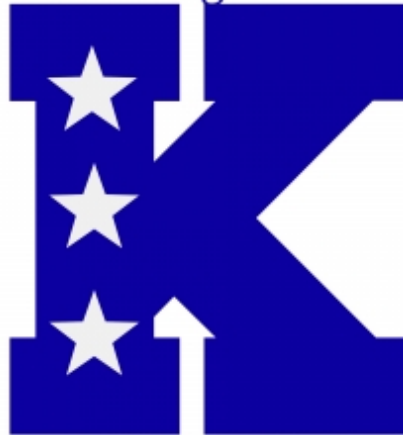


Krum Independent School District

Krum High School

2019-2020

Krum High School



Scholarship-Leadership-Service

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 an exceptional high school committed to preparing all students to be socially responsible lifelong learners, ready for college and/or a career in a globally competitive world.

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

Revised/Approved: May 21, 2019

Demographics

Demographics Summary

Krum High School is located at 700-A Bobcat Boulevard, Krum, Texas. Krum High School serves 631 students in 9th-12th grades. The projected enrollment for 2019-2020 is between 630 - 650 students. The school is designated as UIL 4A high school for the 2018-19 school year. Of the 631 student population, 169 students are enrolled in ninth grade (26.78%). The tenth grade class has an enrollment of 178 (28.1%). The eleventh grade class has an enrollment of 141 (22.35%). The twelfth grade class has 143 students enrolled (22.66%). Further specifics regarding the student population at KHS are listed below:

- Female - 47.23%
- Male - 52.77%
- Hispanic-Latino - 26.94%
- American Indian - Alaskan Native - 0.48%
- Asian - 0.63%
- Black - African American - 1.74%
- Native Hawaiian - Pacific Islander - 0.16%
- White - 68.15%
- Two-or-More - 1.90%

Demographics Strengths

Krum was once primarily rural and agriculturally-oriented. However, through population expansions, this community has had to face new challenges in the educational system. With the increase of housing additions, comes an increase in population, resulting in a larger need for more classrooms and school buildings within our community. Providing necessary resources does not come easily. This district is affected heavily by school finance decisions. Krum ISD is an ASATR school district.

Within the next 25 years, Krum, Texas could look like the picture of Denton ISD. We currently have three housing additions under construction in our district. When the current high school campus was built, the enrollment was not as large and course offerings were not as diversified. Since the initial

construction, we have added Family and Consumer Science, Health Science, Audio and Video Production, as well as football and volleyball. In order to serve a growing student population, we will need the facilities to expand CTE, including Cosmetology.

Currently, four of the five campuses in the district are located off FM 1173, which is also the main thoroughfare through town. Texas Department of Public Safety is currently planning to widen that road into a four-lane road. (Up until this project, the school has been responsible for turn lanes and other maintenance.)

Krum ISD owns land north of town off FM 2450 and Plainview Road where a high school complex could be built, including athletic facilities, and CTE facilities. This construction would not only help with new growth; but also assist with traffic patterns in a town that has no red lights, and only a four-way stop. Moreover, the addition of a new high school school would allow the 7th and 8th grade students to move to the high school campus and decrease safety issues with students travelling between the two campuses for athletic facilities. Thus, the current middle school campus could become a 6th grade campus or alternative learning center.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an academic achievement gap in Math between all students (-12%), Hispanic (-7%) White (-24%), English Language Learners (-17%), Special Education (-14%) and Economically Disadvantaged (-4%), English Language Learners, and Special Education student populations. **Root Cause:** Students requiring intentional targeted instruction and monitoring through RtI and SST in the area of math.

Problem Statement 2: There is an academic achievement gap in Reading between all students and English Language (-2%), Special Education (-3%), and White (-2%) student populations. **Root Cause:** Students requiring intentional targeted instruction and monitoring through RtI and SST in the area of reading.

Problem Statement 3: 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: In 2017-18, 35% of students taking the U.S. History EOC Met grade level while the State Average was 40%, which translates into a performance of 5% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum of Approaches.

Problem Statement 5: In 2017-18, 6% of students taking the English I EOC Met grade level while the State Average was 7%, which translates into a performance of 1% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Problem Statement 6: In 2017-18, 5% of students taking the English II EOC Met grade level while the State Average was 8%, which translates into a performance of 3% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Problem Statement 7: In 2017-18, 34% of students taking the Algebra 1 EOC Met grade level while the State Average was 55%, which translates into a

performance of 11% below the state average. **Root Cause:** All students must be challenged to Met Grade level, rather than the minimum score of Approaches.

Problem Statement 8: In 2017-18, 11% of students taking the Algebra 1 EOC Mastered grade level while the State Average was 32%, which translates into a performance of 21% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Student Academic Achievement

Student Academic Achievement Summary

Krum High School met standard, per the state accountability rating.

Rating Scaled Score

- Overall Met Standard 80
- Student Achievement Met Standard 83
- School Progress Met Standard 69
- Closing the Gaps Met Standard 72

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels

State District Campus African American Hispanic White American Indian Asian Pacific Islander Two or More Races Special Ed Econ Disadv EL (Current & Monitored)

End of Course English I

At Approaches Grade Level or Above

- 2018 65% 76% 76% * * 78% * - * * * * *
- 2017 64% 75% 75% * * 77% - * - * * * *

At Meets Grade Level or Above

- 2018 44% 50% 50% * * 51% * - * * * * *
- 2017 43% 49% 50% * * 56% - * - * * * *

At Masters Grade Level

- 2018 7% 6% 6% * * 8% * - * * * * *
- 2017 8% 4% 4% * * 4% - * - * * * *

End of Course English II

At Approaches Grade Level or Above

- 2018 67% 78% 78% * * 81% * * - * * * *
- 2017 66% 72% 72% * * 71% - - - * * * *

At Meets Grade Level or Above

- 2018 48% 61% 61% * * 65% * * - * * * *
- 2017 45% 50% 50% * * 53% - - - * * * *

At Masters Grade Level

- 2018 8% 5% 5% * * 5% * * - * * * *
- 2017 6% 4% 4% * * 5% - - - * * * *

End of Course Algebra I

At Approaches Grade Level or Above

- 2018 83% 89% 86% * * 88% * - * * * 83% *
- 2017 83% 91% 89% * 89% 89% - * - * * 82% *

At Meets Grade Level or Above

- 2018 55% 49% 34% * * 35% * - * * * 32% *
- 2017 48% 58% 47% * 39% 52% - * - * * 42% *

At Masters Grade Level

- 2018 32% 29% 11% * * 13% * - * * * 10% *
- 2017 26% 29% 14% * 16% 11% - * - * * 12% *

End of Course Biology

At Approaches Grade Level or Above

- 2018 87% 95% 95% * 92% 97% * * - * * 89% *
- 2017 86% 94% 94% * 87% 97% - * - * * 88% *

At Meets Grade Level or Above

- 2018 59% 74% 74% * 68% 77% * * - * * 62% *

- 2017 57% 76% 76% * 65% 82% - * - * * 64% *

At Masters Grade Level

- 2018 24% 30% 30% * 19% 35% * * - * * 24% *
- 2017 21% 26% 26% * 20% 28% - * - * * 14% *

End of Course U.S. History

At Approaches Grade Level or Above

- 2018 92% 95% 95% * 94% 96% - - - * * 86% *
- 2017 91% 97% 97% * 100% 97% * * - * * * *

At Meets Grade Level or Above

- 2018 70% 76% 76% * 64% 81% - - - * * 56% *
- 2017 66% 70% 70% * 71% 69% * * - * * * *

At Masters Grade Level

- 2018 40% 35% 35% * 22% 40% - - - * * 25% *
- 2017 35% 29% 29% * 21% 29% * * - * * * *

All Grades All Subjects

At Approaches Grade Level or Above

- 2018 77% 78% 85% 66% 83% 87% * * * 89% 48% 77% 72%
- 2017 75% 79% 84% * 83% 85% * * - * * 75% *

At Meets Grade Level or Above

- 2018 48% 46% 59% 48% 50% 63% * * * 68% 23% 47% 38%
- 2017 45% 47% 58% * 48% 62% * * - * * 44% *

At Masters Grade Level

- 2018 22% 18% 17% 21% 10% 19% * * * 18% 6% 12% 7%
- 2017 20% 17% 14% * 11% 15% * * - * * 7% *

All Grades ELA/Reading

At Approaches Grade Level or Above

- 2018 74% 78% 77% * * 79% * * * * * 68% *
- 2017 72% 76% 74% * * 74% - * - * * * *

At Meets Grade Level or Above

- 2018 46% 46% 55% * * 58% * * * * * 44% *
- 2017 44% 47% 50% * * 54% - * - * * * *

At Masters Grade Level

- 2018 19% 16% 6% * * 6% * * * * * 4% *
- 2017 19% 16% 4% * * 5% - * - * * * *

All Grades Mathematics

At Approaches Grade Level or Above

- 2018 81% 82% 86% * * 88% * - * * * 83% *
- 2017 79% 83% 89% * 89% 89% - * - * * 82% *

At Meets Grade Level or Above

- 2018 50% 45% 34% * * 35% * - * * * 32% *
- 2017 46% 47% 47% * 39% 52% - * - * * 42% *

At Masters Grade Level

- 2018 24% 19% 11% * * 13% * - * * * 10% *
- 2017 22% 20% 14% * 16% 11% - * - * * 12% *

All Grades Science

At Approaches Grade Level or Above

- 2018 80% 79% 95% * 92% 97% * * - * * 89% *

- 2017 79% 82% 94% * 87% 97% - * - * * 88% *

At Meets Grade Level or Above

- 2018 51% 52% 74% * 68% 77% * * - * * 62% *
- 2017 49% 55% 76% * 65% 82% - * - * * 64% *

At Masters Grade Level

- 2018 23% 22% 30% * 19% 35% * * - * * 24% *
- 2017 19% 17% 26% * 20% 28% - * - * * 14% *

All Grades Social Studies

At Approaches Grade Level or Above

- 2018 78% 77% 95% * 94% 96% - - - * * 86% *
- 2017 77% 78% 97% * 100% 97% * * - * * * *

At Meets Grade Level or Above

- 2018 53% 49% 76% * 64% 81% - - - * * 56% *
- 2017 49% 46% 70% * 71% 69% * * - * * * *

At Masters Grade Level

- 2018 31% 22% 35% * 22% 40% - - - * * 25% *
- 2017 27% 20% 29% * 21% 29% * * - * * * *

Student Academic Achievement Strengths

In regards to curriculum and instruction, we have a talented, yet young staff. We have about a 13% turnover rate this year. We have a 1:1 technology incentive for grades 6 - 12; thus, all secondary grade level students have their own chromebook. We have very creative and strong teachers coupled with outstanding instruction. With that said, there is a significant adjustment for our students taking college credit bearing courses beginning their junior year and the level of work that is required. In order to prepare our students for success, we need to ramp up our courses at the lower grade levels.

Our teachers are the frontline of our educational system. We must equip them with the tools necessary for success. In conclusion, with accountability the focus of our educational system, principals must provide leadership for the staff. The educational leader must lead by example, providing supportive

supervision and promoting collegiality among staff members. In addition, we need more vertical conversations across grade levels and campuses so that our middle school teachers can envision the product our students are required to produce. With the increase of rigor, many conversations will need to take place in order to keep all stakeholders informed. Parents will need to be informed about the “productive struggle” needed for students to learn during inquiry based learning classrooms. We need to sell our story that we are focusing on the learning; rather than the grade where many of our high achievers focus.

Upon analysis 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 Academic Achievement Needs

Problem Statement 1: In 2017-18, 11% of students taking the Algebra 1 EOC Mastered grade level while the State Average was 32%, which translates into a performance of 21% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Problem Statement 2: In 2017-18, 34% of students taking the Algebra 1 EOC Met grade level while the State Average was 55%, which translates into a performance of 11% below the state average. **Root Cause:** All students must be challenged to Met Grade level, rather than the minimum score of Approaches.

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Problem Statement 4: In 2017-18, 6% of students taking the English I EOC Met grade level while the State Average was 7%, which translates into a performance of 1% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Problem Statement 5: In 2017-18, 35% of students taking the U.S. History EOC Met grade level while the State Average was 40%, which translates into a performance of 5% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum of Approaches.

Problem Statement 6: There is an academic achievement gap in Math between all students (-12%), Hispanic (-7%) White (-24%), English Language Learners (-17%), Special Education (-14%) and Economically Disadvantaged (-4%), English Language Learners, and Special Education student populations. **Root Cause:** Students requiring intentional targeted instruction and monitoring through RtI and SST in the area of math.

Problem Statement 7: There is an academic achievement gap in Reading between all students and English Language (-2%), Special Education (-3%), and White (-2%) student populations. **Root Cause:** Students requiring intentional targeted instruction and monitoring through RtI and SST in the area of reading.

Problem Statement 8: 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 9: 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.

School Processes & Programs

School Processes & Programs Summary

To best serve students, KHS has two full-time counselors and two full-time assistant principals. Each counselor and assistant principal is assigned an alphabet group of students. KHS has 58 teachers with a 12 year average experience level.

Teachers by year of experience:

- Beginning teachers - 13.1%
- 1-5 Years Experience - 14.7%
- 6-10 Years Experience - 20.8%
- 11-20 Years Experience - 31.9%
- Over 20 Years Experience - 19.5%

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 the opportunity for all students to attend tutorials before school and after school. In addition, time is built into the bell schedule to allow for targeted instruction.

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

- Bilingual - 0%
- English as a Second Language - 4.12%
- Career and Technical Education - 91/44%
- Free Lunch - 22.35%
- Reduced Lunch - 6.02%
- Gifted and Talented - 5.23%
- Special Education - 9.67%
 - Learning Disability - 45%
 - Autism - 16%
 - Other Health Impairment - 13%
 - Intellectual Disability - 8%
- Title 1 Participation - .16%

- Dyslexia - 3.33%
- Homeless - .16%
- At-Risk - 39.30%
- Economically Disadvantaged - 28.37%
- Limited English Proficient - 4.12%
- Military Connected - .79%
- Section 504 - 7.77%
- Intervention Indicator - 6.97%
- IEP Continuer - .32%

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)

School Processes & Programs Strengths

Our challenge is to continue to establish strong professional relationships between staff and students and create teams to address student learning needs.

- Increase parent involvement Increase participation in PTO among the high school families
- Strengthen communication between school and home to benefit learners.

Another challenge is to continue to educate all stakeholders in the options that are available for college and career readiness, while establishing strong professional relationships between staff and students.

- We must also continue to create teams to address the ever changing learning needs of our students.
- Diversity of offerings in courses Continuing professional development in ESL, ELA, and college/career readiness.
- Invention programs implemented within the school day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 2: 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 3: 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: There is an academic achievement gap in Reading between all students and English Language (-2%), Special Education (-3%), and White (-2%) student populations. **Root Cause:** Students requiring intentional targeted instruction and monitoring through RtI and SST in the area of reading.

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Problem Statement 9: In 2017-18, 34% of students taking the Algebra 1 EOC Met grade level while the State Average was 55%, which translates into a performance of 11% below the state average. **Root Cause:** All students must be challenged to Met Grade level, rather than the minimum score of Approaches.

Problem Statement 10: In 2017-18, 11% of students taking the Algebra 1 EOC Mastered grade level while the State Average was 32%, which translates into a performance of 21% below the state average. **Root Cause:** All students must be challenged to meet Mastery, rather than the minimum score of Approaches.

Perceptions

Perceptions Summary

The vision for Krum High School is for all students to be successful and have a common place to call home. We recruit teachers who love their job and are willing to put the needs of students above their own. We want our colleagues to work so closely as a team, that the synergy is evident from miles away. We want each student that enrolls to know he/she is special and is loved. The strengths of the Krum High School staff is within the accomplishments of our students. We continue to develop a mindset that pushes each student to improve and meet state standards. KHS uses various campus committees and student organizations to identify needs and develop appropriate plans to address those needs. Teacher and student input regarding school programming is actively solicited.

Our challenge is to continue to educate all stakeholders in the options that are available for college and career readiness, while establishing strong professional relationships between staff and students. We must also continue to create teams to address the ever changing learning needs of our students. When our students graduate and pursue college, career, or military goals, we want them to be competitive and excel above graduates from other high schools. In order to reach self-actualization, we must provide a collegial environment that fosters family and team. “It’s not about me; It’s about we.” Twenty years down the road, we want alumni to bring their children to visit or enroll on our campus, with great pride in the education they have received.

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
- Safety Drills
- Addition of Safety Vestible
- Addition of School Resource Officer

- Addition of Anonymous Alert

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 23, 2015

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 .

Evaluation Data Source(s) 1: Graduation Plans
Documentation of Meetings

Summative Evaluation 1:

Targeted or ESF High Priority

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 Class Officers, Student Council Officers, and other groups of students to address issues regarding school culture and climate.

Evaluation Data Source(s) 2: Documentation of meetings and activities.

Summative Evaluation 2:

Targeted or ESF High Priority

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

Performance Objective 3: If we create Individualized reward systems and monthly SPED department meetings, we will reduce discipline and grade related issues, as measured by decreased referrals and MDR's and increase in grade percentages.

Evaluation Data Source(s) 3: IEP's
SPED Department Meeting Agendas
SPED Department Meeting Minutes
TxEIS Data

Summative Evaluation 3:

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).

Evaluation Data Source(s) 1: T-TESS Goals
SLO

Summative Evaluation 1:

Targeted or ESF High Priority

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.

Evaluation Data Source(s) 2: Retain Highly qualified/professional and student-centered faculty.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Provide professional development opportunities in core areas through faculty meetings and fully utilize Region XI ESC and other outside entities.				0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development on disaggregating formative assessment data to monitor and guide instruction.							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

Performance Objective 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.

Evaluation Data Source(s) 3: Agendas

Summative Evaluation 3:

Targeted or ESF High Priority

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

Performance Objective 1: Develop a calendar of events to include more than traditional/customary parent meetings.

Ice Cream Social - Meet the Teacher

Open House

Senior Night/Academic Awards

Community Pep Rally

Evaluation Data Source(s) 1: Campus Calendar

Participation

Summative Evaluation 1:

Targeted or ESF High Priority

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.

Evaluation Data Source(s) 2: Krum Athletic Booster Club

Band Boosters

Krum PTO

Krum FFA Parents and Friends

etc...

Summative Evaluation 2:

Targeted or ESF High Priority

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.

Evaluation Data Source(s) 3: Accurate documentation/representation on following:

ARDS

LPACS
504 Meetings
any other related services.

Summative Evaluation 3:

Targeted or ESF High Priority

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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 1) 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.		CTE Department Principal Counselors PEIMS Clerk	Students receive industry certifications.	0%	0%	0%	

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.

Evaluation Data Source(s) 2: Quarterly Attendance Reports
 Student and Parent Conferences
 Student Incentives

Summative Evaluation 2:

Targeted or ESF High Priority

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 .

Evaluation Data Source(s) 3: STAAR/EOC Scores
 AP Scores

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Utilize differentiated instruction techniques to address various learning styles in order to increase the language development in the domains of listening, speaking, and writing.				0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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 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.

Evaluation Data Source(s) 4: STAAR

OnRamps Exams

AP Calculus Exams

Summative Evaluation 4:

Targeted or ESF High Priority

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: 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.

Evaluation Data Source(s) 5: Formative assessments

Industry Certifications for Students

Summative Evaluation 5:

Targeted or ESF High Priority

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 6: Analyze testing data trends support strategies and interventions to increase student performance in all areas State/Federal Testing STARR/EOC/AP/TSI.

Evaluation Data Source(s) 6: Improvement in achievement gaps across student populations.

Improvement in students reaching Mastery level.

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 1) If we increase the higher order thinking questions we will get more complete and in-depth answers on the analysis portion of labs as measured by formal and informal assessments. Furthermore, we believe this will improve overall test scores as students will more thoroughly analyze and answer these questions.</p>	2.4, 2.5, 2.6	Principal Assistant Principals Department Heads Teachers	Increased scores on 9 weeks tests Increased performance on EOC				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) If we engage students in intentional classroom discussions and meta-cognitive writing, the students' ability to make complex inferences about texts and ability to use textual evidence to support their understanding will improve as measured by formal and informal assessments.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Department Heads Teachers	Students will have peer and teacher conferences regarding their reading. Students will complete the meta-cognitive reflections about their reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) 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.	2.4, 2.5, 2.6	Principal Assistant Principal Department Heads Teachers	Increased student performance on STAAR EOC, OnRamps exams and AP Calculus Exams.				
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) 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.	2.4, 2.5, 2.6	Principal Assistant Principal Department Head Teachers	Increased student performance on 9 weeks exams. Increased student performance on STAAR EOC.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Provide professional development opportunities in core areas through faculty meetings and fully utilize Region XI ESC and other outside entities.
4	1	1	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.
4	3	1	Utilize differentiated instruction techniques to address various learning styles in order to increase the language development in the domains of listening, speaking, and writing.
4	6	1	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.
4	6	2	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.
4	6	3	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.
4	6	4	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.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Debra Hardy	Physics Teacher
Classroom Teacher	Thomas Warrick	LOTE Department Chair
Classroom Teacher	Richard Baker	Social Studies Chair
Classroom Teacher	Bryan Gaines	Special Education Chair
Parent	Kelly McKay-Vollmer	Parent Representative
Classroom Teacher	Shannon Blanchard	CTE Department Chair
Classroom Teacher	Keely Baker	Math Department Chair
Classroom Teacher	Melinda Buchanan	English Department Chair
District-level Professional	Cheryl Eager	District Librarian
Administrator	Shanna Orsi	Assistant Principal
Administrator	Kenneth Anderson	Assistant Principal
Parent	Sarah Stout	Parent
Parent	Diana Johnson	Parent
Parent	Becky Diviney	Parent
Community Representative	Dr. Jennifer Lee	Krum Vet
Administrator	Michelle Pieniazek	Principal
Classroom Teacher	Tara Hartford	Science Department Chair