

# **Krum Independent School District**

## **District Improvement Plan**

### **2020-2021**

**Accountability Rating: B**



# 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 STAR 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.

We have a total student population of 2,062. Growth is expected as neighborhoods are being built in the area, but the rate is undetermined. Our students have qualified for a myriad of programs as follows:

504-11.45%

Bilingual-9.07%

ESL-5.0%

CTE-32.83%

GT-5.82%

Special Education 13.14%

Free and Reduced Lunch Eligible 29.68%

Economically Disadvantaged is 36.18%

As a district, our largest student population is white at almost 64% followed by Hispanic at 29.5% African American 2% and 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, 13% of the total population has special educational needs which is down by 1% from the previous year.

Our community is diverse as far as economic status as well. Krum ISD is made up of 75 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. Currently, our at-risk population is 50% based on the 13 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.

TELPAS was completed in the Spring of 2020 and the district will monitor those results once returned by the state.

CTE numbers dropped slightly from the previous year. 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 POS in place, but the campus has prepared 13 separate POS to serve students. The district data revealed that there is a need to increase the student outcomes for industry-based certificates as well as Level 1 and 2 certificates. Level 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 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.

### **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:** An increase in special populations is impacting a need for student support. **Root Cause:** An increase in population

# 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. 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. 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 will begin a data-driven instruction training through Region 11 that will impact the way we analyze student data and implement interventions. This practice will continue in 2020-2021 school year with frequent monitoring.

Courses in writing remain a top priority for KISD after reviewing district and campus data. 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. Professional development in these areas was attended in the summer of 2019 to prepare for the school year. With state testing being suspended, 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.

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 July 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.



The district has worked closely with each campus involved at the time the data was released and each campus created improvement plans with their teachers to focus on growth in these areas. Campus administrators are expected to review data at least every nine weeks 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. The state of Texas issued a corrective action plan for in response to a federal investigation of TEA's special education practices and as a district, we are prepared for possible changes that may be required.

The state dyslexia handbook has been revised creating a need for the district to review policies and procedures to 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.

By late September of 2018, KISD was equipped with the new accountability release as well as PBMAS release. Data indicated that the district needs to monitor closing the gap indicator more closely. Also, PBMAS data indicated that progress in STAAR performance for EL students and special education students need extra attention. KISD is committed to the success of all of our students and is prepared to work to this end.

Krum ISD is a one to one district from grades 6-12 with the use of Chromebooks. 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.

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

Lifeskills 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.

Krum ISD utilized instructional rounds for the first time in 2018-2019 allowing administrator teams to visit 75 classrooms across each campus. This practice allowed campus leadership to see what was working at each location as well as identify areas that are opportunities for growth and refinement.

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. 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.

One concern remains for the next school year. With the goal of reopening schools, CDC recommendations urge districts to prepare classrooms with social distancing in mind and possibly close again the district recognizes the need to refine many practices both within the school to include classrooms, lunch breaks, assemblies, transportation, and custodial concerns. If we experience another closure, the district will create additional plans to include a revision to grading, required assignment load, possible extension of wi-fi, packet delivery and return for evaluation, etc. Guidance from TEA, state, and county officials will determine what level of flexibility we will have as a district. A need for more devices to conduct online learning, replacement devices, and wi-fi hot spots have been identified as additional needs if this situation arises again.

## **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 classroom 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.

When reviewing data at the district level, combined across grade level and subject areas, students scored higher than the state average on state testing. By the time KISD students reach high school, their overall performance on state assessment rises, especially in the areas of

Biology, Algebra, and US History. Teachers at KISD are committed to student growth. In the Spring of 2018, the district received the first outcomes from state testing data in the areas of reading and math for 5th and 8th grade. It was noted that the 5th-grade students made tremendous growth between 4th and 5th grade as demonstrated by the STAAR performance. Eighth-grade students also made growth in the areas of meet grade level standard and in particular saw movement with ELL students. ELL services continue to be an area of focus for student achievement for the entire district.

District Leadership attended a RtI training in the summer of 2019 that focused on data collection and analyzing each struggling student. It was determined after looking at several case studies, that we need to increase our consistency of using the RtI forms as intended and be very intentional with relationship building and making sure every student is supported. RtI continues to be an area for growth especially at the secondary level where schedules involve more staff members to consult regarding students.

Tutoring has been utilized before school very effectively to reach students as soon as a gap is noticed. In addition, if a student is failing to complete work, the teachers are reaching out to those students to encourage more accountability and ultimately to reduce the amount of end of year failures on state assessments.

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.)

Krum ISD has been selected for an MOA review for CTE programs. A scheduled, in-person visit was arranged for April, but with COVID concerns the actual visit is TBD. This visit has provided the district pertinent information to help the district grow in our practices and expand the opportunities we provide to students.

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. Further refinement will benefit students and teachers in the long run.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The district reported zero students as earning an aligned and approved Industry Based Certification as well as no Level I or II certificates. **Root Cause:** Students were offered IBCs that were not aligned Texas accountability outcomes and were not provided the opportunity for higher education courses aligned with Level I or II certificates.

**Problem Statement 2 (Prioritized):** 6.9% of high school students met criteria on AP exams compared to the state average of 20%. **Root Cause:** A need for increased practice and professional development for teachers related to AP courses.

**Problem Statement 3 (Prioritized):** STAAR performance levels in reading, math, and writing were lower than the state average in 3rd and 4th grade. **Root Cause:** A need to improve tier 1 instruction with effective progress monitoring and intervention.

**Problem Statement 4 (Prioritized):** Universal screening and reading diagnostic tools need to be updated to provide up to date, timely information for intervention and tiered instruction. **Root Cause:** Reading diagnostic tools need to be updated and provide for timely implementation in the classroom.

**Problem Statement 5 (Prioritized):** Each campus continues to focus on closing the gap for students with identified learning needs. **Root Cause:** Coronavirus closure added to this challenge

**Problem Statement 6:** Students require access to online learning through technology devices in the case of pandemic school closures. **Root Cause:** Pandemic causing the intermittent need for at home learning.

# 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 2020 the district will provide training in the following areas:

- ELL academic support and instructional strategies
- Special education behavior support
- Mental Health training
- Early Childhood
- Gifted and Talented-all areas
- Instructional Technology
- AP Institutes
- Reading Academies
- OnRamps training
- Math Mini Conference
- Compliance Training (as required by the state)
- other offerings completed online due to the recent state of health concerns.

The district-level team will meet over the summer to improve procedures in a variety of areas to ensure that consistency is being applied across all campuses. These procedures and processes will be applied to all levels of school business and operation to improve efficiency and consistency. In addition, improvement will be concentrated on leadership practices and how those impact classroom outcomes. Refined instructional continuity plans will be a focus during this summer as well as returning to in-person instruction.

The district has seen an increase in student behaviors that indicate emotional needs and mental health concerns as demonstrated through outcries from the student or behaviors that are challenging in the classroom. The district is reviewing the best ways to meet the needs of our students. 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 13%, which is down from 19%. The goal is to maintain or increase this rate through our hiring and onboarding practices. Each new teacher will be paired with a mentor along with outlined topics to cover throughout the year to help new staff acclimate. The district continues to see a need in the following areas: elementary bilingual classrooms, special education-all level with additional content certifications, higher-level math and science certifications. In addition to the certified teaching needs, there continues to be a need for high-quality support staff and bilingual support staff to assist the certified educator in the classroom.

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

### **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 summer 2019, and updated concerning EIC Local, as well as restructuring the interdistrict 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.

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

**Problem Statement 1 (Prioritized):** Staff development is needed in core areas, childhood trauma, reading development, and special population needs.

**Root Cause:** Covid-19 hindered some PD plans and shifted from face to face training to virtual training. Some trainings were cancelled altogether.

**Problem Statement 2 (Prioritized):** The dual language program requires specialized staff as well as specialized training. **Root Cause:** Limited candidate pool for bilingual education

# 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.

Krum ISD has received more open forum statements from the public than in former years. This has provided both the administrators and the board with insight into how some parents feel or perceive the district with both constructive and positive feedback. Additionally, 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.

The district makes every effort to translate documents for parents who speak Spanish as their first language. This is an area that continues to need support to ensure it happens consistently throughout the district. 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 officer additions need to be equipped with all safety components of body cameras, recording cloud for the devices, and two-way radios. Radios are also needed at Dyer Elementary.

Ultimately, other safety items have been considered such as auto locks on the exterior doors of classrooms with the use of key cards and safety systems to alert staff or after-hours users that a door was left ajar and is not locking. Another identified need is to have some sort of fencing along the sidewalk between the main building and 8th-grade wing of the middle school for passing periods. This will provide an extra measure of security. Krum ISD will also review the new audits as they are completed to continue with our discussions and efforts to improve safety.

Parents are advocates of additional programming for students in CTE such as adding cosmetology and others in-house, as well as providing more advanced opportunities at earlier grade levels with college bearing credit. Level I and II certificate programs through NCTC are being explored.

### **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.

The district seeks parent involvement and is fortunate to be in a location where so many parents want to be involved in their child's education. As the district grows, so do the opportunities for students and parents to get involved. Many activities are overlapping and parents must select which type of involvement is the best for them.

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.

The district received a safety and security grant to reimburse the LEA for many additional security components added in the year. In addition, the district applied for an instructional continuity grant that Dodd Elementary was eligible to receive that was used to purchase additional Chromebooks to help with access for students during the COVID closure.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The district seeks to increase parent communication and participation. **Root Cause:** Language needs, communication platform preferences, social media algorithms vary creating a challenge that can be overcome.

# Priority Problem Statements

**Problem Statement 1:** STAAR performance levels in reading, math, and writing were lower than the state average in 3rd and 4th grade.

**Root Cause 1:** A need to improve tier 1 instruction with effective progress monitoring and intervention.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Universal screening and reading diagnostic tools need to be updated to provide up to date, timely information for intervention and tiered instruction.

**Root Cause 2:** Reading diagnostic tools need to be updated and provide for timely implementation in the classroom.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The district reported zero students as earning an aligned and approved Industry Based Certification as well as no Level I or II certificates.

**Root Cause 3:** Students were offered IBCs that were not aligned Texas accountability outcomes and were not provided the opportunity for higher education courses aligned with Level I or II certificates.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 6.9% of high school students met criteria on AP exams compared to the state average of 20%.

**Root Cause 4:** A need for increased practice and professional development for teachers related to AP courses.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Each campus continues to focus on closing the gap for students with identified learning needs.

**Root Cause 5:** Coronavirus closure added to this challenge

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Staff development is needed in core areas, childhood trauma, reading development, and special population needs.

**Root Cause 6:** Covid-19 hindered some PD plans and shifted from face to face training to virtual training. Some trainings were cancelled altogether.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** The dual language program requires specialized staff as well as specialized training.

**Root Cause 7:** Limited candidate pool for bilingual education

**Problem Statement 7 Areas:** District Processes & Programs

# Goals

Revised/Approved: June 15, 2020

**Goal 1:** By June 2021, the performance level for all students in all grades and subjects at the level of the meets or above will increase from 48-52%.

**Performance Objective 1:** 3rd and 4th reading and math scores on STAAR at the "meets" level or above will increase by a minimum of 4%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR data, TAPR

**Summative Evaluation:** None

**Strategy 1:** Data-Driven Instruction protocols will be utilized 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  
Assistant Superintendent.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Results Driven Accountability**

**Problem Statements:**  
Student Learning 3, 4

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**


**Mar**

**Summative**

**June**

**Strategy 2:** Students will have the opportunity for WIN time (What I Need) to work on targeted instruction based upon their current needs. EL students will have the opportunity for tutoring outside of regular operating hours.

<b>Strategy's Expected Result/Impact:</b> Increased student performance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Superintendent		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Results Driven Accountability</b>		<b>Mar</b>
<b>Problem Statements:</b> None		<b>Summative</b>
<b>Funding Sources:</b> funds for at risk 199 - State Comp Ed funds for tutoring 263 - Title III \$2,000		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Learning**

**Problem Statement 3:** STAAR performance levels in reading, math, and writing were lower than the state average in 3rd and 4th grade. **Root Cause:** A need to improve tier 1 instruction with effective progress monitoring and intervention.

**Problem Statement 4:** Universal screening and reading diagnostic tools need to be updated to provide up to date, timely information for intervention and tiered instruction. **Root Cause:** Reading diagnostic tools need to be updated and provide for timely implementation in the classroom.

**Performance Objective 2:** Grades 6, 7, 8 students will increase their meets level performance in reading, math, and writing by 4% on the STAAR assessment.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR  
STAAR

**Summative Evaluation:** None

**Strategy 1:** Students at the middle school will be provided a targeted advisory schedule to allow students to focus on both closing gaps and extension (WIN time). Tutoring will be provided to EL students in the spring outside of the normal operating schedule.

**Strategy's Expected Result/Impact:** Increase in student performance.

**Staff Responsible for Monitoring:** MS Principal

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:**

Student Learning 5

**Funding Sources:**

funding for tutoring 263 - Title III \$2,000

funding for at risk 199 - State Comp Ed \$2,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

### Student Learning

**Problem Statement 5:** Each campus continues to focus on closing the gap for students with identified learning needs. **Root Cause:** Coronavirus closure added to this challenge

**Performance Objective 3:** The district will provide timely, relevant intervention for students who are not making gains after formative assessments are administered.

**Evaluation Data Sources:** RtI records  
student data sheets

**Summative Evaluation:** None

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				Formative
Staff Responsible for Monitoring: Principals				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
		Funding Sources: funding for summer school salaries and supplies 199 - State Comp Ed \$30,000		Mar
				Summative
				June
Strategy 2: Intervention for dyslexia will be offered to students who qualify.				
Strategy's Expected Result/Impact: Increased reading fluency and accuracy in decoding.				Formative
Staff Responsible for Monitoring: Teachers and principals				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
		Funding Sources: None		Mar
				Summative
				June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				



**Performance Objective 4:** 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.

**Summative Evaluation:** None

**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.

<b>Strategy's Expected Result/Impact:</b> Increased AP participation		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor and Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> Student Learning 2	<b>Jan</b>
	<b>Funding Sources:</b> test fees 199 - Local Funds (campus budget) \$5,000	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Increased student performance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Superintendent		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> Student Learning 3, 5	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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### Student Learning

**Problem Statement 2:** 6.9% of high school students met criteria on AP exams compared to the state average of 20%. **Root Cause:** A need for increased practice and professional development for teachers related to AP courses.

**Problem Statement 3:** STAAR performance levels in reading, math, and writing were lower than the state average in 3rd and 4th grade. **Root Cause:** A need to improve tier 1 instruction with effective progress monitoring and intervention.

**Problem Statement 5:** Each campus continues to focus on closing the gap for students with identified learning needs. **Root Cause:** Coronavirus closure added to this challenge

**Goal 2:** By June 2021, 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

**Summative Evaluation:** None

**Strategy 1:** The district will encourage teachers to provide testing opportunities for students in IBCs aligned to their courses.

Teachers will encourage students to participate in testing.

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

**Problem Statements:** None

**Funding Sources:**

funds for testing 199 - CTE \$3,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**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

**Summative Evaluation:** None

**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

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**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

**Problem Statements:** None

**Funding Sources:**  
schedule; practice materials 199 - Local Funds (campus budget)  
\$2,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**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

**Summative Evaluation:** None

**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

**Problem Statements:** None

**Funding Sources:**

AP funding 199 - General Fund High School Allotment 199.31.6399  
\$5,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**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.

**Summative Evaluation:** None

**Goal 3:** By June 2021, the on-level academic performance for grades PK-2 will increase in math and reading.

**Performance Objective 1:** On level reading performance in PK will increase from 62% to 70% by June of 2021.

**Evaluation Data Sources:** Circle assessments in vocabulary and phonological awareness; averaged scores.

**Summative Evaluation:** None

**Performance Objective 2:** On level reading performance in Kindergarten will increase from 83% to 87% by June of 2021.

**Evaluation Data Sources:** DRA

**Summative Evaluation:** None

Strategy 1: Utilize a new universal screener with add on intervention platform				
<b>Strategy's Expected Result/Impact:</b> Increase the accuracy of the targeted intervention resulting in improved student performance.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal				
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> Student Learning 4, 5		
		<b>Funding Sources:</b> funding for the intervention tools 199 - State Comp Ed \$13,000		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				
Student Learning				
<b>Problem Statement 4:</b> Universal screening and reading diagnostic tools need to be updated to provide up to date, timely information for intervention and tiered instruction.				
<b>Root Cause:</b> Reading diagnostic tools need to be updated and provide for timely implementation in the classroom.				
<b>Problem Statement 5:</b> Each campus continues to focus on closing the gap for students with identified learning needs. <b>Root Cause:</b> Coronavirus closure added to this challenge				



**Performance Objective 3:** On level math performance for PK students will increase from 75% to 80% by June 2021.

**Evaluation Data Sources:** Circle math assessments

**Summative Evaluation:** None

Strategy 1: Instructional coaching to assist with full-day PK implementation to maximize developmentally appropriate instruction.				
Strategy's Expected Result/Impact: Increased kindergarten readiness as measured on the TAPR				Formative  Nov  Jan  Mar  Summative  June
Staff Responsible for Monitoring: EEC Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		
		Funding Sources: funding for coaching 255 - Title II \$13,500		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Performance Objective 4:** On level math performance for Kindergarten students will increase from 71% to 76% by June 2021.

**Evaluation Data Sources:** ESGI

**Summative Evaluation:** None

**Performance Objective 5:** On level math performance for 1st graders will increase from 68% to 75% by June 2021.





**Evaluation Data Sources:** ESGI

**Summative Evaluation:** None

**Performance Objective 6:** On level reading performance for 1st graders will increase from 51%-75% by 2021. (This will be taking the baseline from the MOY for first grade to the EOY performance on 2021.)

**Evaluation Data Sources:** MClass and DRA

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue with DDI and implement the MClass targeted interventions.	
<b>Strategy's Expected Result/Impact:</b> increased reading levels and foundational reading skills.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> EEC Principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Mar</b>
<b>Problem Statements:</b> Student Learning 3, 4	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>Strategy 2:</b> Teachers will participate in the state-approved reading academy during 2020-2021.	
<b>Strategy's Expected Result/Impact:</b> Increased reading performance Increased consistency for reading instruction	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals Assistant Superintendent	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>Problem Statements:</b> Student Learning 5 District Processes & Programs 1	<b>Mar</b>
<b>Funding Sources:</b> funding for training 199 - District Budget \$21,000	<b>Summative</b>
	<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	
<b>Student Learning</b>	
<b>Problem Statement 3:</b> STAAR performance levels in reading, math, and writing were lower than the state average in 3rd and 4th grade. <b>Root Cause:</b> A need to improve tier 1 instruction with effective progress monitoring and intervention.	
<b>Problem Statement 4:</b> Universal screening and reading diagnostic tools need to be updated to provide up to date, timely information for intervention and tiered instruction. <b>Root Cause:</b> Reading diagnostic tools need to be updated and provide for timely implementation in the classroom.	

<b>Problem Statement 5:</b> Each campus continues to focus on closing the gap for students with identified learning needs. <b>Root Cause:</b> Coronavirus closure added to this challenge
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Staff development is needed in core areas, childhood trauma, reading development, and special population needs. <b>Root Cause:</b> Covid-19 hindered some PD plans and shifted from face to face training to virtual training. Some trainings were cancelled altogether.

**Goal 4:** Maintain a high quality instructional, administrative, and support staff.

**Performance Objective 1:** The district will maintain or decrease the teacher turnover rate of 13% which was down from 19% in 2018.

**Evaluation Data Sources:** Teacher turnover data

**Summative Evaluation:** None

Strategy 1: New teachers will be assigned a mentor for their new assignments.				
<b>Strategy's Expected Result/Impact:</b> Increased support for new teachers. Reduced turnover.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principals Assistant Superintendent				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> None		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➡</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

**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

**Summative Evaluation:** None

**Goal 5:** Engage students, families, staff, and community to maximize every student's potential.

**Performance Objective 1:** Krum ISD will offer parent involvement events to encourage parents to participate and partner with the district.

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

**Summative Evaluation:** None



**Performance Objective 2:** Krum ISD will welcome volunteers from the community to participate in supporting the district's goals and objectives at each campus.

**Evaluation Data Sources:** Sign In sheet

**Summative Evaluation:** None

**Performance Objective 3:** Hold community and parent meetings to keep stakeholders informed and engaged in the decision-making process.

**Evaluation Data Sources:** sign in sheets

**Summative Evaluation:** None

**Performance Objective 4:** Krum ISD will offer support to parents to build the school-home connection.

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

**Summative Evaluation:** None

**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

**Problem Statements:** None

**Funding Sources:**  
Extra duty pay funding 263 - Title III \$2,200

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**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

**Problem Statements:** None

**Funding Sources:**  
supplies 199 - Local Funds (campus budget) \$400

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5:** 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

**Summative Evaluation:** None

**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.

<b>Strategy's Expected Result/Impact:</b> Increased awareness Reduced risk for students  <b>Staff Responsible for Monitoring:</b> Principals Teachers  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> District Processes & Programs 1	<b>Summative</b>
<b>Funding Sources:</b> training 199 - District Budget \$3,000	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**District Processes & Programs**

**Problem Statement 1:** Staff development is needed in core areas, childhood trauma, reading development, and special population needs. **Root Cause:** Covid-19 hindered some PD plans and shifted from face to face training to virtual training. Some trainings were cancelled altogether.

## RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Data-Driven Instruction protocols will be utilized to ensure effective progress monitoring of high yield TEKS.
1	1	2	Students will have the opportunity for WIN time (What I Need) to work on targeted instruction based upon their current needs. EL students will have the opportunity for tutoring outside of regular operating hours.
3	6	1	Continue with DDI and implement the MClass targeted interventions.

# State Compensatory

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anyon Coon	Teacher		.10
Brandon Freer	Teacher		.09
Courtney Murphy	Teacher		.09
Dawn Schertz	Teacher	Reading Intervention	1.0
Denise Burns	Teacher	Reading	1.0
Elia Najera	Teacher		.10
Erin Middleton	Teacher		.10
Heather Bell	Teacher		.10
Katherine McDonald	Teacher		.10
Kelli Brown	Teacher		.10
Kimberly Reed	Teacher		.10
Kristi Murray	Teacher	Reading Intervention	1.0
Kristy Phillips	Teacher		.09
Lauren Hamilton	Teacher		.05
Lyndsey Haberman	Teacher		.05
Megan Boone	Teacher		1
Megan Smith	Teacher		.10
Michellie Camp	Teacher	Dyslexia	
Sarah Yanez	Teacher		.05
Shirley Becker	Teacher		.10
Tammy Winter	Teacher		.10

## 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 at risk		\$2,000.00
1	3	1	funding for summer school salaries and supplies		\$30,000.00
3	2	1	funding for the intervention tools		\$13,000.00
Sub-Total					\$45,000.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	funding for coaching		\$13,500.00
Sub-Total					\$13,500.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	funds for tutoring		\$2,000.00
1	2	1	funding for tutoring		\$2,000.00
5	4	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	4	1	test fees		\$5,000.00
2	2	2	schedule; practice materials		\$2,000.00



199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	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
3	6	2	funding for training		\$21,000.00
5	5	1	training		\$3,000.00
Sub-Total					\$24,000.00
Grand Total					\$104,100.00

# Addendums



# Krum Independent School District

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1200 Bobcat Blvd. • Krum, TX 76249 • 940-482-6000 • 940-482-3929 (fax) • [www.krumisd.net](http://www.krumisd.net)

## Parent Engagement

### Krum ISD Parent Engagement Practices

*The District'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.*

**One of the more specific goals of the district is to improve communication with parents and community members and provide them with opportunities for positive involvement at all levels.**

**Commitment to Children:**

#### *Homeless students:*

**The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. Krum ISD also provides supplemental educational services to homeless students in need and connects families with community-based resources as well. Contact Nancy Shipley at 940-435-7116 for specific questions.**

#### *Special Education Services:*

**Child Find is a process designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention (ECI) Programs or Special Education and Related Services. Child Find is available to all children in the community from birth to age 21. Krum ISD aims to serve children with special needs from the earliest of years. Contact Nancy Shipley at 940-435-7116 with your specific questions.**

### ***Foster Children:***

Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing are eligible for free PK. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship. Krum ISD strives to serve students who have been in foster care to help make adjusting to school a smooth transition. For additional help, please contact Nancy Shipley at 940-435-7116.

### ***Region XI:***

Krum ISD partners with Region XI Education Service Center to provide extended learning opportunities for teachers and administrators for continuing education. This support provides opportunities for teachers to maintain their teaching certificate and helps KISD provide the very best educational opportunities for our students by staying ahead with current research and practices.

### ***Student Safety:***

Krum ISD values student safety. The district partners with the Krum Police Department and Fire Department to review safety procedures to ensure KISD is providing the safest environment possible for our students.

**Krum ISD believes in increasing parent participation in decision making:**

### ***LPAC meetings:***

Students who are eligible for language services because they are learning English as a second language will be invited to participate in yearly LPAC meetings to report the progress of their child academically, linguistically, and effectively. The state requires annual meetings held three times a year to discuss a student's progress in linguistic services. The membership requirements of the meeting do not include the student's parent. Krum ISD values parent participation at home and at school. An invitation will be sent home to request parent participation in these meetings and we encourage parents to come.

### ***Student Support (RTI) Meetings:***

Sometimes students need extra academic or behavioral support at school. When this occurs teams of teachers and administrators meet to create an individualized intervention plan. We encourage parents to participate in these meetings to continue to build upon the home and school relationship. Parent support is appreciated.

### ***Campus and District Improvement Planning:***

Each year campuses along with the district form committees to work on the continuous improvement cycle. Many things are reviewed in these meetings. Campus or district academic performance, staffing needs, professional development, campus and district initiative, parent involvement, specialized services for students, and budgets are all reviewed. The committees are comprised of teachers, administrators, parents, community members, and business owners. If you are interested in participating, please contact your campus principal.

### ***Parent Nights and Open House:***

Each campus encourages parents to participate in annual open house events as well as parent nights that extend the curriculum in a fun and engaging way for families. These nights help parents and families learn more about what is being taught for that grade level and content area in the classroom while participating in some hands on activities. These nights usually focus on literacy, science, or mathematics. KISD encourages parent participation.

### ***Parent Reports:***

Teachers receive extensive training in best practices for sharing resources from the Children's Learning Institute with families. Teachers are trained to support parents in interpreting Circle Progress Monitoring data, and they assist parents in accessing the Children's Learning Institute's online Parent Connection learning activities. As your child moves past pre-kindergarten you can look forward to additional report cards and online grade reports made available to monitor your child's progress in an easy format.

### ***Parent Evaluation:***

From parent feedback forms at family events to district-wide parent surveys, a variety of methods and data are used to collect feedback. Krum ISD administration team uses this information to evaluate the effectiveness of current prekindergarten family engagement practices and to plan for the next school year.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.