

Krum Independent School District

District Improvement Plan

2021-2022



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

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 for grades 2-5 is housed at Dyer Elementary for continuity. 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 K-5 campus for elementary.

We have a total student population of 2,200, which is up from 2,132 from the end 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 2021-2022 and another 10% the following year. This growth is expected to result in over 300 new students by the end of 2022-2023. Committees are meeting now to discuss the needs of the future facilities in preparation for this increase. Our students have qualified for a myriad of programs as follows:

504-11.42%

Bilingual-8.66%

ESL-6.38%

CTE-32.83%

GT-5.71%

Special Education 14.14%

Dyslexia - 6.71%

Free and Reduced Lunch Eligible 26.68%

Economically Disadvantaged is 31.98%

As a district, our largest student population is white at almost 61%, followed by Hispanics at 32%, African Americans at 2%. Students who consider themselves two or more races are 3% and American Indian is less than 1 %. KISD has 9% of our population being served in a bilingual instructional program. Roughly 6% of our students have qualified for gifted and talented services. Currently, 14.4% of the total population of the district has special educational needs which are 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 54% 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 no migrant students but do survey families yearly at registration and throughout the year and are prepared to serve students if they should enroll.

At the time this document was created the only state testing information that was current was from the 2019 school year and since the Coronavirus required school closures in the spring of 2020 state testing was also suspended. This has created a hold on accountability and our campuses and district will be "not rated" over the summer months. The district will still need to write plans for comprehensive and unacceptable campuses based on the previous data and the interruption will result in two "consistent" years between 2019 data and that will be received and rated in 2021. Many of the goals remain the same. The ESL population demonstrated a learning gap between the bilingual students and the highest achieving group. Strategies are being put in place to work with parents, train teachers, and provide communication opportunities in the areas of listening, speaking, reading, and writing to coincide with language development and TELPAS. **See Addendum for chart titled TELPAS Composite Rating by Progress 2019 - 2020**

For 2021-2022 we will be focusing on more students increasing one level in one year. The current rate is 31% and our goal is 35%. TELPAS was completed in the Spring of 2021 and the district will monitor those results once returned by the state.

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, 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.

CTE numbers have increased from the previous year but the risk factors remain. The district is working toward increasing those opportunities for students in newly outlined Programs of Study to comply with federal guidelines. 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. A revised partnership was in the process with NCTC right before coronavirus required us all to close and hopefully, this will be articulated with the reopening of Texas.

In late September of 2019, we have been updated with both RDA and state performance data for accountability. It is clear that the district needs to continue to work on instruction that targets our EL population as well as our Special Education population. Having said that, our teachers are hard at work making every effort to attend to these learning needs.

Krum ISD offered a full-day pre-K program in 2019 with mixed classrooms of 3 and 4-year-old students. The feedback provided by PK teachers revealed that having 3-year-olds for full-day pk is not ideal. The suggestion was to continue with a 4-year-old full-day PK and allow 3-year-old qualifiers to attend half-day. 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. Learning arrangements are being explored to ensure LRE is being achieved for the general and SpEd. Coaching was provided during the year to all PK teachers and a first-year principal in this area.

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 that is helpful as we continue to grow. The district continues to use google forms and school messenger 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. Based upon this feedback the district has made changes to the calendar, the cafeteria serving choices and structure, course selections and offerings, and provided face to face meetings for additional feedback and brainstorming. As we move into the 2020-2021 planning year, the district will convene a long-range planning committee to review facilities, projected growth studies from a demographer, and organizational needs. Some of this work was started in 2018-2019 with the focus on elementary campus arrangements, but this group will continue to meet and refine the plans so the district will be prepared to meet the needs of our district.

Krum ISD is currently providing a two way Spanish and English language program in grades pk-grade 5. We plan on allowing students who meet the criteria established by the state to take Spanish II in the 6th grade so they can continue to develop in their language development.

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 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 expanded at the high school to include offering OnRamps Biology and OnRamps Chemistry for the 2020-2021 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: Students will have unfinished learning in the 2021-2022 school year to start off with requiring teachers to strategically fill gaps so that students can attend to grade-level material. **Root Cause:** Interrupted schooling and remote learning as a result of COVID.

Student Learning

Student Learning Summary

Krum ISD was rated as a B district and had an increase from 79 to 88 in the accountability system from TEA in the summer of 2019 when the last ratings were available. Dodd and KMS were identified as targeted support and Dyer was identified as comprehensive support. Krum High School and Early Education were both rated as a B. Since this time COVID precautions were taken, the district provided remote learning in the Spring of 2020. In the fall of 2020, parents could select remote learning or in person. Most students at some point at to be quarantined and at times an entire campus, district, or grade level was quarantined requiring all the learners to do remote learning. The constant interruption and the switching of modalities have taken a toll on the students, parents, teachers, and administrators. Based upon survey results from stakeholders that included all the aforementioned groups, the district is planning to return in person next year as more of a traditional setup. The district was granted a program called the Resilient Schools Support Program to help form accelerated learning plans for the district. This committee consisted of each principal, the special programs director, EL coordinator, and the assistant superintendent and superintendent.

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, create learning plans for students, and adjust their scope and sequence. The district utilizes something called "blue days" to work through the student data and grow as professionals similar to professional learning communities. 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. In the summer of 2019, the district began a data-driven instruction training through Region 11 that will impact the way we analyze student data and implement interventions. This practice was continued on several campuses in the 2020-2021 school year but will be more consistent in the 2021-2022 school post-COVID. This practice provides a structured vehicle for looking at data, reviewing student progress, analyzing test questions and the level of rigor and complexity of test questions, etc.

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. State testing was suspended in the spring of 2020 so Krum ISD utilized more formative assessments to gauge learning. Krum ISD continued to monitor student progress through classroom assessments and evaluation. Leadership development is also a focus as a means to support teachers in the classroom. Teachers will also work on the vertical alignment of the curriculum and assessments.

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 has plans in place for this to begin in August in a Krum Cohort divided into Bilingual teachers, general ed. teachers, and administrators.

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 2018-19 the PBMAS data in indicator #2 for ESL 3-8 passing rates were below the state target in each content area and BE students performed higher than ESL students. Science performance for 5th graders was a concern for BE students. A positive note is that former EL students who have now exited are exceeding the standard on state testing. CTE students who are also in special education revealed a deficit in academic areas that mirror general performance on state testing. Many supports have been put in place for students with IEPs such as co-teach support and WIN intervention time.

Campus administrators are expected to review data with teachers during Blue Days which are reserved for data analysis and planning. The TAPR report revealed that the district must improve in the areas of writing, science, reading, and social studies in certain sub-populations, specifically in EL, SPED, and Economically Disadvantaged student groups. The district participated in a self-assessment that reviewed special education indicators this spring (7 indicators) and will review the total 23 indicators in the Fall of 2021 as a means for continuous improvement. The district also had independent consultants review the current Dual Language program and make recommendations for improvement. Each campus impacted has been working toward improving in those areas.

The state dyslexia handbook has been revised creating a need for the district to review policies and procedures for the identification, assessment, and services for students with suspected reading difficulties such as dyslexia. The district has trained many of our special educators in the area of dyslexia so they can serve students with dyslexia tendencies who also qualify for specially designed instruction.

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 a 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. KISD is considering offering parent sessions during the day with an educational focus in addition to the Saturday classes being offered to our EEC ELL parents.

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. Campuses have the ability to send teachers to training throughout the year and teachers are able to access additional training through Region XI

The district will provide remediation 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.

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 we are expanding our LMS system to include CANVAS.

Teachers will be trained before the end of the 2020-2021 school year.

Krum ISD has expanded the services for students who receive special education. A new STEP program was added to the high school in 2018-2019, and a Life-skills program to KMS in 2019-2020. Both campuses and the district continue to refine these services. General education students have been receptive and welcoming of the students in STEP, at both KMS and KHS. Students have started a club to help special needs students acclimate to the general ed campus, called Bobcat Clutter. The peer mentoring in this program has proven so successful that in 2019-2020 these peers will have the opportunity to take PE Pals where general ed and Special ed students are partnered for them to be successful in PE. A continued focus on transition services and employability skills will be a focus.

Current College and Career and Military Readiness at the district was 47.4%. 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. This will provide teachers with real-time feedback on student performance after state testing has been completed to ensure we are helping upper-level students continue to reach their higher education goals.

Student Learning Strengths

The district values the review of data, teachers knowing their individual students, and working with them on improvement. 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.

Data will be updated once state testing is completed.

More students than ever are taking advantage of advanced academic tracks by participating in dual credit, advanced placement, and higher-level math and science courses. The district continues to seek more ways to engage every learner whether they plan to pursue career fields immediately following graduation or by providing viable college pathways to help prepare students for the challenge of leaving home and starting their educational pursuits in higher education.

Krum High School has a very high graduation rate. The graduating class rate for 2018 was 100% (which factored into the current accountability system.) The district is expecting this rate to drop a little due to COVID.

Krum ISD has maintained a 100% graduation rate with 94.5% of students graduating on a Distinguished Level of Achievement which is 16% higher than the state average. This is to be commended.

Although the Coronavirus caused an immediate shift for all teachers, principals, parents, and staff it was certainly recognized that our staff transitioned very well amid this change. Teachers continued to rise to the occasion this year which was very trying. The district commends its efforts. The district is looking for ways to increase student motivation as this has been identified by teachers as an area of need.

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.

Problem Statement 3 (Prioritized): Staff development is needed in content areas, RtI, interventions, reading development, and meeting the needs of special populations. **Root Cause:** Changing teacher population, new research, ongoing learning needs.

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

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 recent COVID 19 closure served to highlight the tremendous, dedicated work that the Krum ISD staff continues to do on behalf of serving students and each other.

In the summer of 2021 the district provided training in the following areas:

- ELL academic support and instructional strategies/SIOP
- Special education behavior support
- Mental Health training
- Early Childhood (Circle Training)
- Gifted and Talented-all areas
- AP Institutes
- Reading Academies began
- OnRamps training
- Algebra I Fellowship for Teachers
- Math Academy Training was offered through Region XI
- 504 updates for administrators
- 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. Administrators will receive training on walk-through look fors, especially for the EL classroom.

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. A program to address social and emotional needs in the area of suicide prevention and recognition of emotional need warning signs will be provided to staff members.

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. Based on feedback from those who resigned some of the increase is attributed to COVID and not wanting to teach at all in person due to health concerns. 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.

Time for more professional development needs to be provided. Blue days have been included in next year's schedule, but time is limited on in-house PD.

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.

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. The district provides staff development, especially in the summer months, to support teachers in their growth areas. The district partners with the small schools' co-op to maximize learning opportunities at no cost to the teacher. The district also contracts with providers to facilitate learning opportunities for CTE credit for high-needs areas based on data and feedback from teachers. 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 two 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, and reducing the number of classes that required transition between buildings.

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: 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

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, 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, promoting parent involvement from fathers. This program is popular at all three elementary campuses. Such events were limited in the 2020-2021 school year, but the district did do some online events that were successful. Moving into the 2021-2022 school year everyone is eager to support the students and teachers of our schools.

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 has started a police department in the 2018-2019 school year and is fully staffed. We are adding one additional officer for the 2019-2020 school year. Additionally, each campus has voiced concerns related to safety and security. 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 for the district that 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. Attendance was hard to track and some campuses experienced high absenteeism. Concerns were voiced about learning gaps that were formed this year due to remote learning and the intermittent quarantining. A desire to increase the offerings and rigor for students who are excelling was expressed. Teachers voiced that they desire to keep blue days for planning as this helps them meet the needs of the students. Teachers also voiced concern about a drop in student motivation, especially in older students. Many parents expressed gratitude for teachers and administrators for navigating a difficult year the very best that they could.

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 student 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.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff development is needed in content areas, RtI, interventions, reading development, and meeting the needs of special populations.

Root Cause 3: Changing teacher population, new research, ongoing learning needs.

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

Problem Statement 5 Areas: Student Learning

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, social studies by 4% by June 2022.

Targeted or ESF 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 Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	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 Schoolwide Elements: 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: EL students will have the opportunity for tutoring outside of regular operating hours. Strategy's Expected Result/Impact: Increased student performance in core area instruction. Increased TELPAS scores. Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 5 Funding Sources: funding - 263 - Title III - 263 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: KMS will extend class periods for certain sections to a double block. This will allow for tier 2 interventions to take place within the classroom to help address learning needs. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 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 5 Funding Sources: funding for reimbursement - 199 - District Budget - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 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 Problem Statements: Student Learning 3, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental math curriculum in Elementary supported by training. Strategy's Expected Result/Impact: Increased student performance in math Staff Responsible for Monitoring: Principals Problem Statements: Student Learning 1 Funding Sources: curriculum - 282-ESSER - 282.11.6399 - \$43,000	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.

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.





Problem Statement 3: Staff development is needed in content areas, RtI, interventions, reading development, and meeting the needs of special populations. **Root Cause:** Changing teacher population, new research, ongoing learning needs.

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:** More practice is needed in all areas of language development in listening, speaking, reading, and writing. Increased needs for professional development in these areas are 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 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 Schoolwide Elements: 2.4, 2.5, 2.6 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 Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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 Schoolwide Elements: 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 Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By June of 2021, 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 12% 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 Schoolwide Elements: 2.5, 2.6 Funding Sources: funds for testing - 199 - CTE - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The HS will establish a local CTE advisory group to help establish internships and work-based learning opportunities for students. Strategy's Expected Result/Impact: Increase in the number of work-based learning opportunities and the number of students who participate. Staff Responsible for Monitoring: HS Principal	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 2021, 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 Schoolwide Elements: 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 Schoolwide Elements: 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 Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1	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
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 2: By June of 2021, 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 15% .

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 Schoolwide Elements: 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 2021, College, Career, and Military Readiness will increase by 4%.

Performance Objective 4: Counselors will help schedule students' classes by following a pathway of study based on the student's selection of endorsement area and interest. The goal is to have students complete a pathway of study taking level 3 and 4 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

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

Performance Objective 1: The district will decrease the teacher turnover rate of 20% to 15% for 2021.

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 - \$6,000	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 Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Funding Sources: funding - 263 - Title III, funding - 199 - Local Funds (campus budget), - 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 Superintendent	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
<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 Schoolwide Elements: 2.6		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: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 3: The district will recruit substitute teachers to reduce shortages and increase class coverage.





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: District staff will set up tables to recruit substitutes and bus drivers at football games. Strategy's Expected Result/Impact: Increased number of viable and interested substitutes and bus drivers Staff Responsible for Monitoring: Sign in sheets Substitute orientation Applications	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 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: Newcomer EL 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 Schoolwide Elements: 3.1, 3.2 Funding Sources: Extra duty pay funding - 263 - Title III - \$2,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: EEC will offer lunch and learn parent sessions for parents of PK students. These lessons will focus on foundation and language development skills that can be practiced at home. Strategy's Expected Result/Impact: Increased parent partnership Increased student outcomes Staff Responsible for Monitoring: EEC principal Title I Schoolwide Elements: 2.5, 3.2 Funding Sources: supplies - 199 - Local Funds (campus budget) - \$400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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 Schoolwide Elements: 2.6, 3.2	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 Schoolwide Elements: 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 Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The district will purchase additional school buses to help reduce the number of students on each bus due to COVID. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Transportation Director Funding Sources: Funding to purchase bus - 282-ESSER - \$250,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 15.1

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
Amy Jo Robinson	Teacher	0.1
Amy Jones	Teacher	0.1
Ana Cruz	Teacher	0.1
Anca Morcovescue	Teacher	0.1
Ashley Buchanan	Teacher	0.1
Brandi Claiborne	Teacher	0.6
Brandon Freer	Teacher	0.09
Brooke Cates	Teacher	0.1
Carrie Arispe	Teacher	0.1
Carrie Yates	Teacher	0.1
Charee Humphreys	Teacher	0.1
Cheryl Duke	Teacher	0.1
Christian Reed	Teacher	0.1
Christina Russell	Teacher	0.1
Christine Thompson	Teacher	0.1
Cindy Morisak	Teacher	0.1
Cindy Rubalcava	Teacher	0.1
Cory Kuhn	Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Courtney Murphy	Teacher	0.09
Crystal Arriaga	Teacher	0.13
Danielle Campbell	Teacher	0.33
Dawn Schertz	Teacher	1
Denise Burns	Teacher	1
Devan Mcasey Perez	Teacher	0.1
Elisa Lawson	Teacher	0.13
Erin Middleton	Teacher	0.1
Felicia Walker	Teacher	0.1
Hanna Bruder	Teacher	0.1
Heather Libick	Teacher	0.1
Jennifer Dunn	teacher	0.13
Jennifer Newcomb	Teacher	0.1
Jennifer Ramsey	Teacher	0.1
Jentri Carter	Teacher	0.1
Jessica Mohammadi	Teacher	0.1
Jon Lopez	Teacher	0.1
Kameron Hill	Teacher	0.1
Kaylie Gatewood	Teacher	0.1
Kaysie Patton	Teacher	0.1
Kelsey Archer	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
LouAnn Bagley	Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Makinsey Starr-Kirkland	Paraprofessional	1
Mandy Martinez	Teacher	0.1
Maria Pena	Paraprofessional	1
Marian Martin	Teacher	0.1
Mary Brearley	Teacher	0.1
Mary Dorsey	Teacher	0.1
Megan Smith	Teacher	0.1
Melanie Miller	Teacher	0.1
Michele Dilon	Teacher	0.1
Morgan North	Teacher	0.1
Patricia Rodriguez	Teacher	0.1
Paul Smith	Teacher	0.1
Rebecca Chisholm	Teacher	0.1
Rebecca Haire	Teacher	0.1
Sarah Roper	Teacher	0.1
Sarah Yanez	Teacher	0.1
Shannon Trammell	Teacher	0.1
Sharon Gonzalez	Teacher	0.1
Shaun Cherry	Teacher	0.1
Sheri Hill	Teacher	0.1
Shirley Becker	Teacher	0.1
Stephanie Monaghan	Teacher	0.1
Sueellen Vardell	Teacher	0.1
Susan Thorpe	Teacher	0.1
Tammy Winter	Teacher	0.1
Teri Wright	Teacher	0.1
Tiffany Nichols	Teacher	0.1
Tricia Banks	Teacher	0.1
Valerie Bates	Teacher	1
Victoria Myers	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
DeDe Campbell	Teacher	Math Intervention	.33

District Funding Summary

199 - General Fund High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	AP funding	199.31.6399	\$5,000.00
Sub-Total					\$5,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	funds for at risk		\$0.00
1	2	1	funding for summer school salaries and supplies		\$30,000.00
Sub-Total					\$30,000.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	\$500 stipend per mentor		\$6,000.00
3	1	2			\$0.00
Sub-Total					\$6,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	funding	263	\$4,000.00
3	1	2	funding		\$0.00
4	1	1	Extra duty pay funding		\$2,200.00
Sub-Total					\$6,200.00
199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	test fees		\$5,000.00
2	2	2	schedule; practice materials		\$2,000.00
3	1	2	funding		\$0.00
4	1	2	supplies		\$400.00
Sub-Total					\$7,400.00

199 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	funds for testing		\$3,000.00
Sub-Total					\$3,000.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	funding for reimbursement		\$3,000.00
3	1	4	salary costs		\$0.00
4	2	1	training		\$3,000.00
Sub-Total					\$6,000.00
282-ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	curriculum	282.11.6399	\$43,000.00
4	2	3	Funding to purchase bus		\$250,000.00
Sub-Total					\$293,000.00
Grand Total					\$356,600.00