

# Krum Independent School District

## Krum High School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies



**Board Approval Date:** October 12, 2022

**Public Presentation Date:** November 9, 2022

# 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

Our vision is to be high school learning community focused on the success and growth of every individual.

## Value Statement

We believe...

All students have the capacity to learn and achieve and are expected to succeed.

We are responsible and accountable for results and must lead by example.

We respect individual differences and believe that each individual has inherent worth.

We are transparent and honest in all our interactions with students, parents, staff, and the community.

We attract and retain the most qualified, committed, accountable and highly productive employees.

We are committed to providing excellent educational opportunities and access for students in a fiscally responsible manner.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Krum High School is located at 700-A Bobcat Boulevard, Krum, Texas. Krum High School serves 687 students in 9th-12th grades. The school is designated as a UIL 4A high school for the 2022-23 school year. Of the 687 student population, 177 students are enrolled in ninth grade (25.76%). The tenth grade class has an enrollment of 181 (26.35%). The eleventh grade class has an enrollment of 167 (24.31%). The twelfth grade class has 162 students enrolled (23.58%). Further specifics regarding the student population at KHS are listed below:

- Female - 48.76%
- Male - 51.24%
- Hispanic-Latino - 28.97%
- American Indian - Alaskan Native - 0.73%
- Asian - 0.87%
- Black - African American - 3.06%
- Native Hawaiian - Pacific Islander - 0.29%
- White - 63.03%
- Two-or-More - 3.06%

In regards to special programs, our students qualify for multiple programs, as listed below:

Student by Program	Count	Percent
(2022 - 2023 Fall PEIMS file loaded as of 09/30/2022)		
Bilingual	0	0.00%
English as a Second Language (ESL)	74	10.77%
Career and Technical Education (CTE)	533	77.58%
Free Lunch Participation	169	24.60%
Reduced Lunch Participation	49	7.13%
Other Economically Disadvantaged	6	0.87%
Gifted and Talented	50	7.68%
Special Education (SPED)	79	11.50%
Title I Participation	0	0.00%
Dyslexia	61	8.88%

Student by Program	Count	Percent
(2022 - 2023 Fall PEIMS file loaded as of 09/30/2022)		
Homeless Statuses		
Homeless Status Total	4	.58%
Other Student Information	Count	Percent
(2021 - 2022 Fall PEIMS file loaded 09/30/2022)		
At-Risk	335	48.76%
Economically Disadvantaged	224	32.61%
Title I Homeless	3	0.44%
Immigrant	6	0.87%
Limited English Proficient (LEP)	54	8.19%
Migrant	0	0.00%
Military Connected	14	2.14%
Foster Care	1	0.15%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	110	16.01%
Intervention Indicator	3	0.44%
IEP Continuer	2	0.29%

### Demographics Strengths

The population growth of Denton County and the surrounding area is making a great impact on Krum ISD. Discussions of increased educational facilities have continued as the district and community weigh options to best serve the students. The current KHS building is projected to hold approximately 750 - 800 students. Demographers anticipate the KHS student population to exceed building capacity in 3-5 years, based on the number of housing developments already under construction. The halls and classrooms of KHS are beginning to show the growth with increased crowding during instruction time and passing periods. In May of 2022, KISD passed a bond to address the growth of the district. The possible location of the new campus will most likely be away from the current facilities to reduce the traffic flow on East McCart Street. The district's decision to start construction will be based on growth needs of each campus. Currently, there appears to be a greater need for space at the elementary level.

The student enrollment shows a growth in the percentage of Hispanic-Latino population as well as an increase in Free Lunch Participation. With such shifts, adjustments to programs must be considered to best serve our community. We will need to expand course offerings in CTE, Fine Arts, Foreign Language, and ESL. The CTE data has continued to improve with more focus on gaining industry-based certifications. Collaboration with NCTC and TWU will foster more growth and opportunity in this area. The OnRamps program that allows students to take a high school course with the option of gaining college credit is growing. This year, the campus is adding OnRamps Biology and OnRamps Chemistry.

Education is still seeing the impacts of the pandemic as student learning suffered during the time of full remote instruction. We are seeing improved student engagement in participation in and out of their classes. Staff and students alike want to foster a campus culture built on student activity, involvement, and success. The campus has adopted a campus hashtag of #EXCELLENCE. This word is our focus and is visible in all classrooms and offices throughout the campus. The campus will continue the use of a master bell schedule to provide accelerated instruction time for all students who were not successful on last year's STAAR assessments. The campus has also begun Success Math and Success English courses to assist students who have struggled with STAAR courses at the 8th grade level. College and Career and Military Readiness (CCMR) numbers are on an upward trend. New courses have been added to increase the number of completers in several programs of study. With the completion of a MLA audit from TEA, the campus received very positive feedback to allow small tweaks in current plans and practices to serve more students.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance has not returned to normal ranges prior to pandemic. **Root Cause:** The perspective of valuing good school attendance has declined since pandemic. Materials and make up work is easily accessible through online platforms. Students can stay connected enough to maintain decent grades while absent.

**Problem Statement 2 (Prioritized):** Very similar to the state results, student performance on STAAR EOC exams has not returned to pre-pandemic standards. **Root Cause:** Learning gaps and sporadic attendance has slowed recovery process of these expectations.

**Problem Statement 3 (Prioritized):** Our challenge is to continue to educate all stakeholders in the options that are available for college, career, and military career readiness (CCMR), while establishing strong professional relationships between staff and students. **Root Cause:** Learning new CCMR accountability measures and educating all stakeholders.

**Problem Statement 4:** As our enrollment continues to grow, classrooms are becoming crowded. **Root Cause:** The district's enrollment has grown by approximately 20% in the most recent ten years. With more housing developments already in process, this issue will continue.

# Student Learning

## Student Learning Summary

Krum High School met standard, per the state accountability rating

	Spring 2022 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Krum High School	182	43	3976	62.58%	66.48%	48.9%	4.95%	05/01/22
Economic Disadvantage	24	40	3880	59.08%	58.33%	41.67%	4.17%	05/01/22
American Indian/Alaskan Native	2	42	3888	61%	100%	50%	0%	05/01/22
Asian	1	55	4453	81%	100%	100%	0%	05/01/22
Black/African American	3	43	3991	62.67%	33.33%	33.33%	0%	05/01/22
Hispanic	59	38	3800	55.85%	52.54%	30.51%	0%	05/01/22
Native Hawaiian/Pacific Islander	1	42	3899	62%	100%	0%	0%	05/01/22
Two or More Races	6	36	3707	52.83%	33.33%	16.67%	0%	05/01/22
White	110	45	4082	66.58%	75.45%	60.91%	8.18%	05/01/22
Currently Emergent Bilingual	30	33	3622	48.33%	30%	13.33%	0%	05/01/22
Fourth Year of Monitoring	4	46	4071	68%	100%	50%	0%	05/01/22
Second Year of Monitoring	2	46	4030	67%	100%	50%	0%	05/01/22
Third Year of Monitoring	3	53	4370	78.33%	100%	100%	0%	05/01/22
Special Ed Indicator	21	31	3579	45.38%	14.29%	9.52%	4.76%	05/01/22

	Spring 2022 STAAR EOC, English II							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Krum High School	184	42	3908	62.15%	68.48%	49.46%	3.8%	05/01/22
Economic Disadvantage	16	38	3819	56.44%	68.75%	37.5%	0%	05/01/22
American Indian/Alaskan Native	1	49	4186	72%	100%	100%	0%	05/01/22
Asian	1	53	4361	78%	100%	100%	0%	05/01/22
Black/African American	5	38	3876	56%	60%	40%	20%	05/01/22
Hispanic	60	40	3890	58.17%	58.33%	43.33%	1.67%	05/01/22
Native Hawaiian/Pacific Islander	1	32	3599	47%	0%	0%	0%	05/01/22
Two or More Races	9	42	3949	62.22%	77.78%	44.44%	0%	05/01/22
White	107	44	4050	64.57%	73.83%	53.27%	4.67%	05/01/22
Currently Emergent Bilingual	21	32	3589	46.33%	33.33%	4.76%	0%	05/01/22
Fourth Year of Monitoring	13	47	4100	68.54%	100%	76.92%	0%	05/01/22
Second Year of Monitoring	1	52	4314	76%	100%	100%	0%	05/01/22
Special Ed Indicator	29	27	3433	39.31%	6.9%	3.45%	0%	05/01/22

	Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	183	32	4013	59.51%	81.42%	45.36%	28.96%	05/01/22
Economic Disadvantage	24	30	3936	55.67%	75%	41.67%	29.17%	05/01/22
American Indian/Alaskan Native	2	31	3900	57%	100%	0%	0%	05/01/22
Asian	3	41	4363	76%	100%	100%	33.33%	05/01/22
Black/African American	3	40	4292	74%	100%	66.67%	66.67%	05/01/22
Hispanic	65	30	3949	56.43%	70.77%	41.54%	24.62%	05/01/22
Native Hawaiian/Pacific Islander	2	26	3698	47.50%	100%	0%	0%	05/01/22
Two or More Races	4	31	3937	56.50%	75%	50%	25%	05/01/22
White	104	33	4046	60.94%	86.54%	47.12%	31.73%	05/01/22
Currently Emergent Bilingual	29	26	3717	48.03%	65.52%	24.14%	10.34%	05/01/22
Fourth Year of Monitoring	3	38	4656	70.33%	66.67%	66.67%	66.67%	05/01/22
Second Year of Monitoring	2	42	4488	78%	100%	100%	50%	05/01/22
Third Year of Monitoring	5	43	4463	79%	100%	100%	60%	05/01/22
Special Ed Indicator	16	22	3534	39.88%	50%	6.25%	0%	05/01/22

	Spring 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	153	33	4197	65.93%	94.12%	66.67%	16.34%	05/01/22
Economic Disadvantage	21	32	4139	64.57%	90.48%	66.67%	4.76%	05/01/22
American Indian/Alaskan Native	2	34	4182	68%	100%	100%	0%	05/01/22
Asian	1	46	5089	92%	100%	100%	100%	05/01/22
Black/African American	3	30	4025	60.67%	100%	33.33%	0%	05/01/22
Hispanic	49	29	4007	58.94%	85.71%	53.06%	6.12%	05/01/22
Native Hawaiian/Pacific Islander	1	29	3952	58%	100%	0%	0%	05/01/22
Two or More Races	4	29	3979	58%	100%	25%	0%	05/01/22
White	93	35	4306	69.89%	97.85%	76.34%	22.58%	05/01/22
Currently Emergent Bilingual	22	25	3775	49.45%	77.27%	22.73%	0%	05/01/22
Fourth Year of Monitoring	3	39	4510	78%	100%	100%	33.33%	05/01/22
Second Year of Monitoring	2	37	4342	74%	100%	100%	0%	05/01/22
Third Year of Monitoring	2	41	4577	81%	100%	100%	50%	05/01/22
Special Ed Indicator	14	25	3787	49.71%	78.57%	28.57%	0%	05/01/22

	Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	147	48	4297	71.16%	94.56%	76.87%	36.05%	05/01/22
Economic Disadvantage	6	44	4090	64.33%	83.33%	66.67%	16.67%	05/01/22
American Indian/Alaskan Native	1	51	4333	75%	100%	100%	0%	05/01/22
Black/African American	6	49	4273	71.67%	100%	83.33%	16.67%	05/01/22
Hispanic	43	45	4142	65.67%	86.05%	65.12%	25.58%	05/01/22
White	97	50	4367	73.53%	97.94%	81.44%	42.27%	05/01/22
Currently Emergent Bilingual	12	40	3961	59%	75%	50%	8.33%	05/01/22
Fourth Year of Monitoring	8	49	4293	72.13%	100%	75%	50%	05/01/22
Special Ed Indicator	15	35	3811	52.13%	73.33%	20%	13.33%	05/01/22



KHS vs State Comparison(May2022)	KHS Eng 1	State Eng 1	KHS Eng 2	State Eng 2	KHS Alg 1	State Alg1	KHS Bio	State Bio	KHS US Hist	State US Hist
Approaches	66.48%	63%	68.48%	71%	81.42%	74%	94.12%	82%	94.56%	89%
Meets	48.9%	48%	49.46%	57%	45.36%	46%	66.17%	57%	76.87%	71%
Masters	4.95%	11%	3.8%	11%	28.96%	30%	16.34%	23%	36.05%	44%

### Student Learning Strengths

The instructional staff at KHS is a very talented, yet young staff. As with most schools, the turnover rate did increase going from 26.79% to 30%. The campus is continuing its use of 1:1 technology with all incoming freshmen receiving a new chromebook to begin their high school experience. The staff is focused on improved student engagement in the classroom for deeper learning and understanding.

As with most schools across the stated, KISD (KHS specifically) experience staff turnover at a higher rate than desired. Staff support and training must be provided to our teachers by campus administration. We have a larger percentage of staff who do not meet the high qualified status and have been employed under the district of innovation waiver. These teachers will need continued support to grow and teach our students. Conversations with all stakeholders should be centered on student growth toward excellence rather than attainment of a particular score.

Upon analyzing of the district's TAPR report, there are three weaknesses identified as a whole. Two special populations are performing at a lower rate than their peers (Special Education and English Language Learners). This has been an ongoing target for improvement for the district as a whole. Moreover, we need to seriously target intentional instruction with all students, not just the bubble students. We are below the state average for students who are at masters or exceeds. We are not challenging our brightest students to the level we need to be challenging them.

In reviewing the data from the May 2022 administration of the EOCs, our subject area with the greatest opportunity for growth is in ELA. In each of our tested subject areas, we had a lower percentage than state averages of students scoring at the "Masters" level.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our challenge is to continue to educate all stakeholders in the options that are available for college, career, and military career readiness (CCMR), while establishing strong professional relationships between staff and students. **Root Cause:** Learning new CCMR accountability measures and educating all stakeholders.

**Problem Statement 2 (Prioritized):** Very similar to the state results, student performance on STAAR EOC exams has not returned to pre-pandemic standards. **Root Cause:** Learning gaps and sporadic attendance has slowed recovery process of these expectations.

**Problem Statement 3 (Prioritized):** Student attendance has not returned to normal ranges prior to pandemic. **Root Cause:** The perspective of valuing good school attendance has declined since pandemic. Materials and make up work is easily accessible through online platforms. Students can stay connected enough to maintain decent grades while absent.

**Problem Statement 4:** Technology will be used to increase the effectiveness of student learning, instructional management, staff development and administration. **Root Cause:** Need to ensure that all students are able to successfully use technology as applicable in educational settings through the continued and consistent use of instructional technology in and out of the classroom to become creative problem solvers and effective communicators.

**Problem Statement 5:** As our enrollment continues to grow, classrooms are becoming crowded. **Root Cause:** The district's enrollment has grown by approximately 20% in the most recent ten years. With more housing developments already in process, this issue will continue.

# School Processes & Programs

## School Processes & Programs Summary

Krum High School has two full-time counselors and two full-time assistant principals. Although the counselors are assigned an alpha group of students, the assistant principals will serve all students together to ensure collaboration and consistency. The campus has also added a campus testing coordinator to the administrative team to provide our counselors with more time to advise students. KHS has 59 teachers with a 12 year average experience level.

### Teachers by year of experience:

- Beginning teachers - 8.6%
- 1-5 Years Experience - 29.4%
- 6-10 Years Experience - 15.1%
- 11-20 Years Experience - 28.4%
- Over 20 Years Experience - 18.6%

### Teachers by highest degree held:

- 79.0% of teachers hold their Bachelors degree.
- 21.0% of teachers hold their Masters degree.

KHS offers an eight period (45 minutes each) day with a 30 minute academic advisory period for all students during the school day. Tutorials before and after school are also available for students to receive needed support.

KHS students qualify for many special programs. The following data reflects students by program:

- Bilingual - 0%
- English as a Second Language - 10.79%
- Career and Technical Education - 77.58%
- Free Lunch - 24.64%
- Reduced Lunch - 7.14%
- Gifted and Talented - 7.29%
- Special Education - 11.52%
  - Learning Disability - 39.24%
  - Autism - 6.33%
  - Other Health Impairment - 29.11%
  - Intellectual Disability - 6.33%
- Title 1 Participation - .15%
- Dyslexia - 8.89%
- Homeless - .58%

- At-Risk - 48.69%
- Economically Disadvantaged - 32.65%
- Limited English Proficient - 10.79%
- Military Connected - 2.04%
- Section 504 - 16.18%
- Intervention Indicator - 0.44%
- IEP Continuer - .29%

KHS requires 27 credits for students on the Foundation with an Endorsement program. Students on the Foundation program are also working to receive a Distinguished Level of Achievement. Students may choose to pursue one or more of the following endorsements for graduation:

- Multidisciplinary Studies
- Arts and Humanities
- Business and Industry
- Public Service
- STEM - Science, Technology, Engineering and Mathematics

In addition, students may earn a performance acknowledgement on their transcripts for the following outstanding performances:

- Outstanding performance in a dual credit course,
- Outstanding performance in bilingualism and bi literacy,
- Outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination,
- Outstanding performance on a college preparation assessment instrument, or
- Earning a state-recognized or nationally or internationally recognized business or industry certification or license.

Students have the opportunity to choose the rigor of coursework tailored to their needs. There are three levels of courses offered at Krum High School. Levels of courses include:

- Regular
- Advanced
- College Level
  - Advanced Placement (AP)
  - Dual Credit (NCTC)
  - Dual Enrollment (OnRamps)

Students who were not successful on a STAAR assessment in the 2021-2022 school year will receive a minimum of 30 hours of accelerated learning instruction from a designated master teacher in small groups. The purpose of the ACI is to eliminate learning gaps so that these students are successful this school year.

### **School Processes & Programs Strengths**

Recruiting and retaining highly qualified staff members has been an asset for KHS for years. Its reputation of being in a successful school district has drawn outstanding teachers who prefer to work in such a district. Many staff members have raised their families in this community and are deeply committed to its longevity. Returning staff members are proud of previous success and are welcoming to new staff members in hopes of maintaining the established standard of expectation. The number of applicants for all vacancies in schools has been less than other years. Recruitment of staff has been a challenging experience.

Procedures and policies have been established and well planned by the prior campus administration. The campus has run smoothly and many procedures will continue under the new campus administration.

Strengths include:

- Current staff consists of strong teachers who know their subject matter very well.
- The staff cares about students and are very devoted to student success.
- Staff cohesion is strong.
- New staff members demonstrate a growth mindset to learn as a professional.
- Stakeholders are supportive of the school's efforts to help students succeed.
- Campus has outstanding support from the district to build on current success.

Krum ISD has established partnerships with NCTC and UT-Austin to provide OnRamps College Algebra, OnRamps Art, and OnRamps GeoScience.

Through Texas COVID Learning Acceleration Supports (TCLAS), Krum High School will provide students a comprehensive program to prepare them for college readiness by their participation in the Texas College Bridge courses in Math and ELA.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Continue to monitor and update our emergency preparedness plan involving KHS and the community. **Root Cause:** Ensuring a safe learning and working environment for all learners on campus.

**Problem Statement 2 (Prioritized):** Our challenge is to continue to educate all stakeholders in the options that are available for college, career, and military career readiness (CCMR), while establishing strong professional relationships between staff and students. **Root Cause:** Learning new CCMR accountability measures and educating all stakeholders.

**Problem Statement 3 (Prioritized):** Very similar to the state results, student performance on STAAR EOC exams has not returned to pre-pandemic standards. **Root Cause:** Learning gaps and sporadic attendance has slowed recovery process of these expectations.

**Problem Statement 4 (Prioritized):** Student attendance has not returned to normal ranges prior to pandemic. **Root Cause:** The perspective of valuing good school attendance has declined since pandemic. Materials and make up work is easily accessible through online platforms. Students can stay connected enough to maintain decent grades while absent.

**Problem Statement 5:** Technology will be used to increase the effectiveness of student learning, instructional management, staff development and administration. **Root Cause:** Need to ensure that all students are able to successfully use technology as applicable in educational settings through the continued and consistent use of instructional technology in and out of the classroom to become creative problem solvers and effective communicators.

# Perceptions

## Perceptions Summary

Krum High School is focused on excellence in everyone. We believe that all students can be successful. Each person, students and staff alike should strive for excellence in every aspect of their lives. We understand that excellence does not come easily and is not the same for all. Although we monitor and prepare our students to meet or exceed state standards, the KHS campus is focused on preparing students for success in the ever changing world.

Student and staff voice is a vital part of our campus culture. Staff members are encouraged to share ideas and solutions to the campus leadership through various methods such as personal conversations, emails, department/staff meetings, and campus surveys. Staff members elected representatives to serve on the Campus Improvement Plan Committee with rotating three year terms. Students serve on the Principals' Advisory Board as representatives of their student organizations with open communication with campus administrators.

As we continue to move past the gaps created by the global pandemic, our students must be prepared for college, career, or military readiness. Our students will be equipped to determine and achieve their best path for success as a positive impact in our society. Their foundational education from Krum High School will place them on a great trajectory for greater excellence in their lives.

## Perceptions Strengths

Krum High School strives to communicate with all stakeholders using several methods.

- Parental involvement through Booster Clubs and Parent Organizations
- Weekly Staff Bulletin
- Staff submitted campus articles District Public Information Officer for print.
- Campus Open House Event
- Freshman Orientation & Fish Camp
- Bobcats ROCK - Incentives for students
- Quarterly Student Service Project
- Dual Credit/ATC presentation
- Graduation plan presentation
- Career Prep informational meetings
- District wide pep rallies to support various athletic teams and participants
- Campus social media accounts

- Parent Squared
- Canvas and Google Classroom Postings
- Safety Drills
- Addition of School Resource Officer
- Addition of Anonymous Alert
- Update and review best practices in school safety

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Our challenge is to continue to educate all stakeholders in the options that are available for college, career, and military career readiness (CCMR), while establishing strong professional relationships between staff and students. **Root Cause:** Learning new CCMR accountability measures and educating all stakeholders.

**Problem Statement 2:** As our enrollment continues to grow, classrooms are becoming crowded. **Root Cause:** The district's enrollment has grown by approximately 20% in the most recent ten years. With more housing developments already in process, this issue will continue.

**Problem Statement 3:** Continue to monitor and update our emergency preparedness plan involving KHS and the community. **Root Cause:** Ensuring a safe learning and working environment for all learners on campus.



# Priority Problem Statements

**Problem Statement 1:** Our challenge is to continue to educate all stakeholders in the options that are available for college, career, and military career readiness (CCMR), while establishing strong professional relationships between staff and students.

**Root Cause 1:** Learning new CCMR accountability measures and educating all stakeholders.

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

**Problem Statement 2:** Student attendance has not returned to normal ranges prior to pandemic.

**Root Cause 2:** The perspective of valuing good school attendance has declined since pandemic. Materials and make up work is easily accessible through online platforms. Students can stay connected enough to maintain decent grades while absent.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** Very similar to the state results, student performance on STAAR EOC exams has not returned to pre-pandemic standards.

**Root Cause 3:** Learning gaps and sporadic attendance has slowed recovery process of these expectations.

**Problem Statement 3 Areas:** Demographics - Student Learning - School 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 CCMR goals
- 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
- Accountability Distinction Designations

## 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
- 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
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Running Records results
- Observation Survey results

## 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
- Special education/non-special education population including discipline, progress and participation 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

#### **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
- 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
- T-TESS 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
- Action research results
- Other additional data

# Goals

Revised/Approved: January 9, 2023

**Goal 1:** Krum High School will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

**Performance Objective 1:** Meet with all students (Parents/Incoming 9th Graders) annually and provide course and career advisement as required by HB5 .

**High Priority**

**Evaluation Data Sources:** Graduation Plans  
Documentation of Meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will meet with rising freshmen and their parents in the spring of their 8th Grade year. <b>Strategy's Expected Result/Impact:</b> All four year plans will be developed prior to the first day of school. <b>Staff Responsible for Monitoring:</b> Counselors Principal Assistant Principals  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Krum High School will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

**Performance Objective 2:** Meet with the student representatives involved in the Principals' Advisory Board on a monthly basis to provide an open platform for student communication.

**High Priority**

**Evaluation Data Sources:** Documentation of meetings and activities.

**Goal 1:** Krum High School will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

**Performance Objective 3:** Continually monitor and assess campus security and emergency operating procedures to align with best practices recommended by the state.

**High Priority**  
**Evaluation Data Sources:** Krum ISD SRO





Strategy 1 Details	Reviews			
Strategy 1: Consistent drills and discussion with students and staff. Strategy's Expected Result/Impact: Safe and secure campus Staff Responsible for Monitoring: Principal, Assistant Principals, and SRO	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 2:** Krum High School will recruit and sustain a high-powered professional faculty/staff that is student centered and pedagogically sound.

**Performance Objective 1:** Provide a cohesive professional development program that addresses the professional and social needs of the faculty/staff (To include staff morale and gratitude reminders).

**High Priority**

**Evaluation Data Sources:** T-TESS Goals  
SLO





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with opportunity to shadow students as they attend other classes. <b>Strategy's Expected Result/Impact:</b> Collaboration Best Practices RTI <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Krum High School will recruit and sustain a high-powered professional faculty/staff that is student centered and pedagogically sound.

**Performance Objective 2:** Coordinate with Campus Leadership and Departments profiles and procedures essential in the selection process of faculty/staff.

**High Priority**

**Evaluation Data Sources:** Retain Highly qualified/professional and student-centered faculty.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development opportunities in core areas through faculty meetings and fully utilize Region XI ESC and other outside entities. <b>Strategy's Expected Result/Impact:</b> Grow capacity in current staff <b>Staff Responsible for Monitoring:</b> Principal Assistant Superintendent of Secondary Schools  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development on disaggregating formative assessment data to monitor and guide instruction.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Bi-weekly meetings with department chairs to discuss needs and direction of each department as it relates to the campus success. <b>Strategy's Expected Result/Impact:</b> Improved communication among staff; Collaboration; <b>Staff Responsible for Monitoring:</b> Department Chairs, Campus Admin, Mentor Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 2:** Krum High School will recruit and sustain a high-powered professional faculty/staff that is student centered and pedagogically sound.

**Performance Objective 3:** Build a master schedule that provides common planning periods. This will allow for Professional Learning Communities in order to regularly meet about content, data analysis, and improvement discussions in team meetings are highly relevant to the instructional planning and improvement cycle for all educators.

**High Priority**

**Evaluation Data Sources:** Agendas

**Goal 3:** Krum High School will foster open lines of communication and engagement with all stakeholders in the educational process.

**Performance Objective 1:** Social Media

FAFSA Night

College Night (Dual Credit, AP, & OnRamps)

Career Prep Parent Meeting

Senior Night/Academic Awards

Community Pep Rally

**High Priority**

**Evaluation Data Sources:** Campus Calendar  
Participation

**Goal 3:** Krum High School will foster open lines of communication and engagement with all stakeholders in the educational process.

**Performance Objective 2:** Evolve campus organizations so that parent/community engagement and volunteerism is openly fostered.

**High Priority**

**Evaluation Data Sources:** Krum Athletic Booster Club  
Band Boosters  
Krum PTO  
Krum FFA Parents and Friends  
etc...

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a discussion panel of booster representatives <b>Strategy's Expected Result/Impact:</b> Coordinate support for our students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Athletic Directors Band Director Theatre Director FFA Sponsor	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 3:** Krum High School will foster open lines of communication and engagement with all stakeholders in the educational process.

**Performance Objective 3:** Ensure that compliance is met with regard to required meetings and that parents are provided opportunities to advocate alongside campus staff for the success of all students.

**High Priority**

**Evaluation Data Sources:** Accurate documentation/representation on following:

ARDS

LPACS

504 Meetings

any other related services.

**Goal 4:** Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.

**Performance Objective 1:** Krum High School will provide viable pathways for students to pursue career, college, and/or military readiness skills.





**High Priority**

**Evaluation Data Sources:** Ensure that all course requirements and PEIMS coding meet all state requirements.

Capitalize on all available resources and partnerships that allow students opportunities to earn certifications and licenses.

Maximize course offerings in the area of CTE in conjunction with every student's academic need.

CCMR tracking





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> If we engage students in purposeful classroom discussions and lessons, then students' ability to connect the classroom concepts to certifications for employment will improve, as measured by formative and summative assessments and completion of certification exams. <b>Strategy's Expected Result/Impact:</b> Students receive industry certifications. <b>Staff Responsible for Monitoring:</b> CTE Department Principal Counselors PEIMS Clerk  <b>TEA Priorities:</b> Connect high school to career and college - <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 4:** Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.

**Performance Objective 2:** To meet or exceed current student attendance rates through effective and consistent communication and coordination with all stakeholders.

**High Priority**

**Evaluation Data Sources:** Quarterly Attendance Reports  
Student and Parent Conferences  
Student Incentives  
COVID Dashboard





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold student conferences early in the process <b>Strategy's Expected Result/Impact:</b> Student / Parent awareness of attendance laws Improved attendance Academic success <b>Staff Responsible for Monitoring:</b> Attendance Clerk Principal Assistant Principal Counselors Teachers PEIMS Clerk	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 4:** Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.

**Performance Objective 3:** To increase student achievement by 5% in all categories (All Subjects) while increasing percent masters by 5% to positively impact state accountability standards .

**High Priority**

**Evaluation Data Sources:** STAAR/EOC Scores  
AP Scores





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize differentiated instruction techniques to address various learning styles in order to increase the language development in the domains of listening, speaking, and writing.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.

**Performance Objective 4:** If we engage students in purposeful classroom discussions and lessons, then students' ability to connect the classroom concepts to certifications for employment will improve, as measured by formative and summative assessments and completion of certification exams.

**High Priority**

**Evaluation Data Sources:** Formative assessments  
Industry Based Certifications for Students

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educate stakeholders about available IBC's for students and the process of earning those certifications <b>Strategy's Expected Result/Impact:</b> More earned IBC's <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principal Counselors CTE Department	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**Goal 4:** Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.





**Performance Objective 5:** Analyze testing data trends support strategies and interventions to increase student performance in all areas State/Federal Testing STAAR/EOC/AP/TSI.

**High Priority**

**Evaluation Data Sources:** Improvement in achievement gaps across student populations.  
Improvement in students reaching Mastery level.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> If we increase the higher order thinking questions we will get more complete and in-depth answers on the analysis portion of labs as measured by formal and informal assessments. Furthermore, we believe this will improve overall test scores as students will more thoroughly analyze and answer these questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on 9 weeks tests Increased performance on EOC</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator Principal Assistant Principals Department Heads Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> If we engage students in intentional classroom discussions and meta-cognitive writing, the students' ability to make complex inferences about texts and ability to use textual evidence to support their understanding will improve as measured by formal and informal assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have peer and teacher conferences regarding their reading.</p> <p>Students will complete the meta-cognitive reflections about their reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> If we use the first two weeks of the school year to review factoring and solving quadratic equations in every high school math course with the exception of Algebra 1 and include questions about factoring and solving quadratic equations on each 9 weeks exam using the Kuta software that has been requested to create homework, quizzes, and tests, then students will be able to solve quadratic equations on a mastery level as measured by continuing formal and informal assessments such as STAAR, OnRamps exams, and AP Calculus exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC, OnRamps exams and AP Calculus Exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> If we focus on examining primary and secondary sources then students will strengthen their ability to comprehend a variety of history texts as measured by continuing informal and formal assessments. <b>Strategy's Expected Result/Impact:</b> Increased student performance on 9 weeks exams. Increased student performance on STAAR EOC. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Head Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5:** By June 2023, the percentage of students receiving credit for College, Career, Military Readiness will increase from 63% to 67%.

**Performance Objective 1:** Students earning a state-approved industry-based certificate will increase from 0% to 5% of graduates.





**Evaluation Data Sources:** TAPR, Perkins reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track student success on industry-based certifications on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Accountability <b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principal Assistant Principal CTE Department  <b>TEA Priorities:</b> Connect high school to career and college	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 5:** By June 2023, the percentage of students receiving credit for College, Career, Military Readiness will increase from 63% to 67%.

**Performance Objective 2:** Students that meet the TSI criteria in both reading and math will increase from 32% to 40%.

**Evaluation Data Sources:** TAPR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide accelerated learning opportunities for students through College Bridges <b>Strategy's Expected Result/Impact:</b> Increased student success <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Testing Coordinator Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5:** By June 2023, the percentage of students receiving credit for College, Career, Military Readiness will increase from 63% to 67%.

**Performance Objective 3:** Students that earn a 3 or better on AP tests will increase from 7% to 10% .





**Evaluation Data Sources:** AP test results and TAPR

Strategy 1 Details	Reviews			
Strategy 1: Schedule "AP Boot Camp" for students to focus on upcoming exams Strategy's Expected Result/Impact: Increased participation and scores	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 6:** Engage students, families, staff, and community to maximize every student's potential.

**Performance Objective 1:** Offer parent involvement events to encourage parents to participate and partner with the district.

**Evaluation Data Sources:** Sign-in sheets  
Event listings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host FAFSA preparation night to help parents and students to complete required application <b>Strategy's Expected Result/Impact:</b> College participation <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Engage students, families, staff, and community to maximize every student's potential.

**Performance Objective 2:** Hold community and parent meetings to keep stakeholders informed and engaged in the decision-making process.

**Evaluation Data Sources:** sign in sheets



**Goal 6:** Engage students, families, staff, and community to maximize every student's potential.

**Performance Objective 3:** 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

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Peyton Bolz	CTE Teacher
Classroom Teacher	Carley Lovelace	English Teacher
Non-classroom Professional	Dixie Knight	Director of Health Services
Classroom Teacher	Ty Tabor	Elective Teacher / Coach
Classroom Teacher	Charleen Sprabary	Science Teacher
Classroom Teacher	Bryan Gaines	SPED Teacher / Coach
Classroom Teacher	Lindsey Haberman	Fine Art Teacher
Classroom Teacher	Marissa Arevalo	Math Teacher
Classroom Teacher	Michael Colley	Social Studies Teacher/Coach
Parent	Katie Bailey	Registrar / Parent
Non-classroom Professional	Nadalee Daves	Counselor
Administrator	Lorie Sprague	Student Services Coordinator / Parent
Administrator	Robert White	Principal
Administrator	Reina Johnson	Assistant Principal / Committee Chair

# Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Robert White	Principal
Administrator	Steven Quy	Assistant Principal
Administrator	Reina Johnson	Assistant Principal
Administrator	Lorie Sprague	Student Services Coordinator
Administrator	Charles Caniford	Athletic Director (Boys)
Administrator	Lana Degelia	Athletic Director (Girls)
Non-classroom Professional	Angela Borchardt	Counselor
Non-classroom Professional	Nadalee Daves	Counselor

# Department Team

Committee Role	Name	Position
Classroom Teacher	Marissa Arevalo	Math Department Chair
Classroom Teacher	Melinda Buchanan	English Department Chair
Classroom Teacher	Mary Ford	Science Department Chair
Classroom Teacher	Richard Baker	Social Studies Department Chair
Classroom Teacher	Bryan Gaines	SPED Department Chair
Classroom Teacher	Peyton Bolz	CTE Department Chair
Classroom Teacher	Sydney Wallace	Lead Ag Teacher
Classroom Teacher	Brandon Huff	Fine Arts Department Chair

# Campus Attendance Committee

Committee Role	Name	Position
Administrator	Steve Quy	Assistant Principal / Committee Chair
Administrator	Reina Johnson	Assistant Principal / Committee Chair
Classroom Teacher	Bryan Gaines	SPED Teacher / Coach
Classroom Teacher	Lindsey Haberman	Art Teacher
Classroom Teacher	Katie Paul	CTE Teacher
Classroom Teacher	Mitchell Davis	Social Studies Teacher / Coach
Classroom Teacher	Mary Davenport	English Teacher