positive peer relationships.

Evaluation Data Sources: Agendas; calendar

Strategy 1 Details	Reviews			
Strategy 1: Counselors will meet with students to discuss age appropriate topics in regards to dating violence, sexual trafficking, sexual abuse, suicide prevention awareness, and developing positive peer relationships. Strategy's Expected Result/Impact: Positive student relationships with self and others. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 5: KISD will partner with local universities to provide support to students who want to attend college.

Evaluation Data Sources: College attendance rates





Strategy 1 Details	Reviews			
Strategy 1: KHS will partner with UNT in order to provide the Upward Bound program to first generation, low SES high school students. Strategy's Expected Result/Impact: There will be an increased number of students who qualify for Upward Bound enroll in college. Staff Responsible for Monitoring: HS counselors and admin	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavor.

Performance Objective 6: KISD will investigate offering course offerings for students at the secondary level that prepare them for post-secondary readiness.

HB3 Goal

Evaluation Data Sources: Master schedule, students surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Look at labor market data and student interest surveys to determine what additional courses may be needed in order to meet local needs. Strategy's Expected Result/Impact: greater student engagement due to interest in courses Staff Responsible for Monitoring: Secondary admin Problem Statements: District Processes & Programs 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

District Processes & Programs
Problem Statement 1: There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students. Root Cause: Lack of partnerships due to limited businesses in the area.

Goal 2: By June of 2023, College, Career, and Military Readiness will increase by 4%.

Performance Objective 1: Students earning a state-approved industry-based certificate will increase from 7% to 15% of graduates.

Evaluation Data Sources: TAPR, Perkins reports

Strategy 1 Details	Reviews			
Strategy 1: Each CTE cluster/Program of Study will establish IBC goals, needed resources, and time lines for students to test for an IBC. Teachers will provide documentation of student outcomes on IBCs to the HS Counselor so that student data will be entered. Strategy's Expected Result/Impact: Increased number of students earning an industry based certificate before leaving high school. Staff Responsible for Monitoring: HS Principal PEIMS Assistant Superintendent Title I: 2.5, 2.6 Problem Statements: Student Learning 3 - District Processes & Programs 1 Funding Sources: funds for testing - 199 - CTE - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The HS will establish a local CTE advisory group to identify areas of high need, high-wage occupations in the local area. Strategy's Expected Result/Impact: Programs of study aligned with occupations that are high need and high-wage. Staff Responsible for Monitoring: HS Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The HS will network with local businesses to help establish internships and work-based learning opportunities for students. Strategy's Expected Result/Impact: Increase the number of work-based learning opportunities and the number of students who participate in work-based learning practicums.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 3: Support and monitoring of the implementation of the training provided are needed. Root Cause: Lack of consistency in implementation.
District Processes & Programs
Problem Statement 1: There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students. Root Cause: Lack of partnerships due to limited businesses in the area.

Goal 2: By June of 2023, College, Career, and Military Readiness will increase by 4%.

Performance Objective 2: Students that meet the TSI criteria or equivalent in both reading and math will increase from 42% to 46%.

Evaluation Data Sources: TAPR data

Strategy 1 Details	Reviews			
Strategy 1: The high school will offer in house testing for PSAT, SAT, and TSIA to allow students the opportunity to test without additional barriers of transportation, etc. The high school will offer preparation materials to students through library resources. Student data will uploaded into TXEIS and On Data Suites for monitoring. Strategy's Expected Result/Impact: Increase in number of students with successful outcomes considered to be college ready. Staff Responsible for Monitoring: HS Principal Assistant Superintendent Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classes will be offered to assist students in preparing for college entrance exams within the school day. Strategy's Expected Result/Impact: Increased participation and scores Staff Responsible for Monitoring: Principal Counselor Title I: 2.4, 2.5 Funding Sources: schedule; practice materials - 199 - Local Funds (campus budget) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will utilize the partnership with Texas College Bridge that provides instruction to students who have not demonstrated a college readiness level on TSI . Completing this class successfully will result in a TSI waiver at participating colleges so that students can take an on-level, credit-bearing, course in college. Strategy's Expected Result/Impact: Increased number of students on post-secondary readiness. Staff Responsible for Monitoring: HS Principal and HS Counselors. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Krum ISD added a position dedicated to secondary student testing to help provide additional time for student advising by counselors. This additional staff member will establish time lines, keep records of student progress toward meeting goals on TSI, SAT, ACT tests. Strategy's Expected Result/Impact: Increase number of students who are successful on the college readiness assessments Increase number of students scheduled for programs of study, getting needed assistance with financial aide and college applications and planning for future. Staff Responsible for Monitoring: HS principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: KHS will compare ACT results with SAT results to see which test students are more successful. Strategy's Expected Result/Impact: If data indicates ACT over SAT, then a move will be made to an ACT day instead of SAT day which will increase the number of students who are successful on the college readiness assessments.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: By June of 2023, College, Career, and Military Readiness will increase by 4%.

Performance Objective 3: Students that earn a 3 or better on AP tests will increase from 12% to 16% .

Evaluation Data Sources: AP test results and TAPR





Strategy 1 Details	Reviews			
Strategy 1: Increased number of AP courses will be offered and promoted to the student body. Students will be encouraged to take the corresponding AP test. Teachers will offer practice AP exams to help them prep for time management and the types of questions and material that will be presented. KISD will pay for half of the cost of the test per student. Strategy's Expected Result/Impact: Increase in student score outcomes Staff Responsible for Monitoring: HS Principal Title I: 2.4, 2.5 Funding Sources: AP funding - 199 - General Fund High School Allotment - 199.31.6399 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: By June of 2023, College, Career, and Military Readiness will increase by 4%.

Performance Objective 4: Counselors will help schedule students' classes by following a program of study based on the student's selection of endorsement area and interest. The goal is to have students complete a program of study taking level 3 and 4 CTE courses by the time the student graduates resulting in them being considered a completer/concentrator in federal terms.

HB3 Goal

Evaluation Data Sources: Student schedules
CTE information and reviews
Accountability information

Strategy 1 Details	Reviews			
Strategy 1: Meet with students while in MS to help students develop knowledge about current programs of study. Strategy's Expected Result/Impact: MS students gain knowledge about how each program of study aligns with specific careers in order to pick the program of study that is most relevant to them. Staff Responsible for Monitoring: MS & HS counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate what beginning CTE courses could be taught in 8th grade in order to provide students with more opportunities in HS to complete a program of study. Strategy's Expected Result/Impact: Offer some principle-level courses at the MS level in order for students to take more level 3 and 4 CTE courses in HS. Staff Responsible for Monitoring: MS & HS counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Krum ISD will evaluate and implement a comprehensive counseling program and participate in an Effective Advising Framework planning for 2022-2023. Strategy's Expected Result/Impact: Develop a greater depth of knowledge for all staff in working with students about post-secondary goals. Staff Responsible for Monitoring: Assistant Superintendent High School Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By June of 2023, College, Career, and Military Readiness will increase by 4%.

Performance Objective 5: Krum High School will host a financial planning night to increase parents' knowledge of financial aid opportunities connected to higher learning.

Evaluation Data Sources: Agenda, sign in sheets, calendar

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 1: The district will decrease the teacher turnover rate of 18% to 14% for 2023.

Evaluation Data Sources: Teacher turnover data

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be assigned a mentor for their new assignments. Strategy's Expected Result/Impact: Increased support for new teachers. Reduced turnover. Staff Responsible for Monitoring: Principals Assistant Superintendent Funding Sources: \$500 stipend per mentor - 255 - Title II - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will provide staff development to teachers regarding content competencies, classroom management tips, digital learning, and language acquisition and meeting the needs of diverse populations. Strategy's Expected Result/Impact: Increase student learning outcomes. Staff Responsible for Monitoring: Principals and assistant superintendent Title I: 2.4, 2.6 - Results Driven Accountability Funding Sources: funding - 199 - Local Funds (campus budget), funding - 263 - Title III, - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Krum ISD will start a New Teacher Touch-point series that will support new teaching staff to the district and will address various topics that new teachers may need extra help with as they get started. Strategy's Expected Result/Impact: Increased competency and support Staff Responsible for Monitoring: Assistant Superintendents	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The district will employ 5 permanent substitutes in an effort to secure coverage during a time when it is difficult to find consistent substitute teachers. Strategy's Expected Result/Impact: Increased classroom coverage Staff Responsible for Monitoring: HR Funding Sources: salary costs - 199 - District Budget	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district and campus administrators will provide coaching and support to struggling teachers through innovative ways such as learning walks, goal setting, co-planning, data debriefs, etc. Strategy's Expected Result/Impact: Improved classroom performance of struggling teachers, more robust relationships between teacher and administrator, and teacher retention from extra support. Current staff members who recruit qualified applicants (and get hired) will be paid a stipend. Funding Sources: - 199 - District Budget - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 2: The district will partner with higher education institutions with diverse learners to recruit highly qualified teachers for positions at Krum ISD.

Evaluation Data Sources: Calendar of recruiting events

Strategy 1 Details	Reviews			
Strategy 1: Krum ISD will attend teacher job fairs to increase the number of qualified applicants, provide candidates with more information about Krum ISD, and increase the visibility of the district. Strategy's Expected Result/Impact: Increased number of qualified candidates. Staff Responsible for Monitoring: HR Director Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 3: The district will recruit teachers and substitute teachers to reduce shortages and increase class coverage. Current employees will be paid an incentive for the recruitment of new staff members per district guidelines.

Evaluation Data Sources: Substitute reports.

Strategy 1 Details	Reviews			
Strategy 1: KISD will provide information to our public/parents in the form of fliers in student take-home folders and information booths at meet the teacher nights. This information will include specific information regarding qualifications, pay, and the ability to select campuses. This is an effort to recruit more substitutes to support teachers. Strategy's Expected Result/Impact: Increased fill rates on the substitute list. Staff Responsible for Monitoring: HR Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: KISD will use social media outlets to advertise open positions for all departments. Strategy's Expected Result/Impact: increased applicant pools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Maintain a high quality instructional, administrative, and support staff.





Performance Objective 4: KISD will investigate innovative ways to attract and retain teachers, such as incentives, loyalty programs, etc.

Evaluation Data Sources: Staff turnover rate at the end of each year.

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 1: Krum ISD will offer support to parents to build the school-home connection.





Evaluation Data Sources: Increased parent involvement and support.
Increased student outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Immigrant families at the EEC will be offered Saturday classes to help build skills in working with children at home on academic and language development skills. Strategy's Expected Result/Impact: Increase parent support and student outcomes. Staff Responsible for Monitoring: Assistant Superintendent Facilitators of Saturday classes. Title I: 4.1, 4.2 Funding Sources: Extra duty pay funding - 263 - Title III - \$2,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The high school and middle school will offer sessions to parents who have students entering high school to review graduation plans, transcripts, course alignment and college readiness. Strategy's Expected Result/Impact: Increased communication and confidence when supporting students through graduation. Staff Responsible for Monitoring: HS counselors HS principal Title I: 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parents will be communicated with regularly via newsletters, phone calls, and through community/parent engagement events. Strategy's Expected Result/Impact: Increase parent and teacher partnerships for the benefit of students. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 2: KISD will provide prevention programming for suicide, dropout, school violence, dating violence, and more throughout the year.

Evaluation Data Sources: counselor's schedule and prevention programs
Calendar for prevention programs

Strategy 1 Details	Reviews			
Strategy 1: Krum ISD will provide staff training in areas such as dating violence, child abuse, sexual harassment, human trafficking, and more during the year. Sexual harassment, dating violence, and sexual assault will need to be reported immediately to the Title IX Coordinator in accordance with policy FFG and DIA. Strategy's Expected Result/Impact: Increased awareness Reduced risk for students Staff Responsible for Monitoring: Principals Teachers Title I: 2.6 Funding Sources: training - 199 - District Budget - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will provide credit recovery courses for students at risk of dropping out of school. Strategy's Expected Result/Impact: Student remains in school Staff Responsible for Monitoring: Principal Title I: 2.6 Funding Sources: credit recovery software - 199 - State Comp Ed - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 3: KISD will evaluate alternate methods of sharing information about college and career opportunities with parents and students in all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: District personnel will create a video library that can be accessed at any time by parents and students. Potential videos include, but are not limited to, information about CTE programs of study, completing a FAFSA, applying for college scholarships, completing a college application, trade school opportunities, and earning an industry based certification. Strategy's Expected Result/Impact: Increased knowledge about post-secondary opportunities Staff Responsible for Monitoring: campus and district level staff and administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 13.57

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Brown	Teacher	0.1
Amie Adams	Teacher	0.2
Ana Cruz	Teacher	0.1
Anca Morcovescu	Teacher	0.2
Ashley Buchanan	Teacher	0.1
Berkley Hutcherson	Teacher	0.1
Brandon Freer	Teacher	0.09
Briana Kovach	Teacher	0.5
Brooke Cates	Teacher	0.1
Caitlin McCarrell	Teacher	0.2
Carrie Arispe	Teacher	0.1
Carrie Yates	Teacher	0.1
Cheryl Duke	Teacher	0.1
Christian DePauw	Teacher	0.1
Christina Russell	Teacher	0.1
Christine Thompson	Teacher	0.1
Christopher Henderson	Teacher	0.1
Cindy Morisak	Teacher	0.1
Courtney Murphy	Teacher	0.09

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daniela Martinez	Teacher	0.2
Danielle Campbell	Teacher	0.33
Danielle Cochran	Teacher	0.1
Darell Jenkins	Teacher	0.1
Dawn Schertz	Teacher	1
Denise Burns	Teacher	1
Elisa Lawson	Teacher	0.13
Elizabeth Anderson	Teacher	0.8
Emilie Runions	Teacher	0.2
Erin Middleton	Teacher	0.1
Hanna Bruder	Teacher	0.1
Heather Libick	Teacher	0.1
Jennifer Dunn	teacher	0.13
Jennifer Newcomb	Teacher	0.1
Jentri Carter	Teacher	0.1
Jessica Mohammadi	Teacher	0.1
Jon Lopez	Teacher	0.1
Kameron Hill	Teacher	0.1
Katie Johnson	Teacher	0.1
Kaylie Gatewood	Teacher	0.1
Kaysie Patton	Teacher	0.1
Kevin Goodman	Teacher	0.1
Kimberly Reed	Teacher	0.1
Kristi Murray	Teacher	1
Kristin Thomas	Teacher	0.1
Krystie McGraw	Teacher	0.1
Lacy Stone	Teacher	0.1
Lauren Hamilton	Teacher	0.1
Lauren Mosely	Teacher	0.1
Lisanne Mays	Teacher	0.1
Mandy Martinez	Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Maria Arellano	Teacher	0.5
Mary Brearley	Teacher	0.1
Mary Dorsey	Teacher	0.1
Megan Smith	Teacher	0.1
Melanie Miller	Teacher	0.1
Michele Dillon	Teacher	0.1
Morgan Celis	Teacher	0.1
Patricia Rodriguez	Teacher	0.1
Paul Smith	Teacher	0.1
Rebecca Chisholm	Teacher	0.1
Rebecca Haire	Teacher	0.1
Ryleigh Thompson	Teacher	0.2
Sarah Roper	Teacher	0.1
Sarah Yanez	Teacher	0.1
Shannon Wilson	Teacher	0.3
Sharon Gonzalez	Teacher	0.1
Shaun Cherry	Teacher	0.1
Sheri Hill	Teacher	0.1
Shirley Becker	Teacher	0.1
Stacey Lucas	Teacher	0.4
Stephanie McNeely	Teacher	0.1
Stephanie Monaghan	Teacher	0.1
Sueellen Vardell	Teacher	0.1
Susan Thorpe	Teacher	0.1
Tara Fitts	Teacher	0.1
Tera Kemohah-Riney	Teacher	0.1
Teri Wright	Teacher	0.1
Tiffany Nichols	Teacher	0.1
Tina Fedrow-Fichtel	Teacher	0.1
Tricia Banks	Teacher	0.1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashton Eubanks	Teacher	DL	1.0
Brenda Hurlbut	Teacher	Math Intervention	1
Danielle Campbell	Teacher	Math Intervention	.33

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Nancy Shipley	Assistant Superintendent
District-level Professional	Elizabeth Zepeda	LPAC Coordinator
Non-classroom Professional	Lorie Sprague	Campus Testing Coordinator
Classroom Teacher	Courtney Murphey	Dyer Teacher
Classroom Teacher	Denise Burns	EEC Reading Teacher
Classroom Teacher	Mary Lynn Ford	HS Teacher
Classroom Teacher	Melanie Miller	Dodd Teacher
Classroom Teacher	Megan Boone	Dodd Teacher
Parent	Emily Vincent	Parent
District-level Professional	Sheila McCollum	Assistant Superintendent
Classroom Teacher	Heather Libick	Teacher
Parent	Cassie Koshatka	Parent
Non-classroom Professional	Katherine McDonald	Assistant Principal
Non-classroom Professional	Melanie Vasquez	Assistant Principal
Community Representative	Angelica Arredondo	Parent
Parent	Stacey Cook	Parent