

**Krum Independent School District**  
**Krum High School**  
**2021-2022 Campus Improvement Plan**



# 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 659 students in 9th-12th grades. The school is designated as a UIL 4A high school for the 2021-22 school year. Of the 659 student population, 192 students are enrolled in ninth grade (29.14%). The tenth grade class has an enrollment of 158 (23.98%). The eleventh grade class has an enrollment of 149 (22.61%). The twelfth grade class has 160 students enrolled (24.28%). Further specifics regarding the student population at KHS are listed below:

- Female - 46.28%
- Male - 53.72%
- Hispanic-Latino - 30.20%
- American Indian - Alaskan Native - 0.46%
- Asian - 0.30%
- Black - African American - 1.97%
- Native Hawaiian - Pacific Islander - 0.15%
- White - 64.04%
- Two-or-More - 2.88%

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

Student by Program	Count	Percent
(2020 - 2021 Fall PEIMS file loaded as of 02/4/2021)		
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>54</u>	8.19%
<b>Career and Technical Education (CTE)</b>	<b><u>584</u></b>	<b><u>91.97%</u></b>
Free Lunch Participation	139	21.09%
Reduced Lunch Participation	<u>30</u>	4.55%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	<u>36</u>	5.46%
Special Education (SPED)	<u>83</u>	12.59%
Title I Participation	<u>6</u>	0.91%
Dyslexia	43	7.13%
Homeless Statuses		

**Student by Program****Count      Percent**

(2020 - 2021 Fall PEIMS file loaded as of 02/4/2021)

Homeless Status Total	<u>7</u>	1.06%
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**Other Student Information****Count      Percent**

(2019 - 2020 Fall PEIMS file loaded 02/04/2021)

At-Risk	314	47.65%
Economically Disadvantaged	<u>169</u>	25.64%
Title I Homeless	<u>6</u>	0.91%
Immigrant	<u>6</u>	0.91%
Limited English Proficient (LEP)	54	8.19%
Migrant	0	0.00%
Military Connected	15	2.28%
Foster Care	<u>2</u>	0.30%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	86	13.05%
Intervention Indicator	<u>1</u>	0.15%
IEP Continuer	<u>2</u>	0.30%

**Demographics Strengths**

The population growth of Denton County and the surrounding area is making a great impact on Krum ISD. The district has seen a growth of approximately 100 students for the 2021-2022 school year. 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. With many students opting to work remotely in the 2020-2021 school year, the increase in number feels much more substantial to those who have been in the building during prior years. A bond planning committee has been organized by the district to explore possible next steps that must include the construction of a new Krum High School. 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 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 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.

After a year of mostly remote learning during the global pandemic, there is great anticipation and hope for a return to "normalcy." 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 loss of instructional time during the 18 months prior to the start of this school year is quite evident across the state. Apathy, attendance issues, and lower testing results are easily identified in all areas. In order to address learning gaps as efficiently and effectively as possible, the campus will be adjusting its master bell schedule to provide accelerated instruction time for all students who were not successful on last year's STAAR assessments. The campus is also participating in Resilient Schools Support Program (RSSP) to help with best practices of instruction. RSSP will focus mainly on Math. College and Career and Military Readiness (CCMR) numbers are on an upward trend. However, this area has gaps from last year's school closures that must be addressed in this current school year.

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

**Problem Statement 1 (Prioritized):** Student attendance declined during the past school year. **Root Cause:** The time away from campus fostered a mindset of apathy and stagnation for many students with whom the campus lost contact. Teachers struggled with the increased workload that more than doubled their responsibilities between asynchronous and synchronous learning.

**Problem Statement 2 (Prioritized):** Very similar to the state results, student performance declined in most areas of the STAAR EOC testing. **Root Cause:** School closures and remote learning hampered the learning of many students.

**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.**

### Student Scores - Spring 2021 STAAR EOC, English I

	Spring 2021 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	178	43	4014	62.85%	65.73%	53.93%	11.8%	05/01/21
Economic Disadvantage	5	44	4056	64.20%	80%	60%	20%	05/01/21
American Indian/Alaskan Native	1	49	4180	72%	100%	100%	0%	05/01/21
Asian	1	47	4095	69%	100%	100%	0%	05/01/21
Black/African American	5	38	3871	56.20%	60%	60%	20%	05/01/21
Hispanic	54	40	3917	59.54%	59.26%	46.3%	7.41%	05/01/21
Two or More Races	10	37	3776	54.70%	50%	40%	0%	05/01/21
White	107	45	4090	65.46%	70.09%	57.94%	14.95%	05/01/21
Fourth Year of Monitoring	14	49	4200	71.86%	92.86%	85.71%	7.14%	05/01/21
LEP	16	29	3489	41.81%	25%	0%	0%	05/01/21
Second Year of Monitoring	1	48	4137	71%	100%	100%	0%	05/01/21
Special Ed Indicator	24	26	3414	37.50%	8.33%	4.17%	0%	05/01/21

### Student Scores - Spring 2021 STAAR EOC, English II

	Spring 2021 STAAR EOC, English II							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	152	44	4040	65.10%	74.34%	59.87%	5.26%	05/01/21
Economic Disadvantage	12	40	3889	58.42%	50%	41.67%	8.33%	05/01/21
American Indian/Alaskan Native	1	58	4654	85%	100%	100%	0%	05/01/21
Black/African American	5	44	3984	64.40%	80%	80%	0%	05/01/21
Hispanic	45	41	3904	59.60%	60%	46.67%	4.44%	05/01/21
White	101	46	4097	67.39%	80.2%	64.36%	5.94%	05/01/21
Fourth Year of Monitoring	8	51	4304	74.88%	87.5%	87.5%	12.5%	05/01/21
LEP	13	33	3606	48.38%	38.46%	23.08%	0%	05/01/21
Special Ed Indicator	17	29	3466	42%	29.41%	17.65%	0%	05/01/21

### Student Scores - Spring 2021 STAAR EOC, Algebra I

	Spring 2021 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	100	30	3000	50.00%	71.00%	41.10%	21.50%	05/01/21

<b>Krum High School</b>	163	30	3962	56.13%	74.23%	41.1%	24.54%	05/01/21
Economic Disadvantage	5	33	4076	61%	80%	40%	40%	05/01/21
American Indian/Alaskan Native	1	27	3794	50%	100%	0%	0%	05/01/21
Black/African American	5	29	3874	52.80%	60%	40%	40%	05/01/21
Hispanic	43	27	3843	50.65%	60.47%	30.23%	20.93%	05/01/21
Two or More Races	11	27	3811	50.55%	63.64%	36.36%	18.18%	05/01/21
White	103	32	4033	59.23%	81.55%	46.6%	26.21%	05/01/21
Fourth Year of Monitoring	12	32	4021	58.58%	91.67%	41.67%	25%	05/01/21
LEP	15	18	3456	33.27%	20%	0%	0%	05/01/21
Second Year of Monitoring	2	46	4623	85%	100%	100%	100%	05/01/21
Special Ed Indicator	25	18	3469	34.20%	24%	8%	0%	05/01/21

#### Student Scores - Spring 2021 STAAR EOC, Biology

	Spring 2021 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	164	33	4224	66.11%	86.59%	59.76%	26.83%	05/01/21
Economic Disadvantage	7	29	4057	58.57%	71.43%	28.57%	28.57%	05/01/21
American Indian/Alaskan Native	1	44	4772	88%	100%	100%	100%	05/01/21
Asian	1	44	4772	88%	100%	100%	100%	05/01/21
Black/African American	4	26	3821	51.50%	50%	25%	25%	05/01/21
Hispanic	48	30	4033	59.71%	81.25%	47.92%	14.58%	05/01/21
Two or More Races	10	30	4005	59.40%	100%	40%	20%	05/01/21
White	100	35	4343	70%	89%	68%	32%	05/01/21
Fourth Year of Monitoring	13	37	4350	73.23%	100%	69.23%	38.46%	05/01/21
LEP	16	20	3564	40.38%	50%	0%	0%	05/01/21
Second Year of Monitoring	1	40	4469	80%	100%	100%	0%	05/01/21
Special Ed Indicator	23	20	3561	40.17%	39.13%	8.7%	0%	05/01/21

#### Student Scores - Spring 2021 STAAR EOC, US History

	Spring 2021 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
<b>Krum High School</b>	138	49	4333	71.81%	90.58%	72.46%	47.83%	05/01/21
Economic Disadvantage	4	44	4218	64.25%	75%	50%	50%	05/01/21
Hispanic	36	45	4141	65.61%	86.11%	55.56%	30.56%	05/01/21
Two or More Races	5	53	4563	77.60%	100%	80%	60%	05/01/21
White	97	50	4392	73.81%	91.75%	78.35%	53.61%	05/01/21
Fourth Year of Monitoring	8	49	4308	71.88%	100%	62.5%	50%	05/01/21
LEP	6	35	3745	51%	66.67%	33.33%	0%	05/01/21
Special Ed Indicator	20	36	3827	52.95%	60%	35%	15%	05/01/21



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 13% to 26.79%. 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 and students are looking forward to this year. All have recognized the learning gaps which evolved from remote or no instruction during the pandemic.

With a larger than normal turnover and new campus leadership, the needed "reset" of learning on the campus is paramount. Staff support and training must be provided to our teachers by campus administration. Regaining the educational momentum will require collaboration both vertically within subject matters as well as crosscurricular. Conversations with all stakeholders should be centered on student growth toward excellence rather than attainment of a particular score.

Upon analyzation 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.

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 declined in most areas of the STAAR EOC testing. **Root Cause:** School closures and remote learning hampered the learning of many students.

**Problem Statement 3 (Prioritized):** Student attendance declined during the past school year. **Root Cause:** The time away from campus fostered a mindset of apathy and stagnation for many students with whom the campus lost contact. Teachers struggled with the increased workload that more than doubled their responsibilities between asynchronous and synchronous learning.

**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 - 5.8%
- 1-5 Years Experience - 25.1%
- 6-10 Years Experience - 11.8%
- 11-20 Years Experience - 27.9%
- Over 20 Years Experience - 29.5%

### Teachers by highest degree held:

- 75.2% of teachers hold their Bachelors degree.
- 24.8% of teachers hold their Masters degree.

KHS offers an eight period 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 - 8.19%
- Career and Technical Education - 91.44%
- Free Lunch - 21.09%
- Reduced Lunch - 4.55%
- Gifted and Talented - 5.46%
- Special Education - 12.59%
  - Learning Disability - 42.17%
  - Autism - 10.84%
  - Other Health Impairment - 21.69%
  - Intellectual Disability - 8.43%
- Title 1 Participation - .91%
- Dyslexia - 7.13%
- Homeless - 1.06%

- At-Risk - 47.65%
- Economically Disadvantaged - 25.64%
- Limited English Proficient - 8.19%
- Military Connected - 2.28%
- Section 504 - 13.05%
- Intervention Indicator - 0.15%
- IEP Continuer - .30%

KHS serves students through an eight-period day. 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 biliteracy,
- 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 2020-2021 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 Biology and OnRamps Chemistry.

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 declined in most areas of the STAAR EOC testing. **Root Cause:** School closures and remote learning hampered the learning of many students.

**Problem Statement 4 (Prioritized):** Student attendance declined during the past school year. **Root Cause:** The time away from campus fostered a mindset of apathy and stagnation for many students with whom the campus lost contact. Teachers struggled with the increased workload that more than doubled their responsibilities between asynchronous and synchronous learning.

**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 battle through a 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
- 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 Safety Vestibule
- Addition of School Resource Officer
- Addition of Anonymous Alert

#### **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 declined during the past school year.

**Root Cause 2:** The time away from campus fostered a mindset of apathy and stagnation for many students with whom the campus lost contact. Teachers struggled with the increased workload that more than doubled their responsibilities between asynchronous and synchronous learning.

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

**Problem Statement 3:** Very similar to the state results, student performance declined in most areas of the STAAR EOC testing.

**Root Cause 3:** School closures and remote learning hampered the learning of many students.

**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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates 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 progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 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

#### **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
- TTESS 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

**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 .

**Targeted or ESF 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
<div> <div> No Progress</div> <div> 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.

**Targeted or ESF High Priority**





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

**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).

**Targeted or ESF 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.

**Targeted or ESF 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>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Comprehensive Support Strategy - 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.

**Targeted or ESF 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)

Senior Night/Academic Awards

Community Pep Rally

**Targeted or ESF 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.

**Targeted or ESF 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
 No Progress  Accomplished  Continue/Modify  Discontinue					

**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.

**Targeted or ESF 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.





**Targeted or ESF 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>Comprehensive Support Strategy - 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 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.

**Targeted or ESF 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 .

**Targeted or ESF 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>Comprehensive Support Strategy - 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.

**Targeted or ESF High Priority**

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



**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.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<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.  <b>Strategy's Expected Result/Impact:</b> Increased scores on 9 weeks tests Increased performance on EOC  <b>Staff Responsible for Monitoring:</b> Testing Coordinator Principal Assistant Principals Department Heads Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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.  <b>Strategy's Expected Result/Impact:</b> Students will have peer and teacher conferences regarding their reading.  Students will complete the meta-cognitive reflections about their reading. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Teachers  <b>Title I Schoolwide Elements:</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>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC, OnRamps exams and AP Calculus Exams. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Teachers <b>Title I Schoolwide Elements:</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>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	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 Schoolwide Elements:</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>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	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 2022, 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 2022, 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>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				

**Goal 5:** By June 2022, 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			
<b>Strategy 1:</b> Schedule "AP Boot Camp" for students to focus on upcoming exams <b>Strategy's Expected Result/Impact:</b> Increased participation and scores		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 5:** By June 2022, the percentage of students receiving credit for College, Career, Military Readiness will increase from 63% to 67%.





**Performance Objective 4:** Students that graduate with a level I or II certificate will increase from 0% to 2% by forming partnerships with NCTC to develop these opportunities by 2022.

**Evaluation Data Sources:** MOU and certificates earned.

**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