

Krum Independent School District

District Improvement Plan

2019-2020



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. We have had 5 campuses total that all feed one into the other. Our 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 in the 2019-2020 school year. We will house our dual language program for grades 2-5 at Dyer Elementary for continuity. This will be such a change for our community and the district is embracing the new challenges. We hope that our students will benefit from fewer campus transitions and better alignment of instructional practices for their elementary years resulting in higher student outcomes as well the social-emotional benefits that come from consistency.

We have a student population of 2,050 in total over these 5 campuses. As we continue to grow and assess needs for the future a long-range planning committee will meet to develop plans for future growth, facilities, and needs of future Bobcats.

Our students have qualified for a myriad of programs as follows:

504-11.7%

Bilingual-9.5%

ESL-5.0%

CTE-37.6%

GT-6.6%

Special Education 14.3%

Free and Reduced Lunch Eligible 30.6%

As a district, our largest student population is white at almost 83.7% followed by Hispanic at 27.6% African American 2.4 % and students who consider themselves two or more races are 3.6% and American Indian is 4.4 %. KISD has 9.5% of our population being served in a bilingual instructional program. Roughly 6.6% of our students have qualified for gifted and talented services. Currently, 14% of the total population has special education needs.

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. The students on free and reduced lunch have decreased by 7% this year. We have also seen a reduction in homeless student identification. Currently, our at-risk population is 46% 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.

At the time this document was created the only state testing information that was current was from the 2018 school year. Many of the goals remain the same. Performance data revealed a drop in math in 3rd and 4th grade. Reading also experienced a drop in outcomes in 4th grade and 6th grade. Programs to supplement reading and math will be utilized to grow in these areas. 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.

In late September of 2018, we have been updated with both PBMAS 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.

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 2019-2020 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.

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. This is broadening to a class in 2019-2020 with P.E. Pals; where students in STEP will have a peer mentor embedded into their PE course.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development. **Root Cause:** Increasing number of referrals has led to an increase of students in this area that qualify for services.

Problem Statement 2: Principals and teachers report needing extra time after school to have meetings. **Root Cause:** Day care hours were limited and are now increasing to 5:00 p.m. Monday through Thursday.

Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause** : The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 6: 2018-2019 data revealed a decrease in ADA when compared to the previous year across the district. **Root Cause:** Lower than anticipated enrollment and lower attendance rates had had a negative impact; however we have several new neighborhoods being built within the District in 2019-2020.

Problem Statement 7: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC. **Root Cause:** Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.

Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. **Root Cause:** Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 9: Student data reflects inconsistent mastery of standards between classrooms and campuses. **Root Cause:** An increased need for better alignment both vertically and horizontally including data collection between courses and content areas for all students.

Problem Statement 10: Krum ISD did not offer full day pre-K in 2018 for four year olds. **Root Cause:** Krum ISD served 3 year olds and 4 year olds for qualifying students in 2018, but will offer full day for qualifying four year olds in 2019.

Student Academic Achievement

Student Academic Achievement Summary

Krum ISD met the standard as a district as did each campus individually. Krum ISD is preparing for changes to the accountability system on both the state and federal level. 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.

Overall, KISD students perform higher than the state average on the STAAR and EOC exams. 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. Plans to meet those needs are in place for this summer based upon the areas where we have deficits. Leadership development is also a focus as a means to support teachers in the classroom.

PBMAS data revealed the district needs improvement in grades 3-8 core areas for special populations in the area of ESL and Special Education. In 2017-18 the PBMAS data in indicator #2 for ESL 3-8 passing rates were below the state target in each content area. 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.

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 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.

Student Academic Achievement 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 an 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.

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.

Instructional Rounds were implemented in 2018-2019 and the goal is to extend that learning to teachers as well. In addition, the goal is to refine some of the feedback practices in coaching with teachers. The leadership team will participate in training this summer where this is concerned.

Krum High School has a very high graduation rate. The graduating class rate for 2018 was 100% (which factored into the current accountability system.)

The district will also participate in cultural bias and relevance training this summer with IDRA as we aim to increase improvement in instructional practices and students outcomes for EL students, especially those that are considered long term EL students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. **Root Cause:** A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.

Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. **Root Cause:** Population increase in the area.

Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. **Root Cause:** Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

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 and organizations that develop teachers in high need areas to help us fill positions to best serve our students. A challenge that remains in the district is the proximity to nearby, larger districts who have the capability to higher pay scales for teachers. Krum ISD competes with other area districts to retain high-quality teachers despite these challenges.

In the summer of 2019 the district will provide training in the following areas:

- ELL academic support and instructional strategies
- Special education behavior support
- Thinking Maps
- Gifted and Talented-all areas
- Instructional Technology
- AP Institutes
- Writing
- Reading
- Dyslexia
- Compliance Training (as required by the state)

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.

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. In addition, the district plans to partner with an organization called Teen Life to train volunteers to work with students in small groups in 8-week cycles to focus on life skills such as coping, resiliency, stress management, resources, relationships, etc.

KISD has a staff turnover rate of roughly 19%. Often the hire date is later in the summer months which can impact the applicant pool for

some positions. 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. Mentoring for new teachers with more experienced KISD teachers will continue to be a need.

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, 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: Teacher turnover rate is 19.3% which is 3.3% above the state average. **Root Cause:** Teachers are leaving primarily due to retirement or increased salary at nearby districts.

Problem Statement 2: A continued need to refine on-boarding and new teacher mentoring programs to ensure consistency of implementation of district practices is needed. **Root Cause:** Administrative follow up with both new and mentor teachers is needed.

Problem Statement 3: Staff attendance needs to be improved across the district. **Root Cause:** Teachers tend to use their allowed days rather than saving them from year to year.

Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause** : The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

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. We are adding one additional officer for the 2019-2020 school year.

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.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to expand programming in the area of CTE for middle and high school students. **Root Cause:** Denton ATC has increased their internal acceptance rate causing a decrease in the rate of acceptance outside of the district.

Priority Problem Statements

Problem Statement 1: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher.

Root Cause 1: Population increase in the area.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development.

Root Cause 2: Increasing number of referrals has led to an increase of students in this area that qualify for services.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams.

Root Cause 3: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 3 Areas: Demographics - Student Academic Achievement

Problem Statement 4: Principals and teachers report needing extra time after school to have meetings.

Root Cause 4: Day care hours were limited and are now increasing to 5:00 p.m. Monday through Thursday.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 2019 Data revealed a gap between the ALL student population and the state average in writing.

Root Cause 5: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for

outcomes.

Problem Statement 5 Areas: Demographics - Student Academic Achievement

Problem Statement 6: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes.

Root Cause 6: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Problem Statement 6 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 7: 2018-2019 data revealed a decrease in ADA when compared to the previous year across the district.

Root Cause 7: Lower than anticipated enrollment and lower attendance rates had had a negative impact; however we have several new neighborhoods being built within the District in 2019-2020.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC.

Root Cause 8: Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas.

Root Cause 9: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 9 Areas: Demographics - Student Academic Achievement

Problem Statement 11: Student data reflects inconsistent mastery of standards between classrooms and campuses.

Root Cause 11: An increased need for better alignment both vertically and horizontally including data collection between courses and content areas for all students.

Problem Statement 11 Areas: Demographics

Problem Statement 12: A need for PLC practices that yield high results and that are an effective use of time.

Root Cause 12: A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: Teacher turnover rate is 19.3% which is 3.3% above the state average.

Root Cause 13: Teachers are leaving primarily due to retirement or increased salary at nearby districts.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Staff attendance needs to be improved across the district.

Root Cause 14: Teachers tend to use their allowed days rather than saving them from year to year.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is a need to expand programming in the area of CTE for middle and high school students.

Root Cause 15: Denton ATC has increased their internal acceptance rate causing a decrease in the rate of acceptance outside of the district.

Problem Statement 15 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- TTESS data
- T-PESS data
- Equity 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

Goals

Goal 1: Krum ISD will recruit, support, and retain effective teachers and principals.





Performance Objective 1: Krum ISD will increase the staff retention rate by 5% by 2020.

Evaluation Data Source(s) 1: Human Resource data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) The district and each campus will implement staff recognition strategies.		Human Resource Director	Increased job satisfaction and connection to KISD. Increased staff retention.				
Problem Statements: School Processes & Programs 1							
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Krum ISD will implement a new teacher mentoring program to assist as they become acclimated to Krum ISD and district expectations.		Principals Assistant Superintendent	Increased connection to Krum ISD Increased teacher effectiveness in the classroom				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Krum ISD will provide support for principals and assistant principals with data and providing teacher feedback through Texas Instructional Leadership.	2.4, 2.6	Superintendent and Assistant Superintendent	Teachers and principals will increase in their effectiveness as leaders in their roles. Increased student performance Increased campus performance results.				
Problem Statements: Demographics 1, 2, 5, 7, 8, 9 - Student Academic Achievement 8, 14, 15 Funding Sources: 255 - Title II - 10000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) KISD will add an additional 5th grade dual language teacher to meet the needs of the students at Dyer Elementary.	2.4, 2.6	Campus principal Assistant Superintendent	Increased student outcomes measured by growth				
				Problem Statements: Demographics 4, 5, 8 - Student Academic Achievement 13, 14, 15, 16 Funding Sources: 211 - Title I Part A - 56000.00			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide teacher training in the area of core contents, strategies to reach special populations, as well as in courses such as fine arts and CTE.	2.4, 2.6	Principals Assistant Superintendent	Increased knowledge and teacher effectiveness Increased support				
				Problem Statements: Demographics 1, 7, 8, 9 - Student Academic Achievement 14 Funding Sources: 199 - General Fund High School Allotment - 6000.00, 255 - Title II - 4000.00, 263 - Title III - 3000.00			
TEA Priorities Recruit, support, retain teachers and principals 6) Krum ISD will increase teacher paraprofessional and principal pay scales and increase stipends for hard to fill high need areas.		HR Director CFO	Increased employee retention				
7) Krum ISD will extend childcare hours to 5 PM to allow additional time for staff to connect with parents or have staff meetings.		Childcare Director					
8) Krum ISD will support new AP's through the new principal academy training at Regional Service Center.		Principals Asst. Supt.					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development. Root Cause 1: Increasing number of referrals has led to an increase of students in this area that qualify for services.
Problem Statement 2: Principals and teachers report needing extra time after school to have meetings. Root Cause 2: Day care hours were limited and are now increasing to 5:00 p.m. Monday through Thursday.

Demographics
Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 4: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 5: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.
Problem Statement 7: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC. Root Cause 7: Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.
Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 8: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Problem Statement 9: Student data reflects inconsistent mastery of standards between classrooms and campuses. Root Cause 9: An increased need for better alignment both vertically and horizontally including data collection between courses and content areas for all students.
Student Academic Achievement
Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. Root Cause 8: A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.
Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. Root Cause 13: Population increase in the area.
Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 14: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 15: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.
Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 16: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
School Processes & Programs
Problem Statement 1: Teacher turnover rate is 19.3% which is 3.3% above the state average. Root Cause 1: Teachers are leaving primarily due to retirement or increased salary at nearby districts.

Goal 2: Krum ISD will increase student achievement 10% by providing a strong foundation in reading, math, and writing.





Performance Objective 1: PLC meetings will occur on each campus allowing staff time to analyze data and target instruction towards objectives in need of improvement.

Evaluation Data Source(s) 1: Lesson plans, Walk-throughs, Assessment data - STAAR, EOC, 9-week tests, benchmarks, and formative assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Each campus will participate in Data-Driven Instruction through Texas Instructional Leadership within their PLC times. This will allow time to deeply look at the data.	2.4, 2.5, 2.6	Principals, Teachers, and Principal Supervisors	Increased student performance and state testing outcomes in the meets and masters performance levels.				
	Problem Statements: Demographics 4, 5, 8 - Student Academic Achievement 14, 15, 16 Funding Sources: 255 - Title II - 10000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Dyer and Dodd Elementary will employ math interventionist to assist students who are in need of additional support in mathematics.	2.6	Principals Assistant Superintendent	Increased student performance				
	Problem Statements: Demographics 5, 7, 8, 9 - Student Academic Achievement 8, 14, 15 Funding Sources: 211 - Title I Part A - 84000.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) The district will employ reading interventionist at the elementary campuses and the early education center to assist students who are behind in reading and bring them up to grade level.	2.4, 2.6	Principals Assistant Superintendent	Increased student performance Students reading on grade level				
	Problem Statements: Demographics 1, 5, 8, 9 - Student Academic Achievement 8, 14, 15 Funding Sources: 199 - State Comp Ed - 180000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) The district will purchase technology devices to enhance and support digital learning in the classroom.		Director of Technology Supt.					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development. Root Cause 1: Increasing number of referrals has led to an increase of students in this area that qualify for services.
Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 4: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 5: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.
Problem Statement 7: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC. Root Cause 7: Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.
Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 8: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Problem Statement 9: Student data reflects inconsistent mastery of standards between classrooms and campuses. Root Cause 9: An increased need for better alignment both vertically and horizontally including data collection between courses and content areas for all students.
Student Academic Achievement
Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. Root Cause 8: A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.
Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 14: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 15: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.
Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 16: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Goal 2: Krum ISD will increase student achievement 10% by providing a strong foundation in reading, math, and writing.

Performance Objective 2: Teachers will have like planning times across content areas or grade levels to help have time to analyze data and develop rigorous common assessments, including universal screeners.

Evaluation Data Source(s) 2: BLUE day data collection, Assessment performance- STAAR, EOC, 9 week, interims, and benchmarks, as well as RTI progress

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Time to analyze student data, plan lessons that reach the full intent of the TEKS, and target reteach areas.	2.4, 2.5, 2.6	Principals and Principal Supervisors	Increased student outcomes Increased support for new teachers				
	Problem Statements: Demographics 1, 3, 4, 5, 7, 8, 9 - Student Academic Achievement 8, 13, 14, 15, 16, 17 - School Processes & Programs 4						
<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>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development. Root Cause 1: Increasing number of referrals has led to an increase of students in this area that qualify for services.
Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. Root Cause 3: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.
Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 4: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 5: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Demographics

Problem Statement 7: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC. **Root Cause 7:** Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.

Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. **Root Cause 8:** Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 9: Student data reflects inconsistent mastery of standards between classrooms and campuses. **Root Cause 9:** An increased need for better alignment both vertically and horizontally including data collection between courses and content areas for all students.

Student Academic Achievement

Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. **Root Cause 8:** A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.

Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. **Root Cause 13:** Population increase in the area.

Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. **Root Cause 14:** Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause 15:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause 16:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 17:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

School Processes & Programs

Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 4:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Goal 2: Krum ISD will increase student achievement 10% by providing a strong foundation in reading, math, and writing.

Performance Objective 3: Teachers will expect students to write across in every content area every day as the fifth component of fundamental 5.

Evaluation Data Source(s) 3: Writing exemplars will be displayed; increase in STAAR Writing scores at 4th, 7th, English I and II

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Students will be expected to write in every content area every day as the fifth component of fundamental five.	2.5, 2.6	Principals, Teachers, and Principal Supervisors	Increased depth of student understanding Increased writing fluency Increased memory for content and conceptual knowledge for various subjects				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) Teachers and principals will engage in professional development in the area of writing instruction throughout the district.	2.4, 2.5, 2.6	Principals Assistant Superintendent	Increased TELPAS results Increased STAAR and EOC results in writing and content. Increased TSI, ACT, and SAT scores in the area of writing				
Problem Statements: Demographics 4 - Student Academic Achievement 8, 13, 16							
Funding Sources: 255 - Title II - 7000.00, 199 - District Budget - 3000.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: With the Corrective Action Plan for Special Education across the state being implemented, our Special Education population has risen to over 14.5%, requiring extensive differentiation and additional staff as well as professional development. **Root Cause 1:** Increasing number of referrals has led to an increase of students in this area that qualify for services.

Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 3:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause 4:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause 5:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Student Academic Achievement

Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. **Root Cause 8:** A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.

Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. **Root Cause 13:** Population increase in the area.

Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause 15:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause 16:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 17:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

School Processes & Programs

Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 4:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Goal 2: Krum ISD will increase student achievement 10% by providing a strong foundation in reading, math, and writing.

Performance Objective 4: Krum ISD will provide accelerated instruction during the summer months to assist students who were not yet successful on the state assessment.

Evaluation Data Source(s) 4: Summer school attendance
payroll

Summative Evaluation 4:

Goal 2: Krum ISD will increase student achievement 10% by providing a strong foundation in reading, math, and writing.

Performance Objective 5: Krum ISD will provide online learning opportunities for students who are at risk of dropping out due to lack of credits in high school or who wish to seek an accelerated graduation plan option.

Evaluation Data Source(s) 5: transcripts
course-ware agreements

Summative Evaluation 5:

Goal 3: Krum ISD will provide viable pathways for students to pursue a career, college or military endeavors.

Performance Objective 1: Krum ISD will offer parent and student information sessions to inform them about the many options students have to pursue career and technology classes and dual credit/enrollment options.



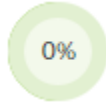

Evaluation Data Source(s) 1: Course catalogs

Social Media postings

Student Graduation Plans

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) The middle and high school will offer information meetings to parents and students to review individual needs. In addition, the high school will offer information meetings to groups of incoming students for the next school year to help them select classes and review graduation requirements, advanced course options, and CTE courses.	3.1, 3.2	Principals Counselors	Increased awareness for students and parents of high school opportunities that impact adult opportunities. Increase in the numbers of students who take TSI, ACT, and SAT multiple times for higher scores. Increase in the number of students who take coherent courses that end in a certification before leaving high school.				
Problem Statements: Demographics 3 - Student Academic Achievement 17 - School Processes & Programs 4 - Perceptions 1							
TEA Priorities Connect high school to career and college 2) Increase student offerings for Advanced Placement courses.	2.5	Principal	Increased numbers of students taking and reaching the intended college level outcomes in AP credit courses that transfer to colleges.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 3:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Student Academic Achievement

Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 17:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

School Processes & Programs

Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 4:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Perceptions

Problem Statement 1: There is a need to expand programming in the area of CTE for middle and high school students. **Root Cause 1:** Denton ATC has increased their internal acceptance rate causing a decrease in the rate of acceptance outside of the district.

Goal 3: Krum ISD will provide viable pathways for students to pursue a career, college or military endeavors.

Performance Objective 2: Invite students to take TSI earlier in their high school years so that they have full advantage of dual credit opportunities.

Evaluation Data Source(s) 2: TSI reports

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Krum ISD will offer TSI in-house early in the school year so that students will be able to take full advantage of dual credit and complete high school considered college-ready.	2.4, 2.6	Principals	Increased number of students who are considered college and career ready				
		Counselors Principal Supervisors	Higher percentage of students with a 1 in CCMR in the accountability system for this category.				
Problem Statements: Demographics 3 - Student Academic Achievement 17 - School Processes & Programs 4 Funding Sources: 199-local funds (campus budget) - 5000.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. Root Cause 3: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.
Student Academic Achievement
Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. Root Cause 17: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.
School Processes & Programs
Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. Root Cause 4: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Goal 3: Krum ISD will provide viable pathways for students to pursue a career, college or military endeavors.

Performance Objective 3: Krum ISD will offer credit recovery options for students at risk of dropping out of high school.

Evaluation Data Source(s) 3: Course catalog

POs

summer school attendance sheet

Summative Evaluation 3:

Goal 4: Krum ISD will support campuses with any low-performance concerns.

Performance Objective 1: Krum ISD will monitor instruction outcomes on a more frequent basis through PLC teams and design reteach lessons to ensure student success.

Evaluation Data Source(s) 1: Data Driven Instruction (DDI) PLC meetings
STAAR/EOC outcomes

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) KISD teachers will use new ELA adoption to incorporate more writing embedded into daily instruction	2.4, 2.5, 2.6	T-TESS walk throughs, lesson plans, and assessment performance	Increased reading, and writing performance on STAAR/ EOC				
			Increased writing stamina				
			Increased reading and writing fluency				
Problem Statements: Demographics 4, 8 - Student Academic Achievement 14, 16							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) KISD campuses will utilize DDI with math instruction throughout the continuum of learning to ensure the reduction of learning gaps.	2.4, 2.6	Principals and principal supervisors	Increased performance for students in the meets and masters level as demonstrated in domain III.				
Problem Statements: Demographics 3, 5, 7, 8 - Student Academic Achievement 8, 13, 14, 15, 17 - School Processes & Programs 4							
TEA Priorities Connect high school to career and college 3) Krum ISD will implement increased writing across all genres and content areas and grade levels.	2.4, 2.5, 2.6	Principal	Increased student performance and outcomes on writing throughout the year and on STAAR and EOC exams.				
			Increased AP results				
			Increased scholarship awards				
			Increased ACT, SAT, and TSI writing scores				
Problem Statements: Demographics 3, 4, 8 - Student Academic Achievement 14, 16, 17 - School Processes & Programs 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 4) Student attendance will be monitored frequently. Phone calls and letters will be sent home to parents to keep them informed when students are not in school as required.	2.6	Attendance Clerk	Increased student attendance				
		Principals	Increased student performance				
Problem Statements: Demographics 6							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) KISD will purchase ancillary instructional materials to support learning in the classroom and to meet the needs of students.	2.4, 2.6	Principals	Increased student performance				
		Problem Statements: Demographics 4, 5, 7, 8 - Student Academic Achievement 14, 15, 16 Funding Sources: 263 - Title III - 9000.00, 199 - State Comp Ed - 6000.00, 410 - IMA - 10000.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. Root Cause 3: The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.
Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 4: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
Problem Statement 5: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. Root Cause 5: Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.
Problem Statement 6: 2018-2019 data revealed a decrease in ADA when compared to the previous year across the district. Root Cause 6: Lower than anticipated enrollment and lower attendance rates had had a negative impact; however we have several new neighborhoods being built within the District in 2019-2020.
Problem Statement 7: 2019 School Progress Domain in academic growth between years was below state average in math and reading and Algebra I EOC. Root Cause 7: Students, teachers, and administrators need to track growth and use formative assessments to evaluate outcomes fluidly throughout the year to effectively target instruction and reach the next level of mastery.
Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 8: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Student Academic Achievement

Problem Statement 8: A need for PLC practices that yield high results and that are an effective use of time. **Root Cause 8:** A lack of common planning time within the content or grade level limits the amount of time for vertical and horizontal alignment.

Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. **Root Cause 13:** Population increase in the area.

Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. **Root Cause 14:** Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.

Problem Statement 15: Elementary campuses will need additional resources to ensure equity, including structured planning time in horizontal teams. **Root Cause 15:** Krum ISD is restructuring the elementary level grade spans to have two elementary campuses that both serve grades 2-5.

Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. **Root Cause 16:** A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Problem Statement 17: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 17:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

School Processes & Programs

Problem Statement 4: College, Career, and Military readiness component was 47.4% and needs to increase to reflect actual student outcomes. **Root Cause 4:** The process for monitoring the validity of correct student coding in PEIMS and meeting time lines for accountability need to be in place for effective reflection of the work and student outcomes.

Goal 5: Krum ISD will engage in the improvement process and adhere to the changing state and federal compliance requirements.





Performance Objective 1: Krum ISD will increase parent involvement by offering various parent and community meetings and events.

Evaluation Data Source(s) 1: Sign in sheets
photographs

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) The Early Education Center will offer Saturday classes for English learning students with their parents to build the bridge between home and school.	2.4, 2.5, 2.6, 3.2	Campus Principal	Increased student achievement in students that attend				
		Assistant Superintendent	Increased parent understanding regarding the value of the foundations of education and how to work with children at home to support these goals.				
		Teacher					
Problem Statements: Student Academic Achievement 13 Funding Sources: 263 - Title III - 2200.00							
TEA Priorities Build a foundation of reading and math 2) The EEC will offer parents opportunities to learn and practice with their students while at school with academic skills.	2.4, 2.5, 3.1, 3.2	Principals	Increased parent engagement				
			Increased student achievement				
			Stronger school and home partnership and mutual respect				
Problem Statements: Demographics 4, 8 - Student Academic Achievement 13, 14, 16							
3) Krum ISD offers parent organizations to support student activities such as athletic teams, band, FFA, and others.		Principals	Increased student achievement				
			Increased parent involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 4) Krum ISD will inform parents about students' grades, academic progress, school events, and opportunities via newsletters, social media, phone calls, and email.	3.1	Principals	Increased parental support Increased student achievement Continued high graduation rate				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 4: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.
Problem Statement 8: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 8: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Student Academic Achievement
Problem Statement 13: EL population continues to grow requiring the need for additional classroom support and professional development for the teacher. Root Cause 13: Population increase in the area.
Problem Statement 14: 2019 data demonstrates a need to grow in the areas of meets and masters grade level performance in all content areas. Root Cause 14: Students and teachers need to be challenged to reach the mastery level of achievement. Targeting instruction to match standards still needed will help maximize this.
Problem Statement 16: 2019 Data revealed a gap between the ALL student population and the state average in writing. Root Cause 16: A need to use targeted and timely feedback paired with ongoing professional development for teachers with exemplars to compare for outcomes.

Goal 5: Krum ISD will engage in the improvement process and adhere to the changing state and federal compliance requirements.

Performance Objective 2: Krum ISD will keep parents informed of students emotional well being. When a student demonstrates concerning behavior or makes an outcry a counselor will provide a risk assessment. The parent will be notified to keep the student safe.

Evaluation Data Source(s) 2: notes

Summative Evaluation 2:

Goal 5: Krum ISD will engage in the improvement process and adhere to the changing state and federal compliance requirements.

Performance Objective 3: Counselors will provide guidance on character traits and skills in conflict resolution as a way to prevent violence in schools. In addition, counselors are available to students as needed to intervene when a student makes an outcry or demonstrates needs that require additional support.

Evaluation Data Source(s) 3: class schedules

Summative Evaluation 3:

Goal 5: Krum ISD will engage in the improvement process and adhere to the changing state and federal compliance requirements.

Performance Objective 4: Krum ISD will convene a School Health Advisory Committee to direct the district on a wide variety of topics related to student health including emotional well being, nutrition, and physical health and fitness.

Evaluation Data Source(s) 4: SHAC sign-in sheets and notes

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Krum ISD, in partnership with Krum Education Foundation, will provide bullying prevention presentations to students in elementary school.	2.6	Counselors	Increased student skills and awareness related to social skills and empathy toward others				
	Funding Sources: Grant Applied For - 5000.00						
<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>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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
Elia Najera	Teacher		.10
Erin Middleton	Teacher		.10
Heather Bell	Teacher		.10
Katherine McDonald	Teacher		.10
Kelli Brown	Teacher		.10
Kimberly Reed	Teacher		.10
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 Education Improvement Committee

Committee Role	Name	Position
Administrator	Nancy Shipley	Asst. Supt.
Non-classroom Professional	Cheryl Eager	District Librarian
Community Representative	Stephanie Powell	
Community Representative	Ashlee Rogers	
Business Representative	Brandi Lewis	
Parent	Danielle Andrus	
Parent	Jamie Goff	
Parent	Tara Mulkey Campbell	
Non-classroom Professional	Mark Sprague	Director of Technology
Classroom Teacher	Melinda Buchanan	Teacher
Classroom Teacher	Page Wojciak	Teacher
Classroom Teacher	Kevin Goodman	Teacher
Classroom Teacher	Heather Libick	Teacher
Classroom Teacher	Britt Warner	Teacher
Business Representative	Malinda Kirkland	

Campus Funding Summary

199 - General Fund High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Training	6400	\$6,000.00
Sub-Total					\$6,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	reading interventionist	199.11.6100.00.103.9.24.	\$60,000.00
2	1	3	reading interventionist	199.11.6100.102.9.30	\$60,000.00
2	1	3	reading interventionist	199.11.6100.101.9.30	\$60,000.00
4	1	5	Student reading materials	199.11.6399.24	\$6,000.00
Sub-Total					\$186,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher	211.11.6100	\$56,000.00
2	1	2	teacher/interventionists	199.11.6100	\$84,000.00
Sub-Total					\$140,000.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Coaching and Training	255.13.6239	\$10,000.00
1	1	5	Training		\$4,000.00
2	1	1	professional development	255.13.6219	\$10,000.00
2	3	2	Professional Development	255.13.6200	\$7,000.00
Sub-Total					\$31,000.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Training		\$3,000.00
4	1	5	Student reading materials	263.11.6399	\$9,000.00
5	1	1	salary support	263.11.6100	\$2,000.00
5	1	1	resources	263.61.63699	\$200.00
Sub-Total					\$14,200.00
410 - IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	student learning materials	410.11.6399	\$10,000.00
Sub-Total					\$10,000.00
199-local funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	testing materials	199.31.6399	\$5,000.00
Sub-Total					\$5,000.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Professional Development	199.13.6200	\$3,000.00
Sub-Total					\$3,000.00
Grant Applied For					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	assembly cost	195	\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$400,200.00