

**Krum Independent School District**  
**District Improvement Plan**  
**2018-2019**



# 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 5 campuses total that all feed one into the other. Our Early Education campus is pre-K-grade 1, Dyer is grades 2-3, Dodd is grades 4-5, and Middle School is 6-8 with our High School designated as a 9th-12th grade campus. We have a student population of 2,100 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:

504-9.5%

Bilingual-8.4%

ESL-4.3%

CTE-37.9%

GT-5.7%

Special Education 12%

Dyslexic-5%

Free and Reduced Lunch Eligible 37.5%

As a district, our largest student population is white at almost 65.4% followed by Hispanic at 27.9% Both African American and students

who consider themselves two or more races are just under 3% each. KISD has 8.4% of our population being served in a bilingual instructional program. Roughly 5.7% of our students have qualified for gifted and talented services. Currently, 12% of 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. Currently, our economically at risk population is 46.6%. All of our campuses are eligible for Title I services and currently two campuses are being served: Dyer Elementary and Dodd Intermediate. We have no migrant students, but do survey families yearly at registration and throughout the year.

KISD has seen an increase in almost every student demographic coinciding with student growth. The At Risk population has grown by almost ten percent, but a change in local policy may be responsible. This year the school board adopted a policy for a local indicator that included students identified with dyslexia to the at risk list. This additional group added to the number of at risk identification.

At the time this document was created the only state testing information that was current was from the 2017 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, 6th grade. Programs to supplement reading 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 into 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.

### **Demographics Strengths**

KISD has seen an increase in involvement in district level planning an input over the past two years with the implementation of the District Of Innovation Committee. Additionally, 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 2018-2019 planning year, the district will convene a long range planning committee to review facilities, projected growth studies from a demographer, and organizational needs.

Krum ISD is currently providing a two way Spanish and English language program in grades pk-grade 5 and is evaluating the expansion of this program through middle school so that students in the program will continue their bilingualism.

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. This helps students save time and money and helps smooth the transition between secondary to post secondary 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.

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

**Problem Statement 1:** The state has provided a limited list of CTE courses that are included in the accountability calculations. **Root Cause:** Course offerings are often generated by student interest.

**Problem Statement 2:** KISD has a relatively high number of teachers who are considered inexperienced by TEA and USDE. **Root Cause:** KISD competes with neighboring districts for high quality staff with experience.

**Problem Statement 3:** Teachers need staff development to continue to grow in their professional field in order to yield high student outcomes. **Root Cause:** Staff turnover and new teaching staff creates a higher need for teacher development in foundational areas.

**Problem Statement 4:** Principals need support and staff development to continue to grow as instructional leaders on their campus. **Root Cause:** Leadership is a skill that is constantly being refined.

## Student Academic Achievement

### Student Academic Achievement Summary

Krum ISD met 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. In addition, the district uses this data to help form classes to ensure students have the proper support needed. In the summer of 2018, the district will delve deeper into the Student Learning Objective process with teams of teachers and administrators to better examine the growth of students are making in each content area and to help teachers refine their craft.

Overall, KISD students perform higher than the state average on the STAAR and EOC exams. Courses in writing remain top priority for KISD after reviewing district and campus data. In addition, 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 and writing remain a top priority. Plans to meet those needs are in place for this summer based upon the needs identified.

PBMAS data revealed the district needs improvement in the areas of grades 3-8 core areas for special populations in the area of ESL and Special Education. In 2016-2017 the PBMAS data in indicator #2 for ESL 3-8 passing rates was 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 review 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 special education services recently and the district is preparing for any changes that are reflected in the plan.

The state dyslexia handbook is expected to be revised and published in August of 2018, creating a need for the district to review policies and procedures to identification, assessment, and services for students with suspected reading difficulties such as dyslexia. The district is eager to receive updated training to stay in compliance with these mandates and continue to serve students to the best of its ability.

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 under represented groups and a focus of 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.

Teachers will continue to participate in training in areas of need related to student achievement for under performing student groups and content areas. The district will work at reducing travel in the 2017-2018 and 2018-2019 school years for professional development.

The district will provide remediation instruction for high school students who still need to pass and EOC assessment to ensure graduation requirements are met. State Compensatory Funding will be reserved to pay for these services. In addition, the district will use these funds to prevent larger problems in the long run by providing intervention 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.

### **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. This data also provides great insight for meetings such as RTI, ARDS, and LPAC.

When reviewing data at the district level, combined across grade level and subject areas, students scored higher than 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.

In addition, the RTI process has been detailed and updated to create a more timely process for students who are in need of intervention earlier. The data can be tracked using a centralized system allowing for better communication between campuses through the transitions we have as a district.



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.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. **Root Cause:** Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.

**Problem Statement 2:** Student performance in the meet grade level expectation went down by 7% and remained even in the approaches grade level expectation in 2017 for the special education population. **Root Cause:** Students will be held accountable for grade level expectations and need to have targeted IEPs that help support grade level outcomes.

**Problem Statement 3:** Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. **Root Cause:** Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.

## 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 2018 the district will provide training in the following areas:

- ELL academic support and instructional strategies
- Sheltered Instruction (SIOP)
- Special education behavior support
- Thinking Maps
- Gifted and Talented-all areas
- Project-Based Instructional practices in the areas of math and science
- AP institutes
- Instructional Technology
- Writing
- Reading
- Physical Education
- Student learning Objectives
- Safety
- 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.

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.

### **District Processes & Programs Strengths**

The district aims at retaining these high quality staff members year to year by providing a family friendly atmosphere, staff day care, 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.

Krum ISD has evaluated several areas of concern during the spring months and it has been decided to add a district policy department to support the safety of our students. In addition, building modifications are being made to ensure an extra level of safety.

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

**Problem Statement 1:** Inconsistent application of procedures at campuses. **Root Cause:** The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.

**Problem Statement 2:** An increase in the number of students who are being sent off campus to DAEP due to mandatory disciplinary concerns. **Root Cause:** A lack of prevention programs that focus on social/emotional needs, choice, and next steps for students from a developmental perspective.

**Problem Statement 3:** Increased referral rate of students who have an emotional need to the counseling office. **Root Cause:** A lack of prevention programs that focus on social/emotional needs for students who need help developing coping and stress management skills.

## Perceptions

### Perceptions Summary

Krum ISD works hard to ensure that our stakeholders are welcomed and informed. Each campus sends out weekly newsletter updates 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. Krum ISD received feedback from parents in the 16-17 school year that this was an area that needed more attention and in the 17-18 school year, the district made concerted effort toward improvement. In the 17-18 school year, parents were surveyed again and reported seeing an improvement district wide. This perceptual data helps the district continue to improve and build positive relationships.

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 W.A.T.C.H. DOGS, 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.

In the 2017-2018 spring semester several surveys were conducted to get more information from all stakeholders, including students. Students reported that they felt more support needed to be available for students who are struggling with emotional and mental health issues because district counselors have many responsibilities. Reports were also made about general facilities and cafeteria food. Changes related to the cafeteria offerings were made in the spring semester to help transition into the 2018-2019 school year. Students reported a desire to learn, to have knowledgeable teachers who care about them, and to have consistently enforced expectations. Discipline has been focused on this year to ensure equity of consequences, as well as tracking of data to ensure that some student groups were not being overly identified for consequences. The district is trying to take proactive steps in the area of discipline related to PBMAS data to ensure students have the ability to participate in learning.

It is the district's desire to maintain 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 cyber bullying that have taken place off campus

related to David's Law.

The district is starting a police department for the 2018-2019 school year. In addition, building modifications will be made to the front office of each campus to ensure safe entry points are available and protecting students to the best of our ability. The district is also hosting an active shooter training in August to help prepare teachers in case we ever do experience an emergency of this level. Finally, each campus will continue with student drills throughout the year to ensure they know the procedures.

### **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.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Maintaining up to date, consistent messages to our stakeholders is a challenge. **Root Cause:** Parents, staff, and students all use a various forms of information outlets and there are several sources for the input. This can be challenging to ensure that the message is consistent and readily available to parents and the community.

**Problem Statement 2:** The district strives to communicate with all parents and community members regardless of their home language, but sometimes this can be a challenge. **Root Cause:** Limited number of staff members who are equipped to translate orally and in writing. Sometimes it is an issue of time limitations as well.

**Problem Statement 3:** Ongoing concerns of student safety in today's uncertain world has caused an increased level of worry in our community. **Root Cause:** Lack of campus security, multiple entry points, campuses that have multiple buildings, and a need for increased training.

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement 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
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data



- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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

# Goals

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

**Performance Objective 1:** By June 2019, the district will have a teacher retention rate of 85% or above.

**Evaluation Data Source(s) 1:** Resignation List

New staff orientation List





TAPR

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Assign each new teacher a quality mentor.	2.4, 2.5, 2.6	Principals	New teachers will have an outlet for seeking assistance, clarification, or gain new knowledge which in turn will make for a more successful staff and higher morale across campuses.				
Problem Statements: Demographics 2, 3							
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Principals will provide feedback to teachers or walk-thru forms provide 2 times each nine weeks that correlate to the TTESS summative review.	2.4, 2.5, 2.6	Superintendent/Assistant Superintendent	Anticipated result would be higher engagement and student achievement documented by administrators who are in classrooms monitoring such.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 3							

<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) KISD will provide quality staff development opportunities that assist teachers in perfecting their professional craft to better (improve) student outcomes.	2.4, 2.5, 2.6	Assistant Superintendent Principals	Increased Student and Teacher Performance				
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 1 Funding Sources: 255 - Title II - 13000.00						
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) KISD will solicit feedback from staff on what is working well and what needs improvement. The district will take suggestions from staff and attempt to implement viable suggestions from staff.	2.4, 2.5, 2.6	Assistant Superintendent Principals	Increase job satisfaction and reduced turnover				
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 3 - School Processes & Programs 1						
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) KISD will hold support sessions for new teachers and mentors.	2.4, 2.5, 2.6	Assistant Superintendent	Increase Teacher Effectiveness and Retention Rate				
	Problem Statements: Demographics 2, 3 Funding Sources: 199 - District Budget - 400.00						
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Campus Admin teams will devote time for PLC to occur within the school day to synthesize data.	2.4, 2.5, 2.6	Principals	Increased Student and Teacher Performance				
	Problem Statements: Demographics 3 - Student Academic Achievement 1						

<p align="center"><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>7) KISD will continue developed partnerships with the University of North Texas as well as utilize teacher job fairs to gain access to the best new teachers in the field.</p>		Assistant Superintendent	Increasing Quality Applicant Pool				
<p>Problem Statements: Demographics 2 Funding Sources: 199 - District Budget - 300.00</p>							
<p align="center">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 2:</b> KISD has a relatively high number of teachers who are considered inexperienced by TEA and USDE. <b>Root Cause 2:</b> KISD competes with neighboring districts for high quality staff with experience.</p>
<p><b>Problem Statement 3:</b> Teachers need staff development to continue to grow in their professional field in order to yield high student outcomes. <b>Root Cause 3:</b> Staff turnover and new teaching staff creates a higher need for teacher development in foundational areas.</p>
<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.</p>
<p><b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.</p>

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

**Performance Objective 2:** KISD will support teachers in developing instructional leadership skills through book studies and PD provided by the district.

**Evaluation Data Source(s) 2:** Sign in sheets

Blog posts


PO

**Summative Evaluation 2:**


**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) The district admin team will meet monthly with principals to assist with the overall direction of district goals.	2.4, 2.5, 2.6	Superintendent Assistant Superintendent	Maintain focus on district goals resulting in stronger, more targeted overall leadership of each campus.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 3 - School Processes & Programs 1 - Perceptions 1							
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 2) The district will provide financial resources to principals and assistant principals for a chance to attend a yearly conference pertaining to campus leadership.	2.4, 2.5, 2.6	Superintendent	Increased leadership effectiveness				
Problem Statements: Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: 199 - District Budget - 7000.00							
<b>Critical Success Factors</b> CSF 3 CSF 6 3) The district will purchase a document tool to help provide consistent guidance, alignment, and consistency between campuses within the district.		Assistant Superintendent and Superintendent	Increase in consistency within the district. Increase in student equity.				
Problem Statements: Demographics 4 - School Processes & Programs 1 Funding Sources: 199 - District Budget - 6500.00							


<b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  4) Principals will engage in a form of "instructional rounds" to help align campuses on expectations and teacher development.	2.4	Superintendent Assistant Superintendent	Increased student performance Increase in consistency between teaching teams in the level of lesson design and student approaches.				
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 3						




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 2 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 2:</b> KISD has a relatively high number of teachers who are considered inexperienced by TEA and USDE. <b>Root Cause 2:</b> KISD competes with neighboring districts for high quality staff with experience.
<b>Problem Statement 3:</b> Teachers need staff development to continue to grow in their professional field in order to yield high student outcomes. <b>Root Cause 3:</b> Staff turnover and new teaching staff creates a higher need for teacher development in foundational areas.
<b>Problem Statement 4:</b> Principals need support and staff development to continue to grow as instructional leaders on their campus. <b>Root Cause 4:</b> Leadership is a skill that is constantly being refined.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Maintaining up to date, consistent messages to our stakeholders is a challenge. <b>Root Cause 1:</b> Parents, staff, and students all use a various forms of information outlets and there are several sources for the input. This can be challenging to ensure that the message is consistent and readily available to parents and the community.

**Goal 2: Krum ISD will increase student achievement by providing a strong foundation in reading and math.**

**Performance Objective 1:** By June 2019, district learners will increase achievement in the meets and masters grade level on STAAR and EOC state assessments.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will engage in professional development to ensure an increased understanding on the changing accountability system measure.	2.4, 2.5, 2.6	Principals	Teachers being accurately informed as to the expectation should increase focus on targeted instruction therefore resulting in higher levels of student achievement.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 Funding Sources: 255 - Title II - 5000.00							
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Teachers will participate and implement strategies from professional development in the areas of English Language Arts and Reading, Mathematics, Science, Social Studies, and other supporting courses to increase student achievement.	2.4, 2.5, 2.6	Principals Assistant Principals	Increased student achievement				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 2, 3							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) The district will provide schedules and support staff to implement co-teaching and in-class support to classrooms with students who have high learning needs.</p>	2.4, 2.5, 2.6	Principals Assistant Principals Director of Special Services	An increased number of students in general education classrooms for more grade level instructional learning opportunities which will lead to increased student achievement.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Students will grow in their awareness of what they are to learn through the consistent use of content and language objectives and expected learning outcomes. Students will be able to articulate learning goals during instructional rounds.</p>	2.4, 2.5, 2.6	Central Office Staff Campus Admin Teams Teachers	Increased Student Achievement				
<p>Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Students who do not pass STAAR/EOC will be offered tutoring.</p>	2.4, 2.5, 2.6	Campus Admin Teams Teachers	Having students attend focused tutorials sessions targeting areas of weakness where students did not meet standard should not only increase student achievement but also increase the quality of TIER 1 instruction.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1 Funding Sources: 199 - State Comp Ed - 2000.00</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Students who are in high school who have failed EOC will be offered accelerated instruction within the school year and in the summer.</p>	2.4, 2.5, 2.6	Campus Admin Team Counselors Teachers	Increased percentage of passing rates on each EOC.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 Funding Sources: 199 - State Comp Ed - 2000.00</p>							



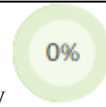
<p><b>System Safeguard Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) The district will track reading and math progress through TPRI, Tejas Lee, and DRA. Math screeners will provide additional data for those who demonstrate a deficit.</p>	2.4, 2.5, 2.6	Asst. Superintendent Principals	Using data to monitor progress for students who may need intervention should lead to a targeted approach and increased student achievement.				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) The district will collect writing samples from all students 3 times a year saved in a portfolio.</p>	2.4, 2.5, 2.6	Principals Teachers	Writing across curriculum and contents over time will show growth and depth of understanding.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) The district will implement the use of Thinking Maps for K-8 for 2018-2019. Training is provided.</p>	2.4, 2.5, 2.6	Principals	Depth of knowledge should be visible in the application of Thinking Maps being used across content and seen on instructional rounds, thus in creasing students achievement.				
Problem Statements: Demographics 2, 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Students identified with Dyslexia will be provided intervention through an Orton-Gillingham based program.</p>	2.4, 2.5, 2.6	Principals	Targeted intervention will assist students with coping skills for a variety of disabilities but hopefully close achievement gaps they may present on coursework exams and state assessments.				
Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - State Comp Ed - 1500.00							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Pre-K/EE students will use the circle program progress monitoring protocols to help teachers target instruction and prepare students for kindergarten. In addition, the students will be exposed to Developing Talkers a program that targets oral language development in young children.</p>	2.4, 2.5, 2.6, 3.1	EEC Admin Team	Increase ability to inform targeted instruction which in turn will increase student performance.				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 2 - School Processes & Programs 1							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> The state has provided a limited list of CTE courses that are included in the accountability calculations. <b>Root Cause 1:</b> Course offerings are often generated by student interest.
<b>Problem Statement 2:</b> KISD has a relatively high number of teachers who are considered inexperienced by TEA and USDE. <b>Root Cause 2:</b> KISD competes with neighboring districts for high quality staff with experience.
<b>Problem Statement 3:</b> Teachers need staff development to continue to grow in their professional field in order to yield high student outcomes. <b>Root Cause 3:</b> Staff turnover and new teaching staff creates a higher need for teacher development in foundational areas.
<b>Problem Statement 4:</b> Principals need support and staff development to continue to grow as instructional leaders on their campus. <b>Root Cause 4:</b> Leadership is a skill that is constantly being refined.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
<b>Problem Statement 2:</b> Student performance in the meet grade level expectation went down by 7% and remained even in the approaches grade level expectation in 2017 for the special education population. <b>Root Cause 2:</b> Students will be held accountable for grade level expectations and need to have targeted IEPs that help support grade level outcomes.
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Maintaining up to date, consistent messages to our stakeholders is a challenge. <b>Root Cause 1:</b> Parents, staff, and students all use a various forms of information outlets and there are several sources for the input. This can be challenging to ensure that the message is consistent and readily available to parents and the community.

**Goal 2:** Krum ISD will increase student achievement by providing a strong foundation in reading and math.



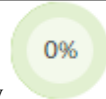

**Performance Objective 2:** Students identified as ELL will demonstrate growth in language acquisition as demonstrated by TELPAS in each area of listening, speaking, reading, and writing.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will participate in updated training related to Sheltered Instruction - Talk Read, Talk Write and strategies on motivation related to ELL student growth and achievement.</p>	2.4, 2.5, 2.6	ELL Coordinator/ Asst.Superintendent Principals	Increased level of performance on TELPAS for each ELL student.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 3            Funding Sources: 263 - Title III - 4500.00</p>							
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will support times within their lesson sequence where students get to practice oral language and new vocabulary development.</p>	2.4, 2.5, 2.6	Principals District Instructional Round Team	Through increased oral language and new vocabulary acquisition increased student achievement is anticipated as well as increased student engagement.				
<p>Problem Statements: Demographics 2, 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1</p>							
<p><b>System Safeguard Strategy</b>  <b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) KISD will provide assistance to the LPAC coordinators through an online paperwork management system called Project ELL.</p>	2.4, 2.6	ELL Coordinator Assistant Superintendent Principals	Efficiency of utilizing Project ELL should better equip teachers with student information which should directly impact student achievement.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1            Funding Sources: 199-local funds (campus budget) - 3300.00</p>							

<b>System Safeguard Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  4) KISD will provide specialized reading materials to add to campus libraries that support language acquisition starting with building literacy skills in their primary language.	2.4, 2.5, 2.6	Principals	Having grade level appropriate reading materials in a students primary language is essential to increasing comprehension and fluency.				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 263 - Title III - 5000.00, 199 - Bilingual Education Allotment - 5000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> KISD has a relatively high number of teachers who are considered inexperienced by TEA and USDE. <b>Root Cause 2:</b> KISD competes with neighboring districts for high quality staff with experience.
<b>Problem Statement 3:</b> Teachers need staff development to continue to grow in their professional field in order to yield high student outcomes. <b>Root Cause 3:</b> Staff turnover and new teaching staff creates a higher need for teacher development in foundational areas.
<b>Problem Statement 4:</b> Principals need support and staff development to continue to grow as instructional leaders on their campus. <b>Root Cause 4:</b> Leadership is a skill that is constantly being refined.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
<b>Problem Statement 2:</b> Student performance in the meet grade level expectation went down by 7% and remained even in the approaches grade level expectation in 2017 for the special education population. <b>Root Cause 2:</b> Students will be held accountable for grade level expectations and need to have targeted IEPs that help support grade level outcomes.
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.

**Goal 2:** Krum ISD will increase student achievement by providing a strong foundation in reading and math.

**Performance Objective 3:** Students in Krum ISD will increase in the growth measure by 10% with the 2019 testing results.

**Evaluation Data Source(s) 3:** TAPR

Testing Results

Eduphoria

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b></p> <p>1) Teachers will utilize blue days to review data and provide targeted instruction based on data to help the student grow academically.</p>		Principal Teacher	Student growth in the accelerated and expected areas.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p>							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.</p>
<p><b>Problem Statement 2:</b> Student performance in the meet grade level expectation went down by 7% and remained even in the approaches grade level expectation in 2017 for the special education population. <b>Root Cause 2:</b> Students will be held accountable for grade level expectations and need to have targeted IEPs that help support grade level outcomes.</p>
<p><b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.</p>

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

**Performance Objective 1:** Krum ISD will increase college and career ready graduates as demonstrated on college ready scores on SAT (1100+) ACT (23+) or TSI (351+) of 40% or higher with a participation rate of 70% or higher.

**Evaluation Data Source(s) 1:** Testing records; TAPR

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Krum HS will provide resources to help students prepare for the SAT, ACT, and TSI.		Principal and Counselor	Increased student Achievement on ACT, SAT, and TSI				

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

**Performance Objective 2:** Krum ISD high school students will increase coherent course sequence rates to 85% or higher by the Spring of 2019 to help students explore viable career pathways.

**Evaluation Data Source(s) 2:** TAPR  
PEIMS Coding

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b></p> <p>1) Counselors will provide guidance, review schedules, and ensure proper coding in PEIMS has been determined for students taking a coherent sequence. Counselors will provide an outline of course sequences.</p>		Principal Assistant Superintendent PEIMS Coordinator	Accurate reflection of students in a coherent sequence of CTE courses.				
Problem Statements: Demographics 1							

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The state has provided a limited list of CTE courses that are included in the accountability calculations. <b>Root Cause 1:</b> Course offerings are often generated by student interest.</p>

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

**Performance Objective 3:** Krum ISD high school students will increase dual credit or advanced course completion rates to total 35% or higher by the Spring of 2019.

**Evaluation Data Source(s) 3:** Schedules  
PEIMS  
transcripts

**Summative Evaluation 3:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will work with district curriculum office to ensure students offered an increased course listing in advanced academics.		Principal Assistant Superintendent	More students will take advantage of Dual Credit and AP coursework before graduation.				



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

**Performance Objective 4:** Krum ISD will increase the 4 year high school graduation rate by 2% by the Spring of 2019 total 97.5% or above.

**Evaluation Data Source(s) 4:** TAPR  
PEIMS

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

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

**Performance Objective 5:** Krum ISD will begin a Step to Employment Program (STEP) for students with IEPs needing transition into the workforce in 2018-2019.

**Evaluation Data Source(s) 5:** job site logs  
MOUs  
IEPs

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college.

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





**Performance Objective 6:** Krum ISD will reduce the number of students on the Foundation Plan by 2% in 2018-2019.

**Evaluation Data Source(s) 6:** TAPR  
IEP  
IGC records

**Summative Evaluation 6:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students who are struggling to meet exit level expectations will be provided with RTI support to help them meet those expectations.		RTI Coordinator Principal	Increased student graduation rates on the Distinguished Level of Achievement.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 7:** Krum ISD will provide information on higher education admissions and financial aid opportunities for students.

**Evaluation Data Source(s) 7:** Sign In sheets

Event notifications

Counseling logs

**Summative Evaluation 7:**

**TEA Priorities:** 3. Connect high school to career and college.

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

**Performance Objective 1:** By June 2019, KISD will see an increase in special education performance on the approaches and meets grade level standard of 5% or will see an increase in student growth measure by 10% increasing expected/accelerated.

**Evaluation Data Source(s) 1:** TAPR

Testing results

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) The district will utilize responsible scheduling forms for transitions between grade levels to properly place students in service programs, staff appropriately, and provide materials matched to services.	2.4, 2.5, 2.6	Principals Director of Special Populations	Increased Student Academic Performance  Effective Use of Staff Members and Funding				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							

<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) Students in need of additional support in reading will be served using SRA.	2.4, 2.6	Principals Director of Special Populations	Increased reading ability and performance Closing the gap in reading				
	Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 199 - SpEd - 2000.00, 199-local funds (campus budget) - 2000.00						
<b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7 3) The district will train and utilize crisis prevention /intervention (CPI) protocol to help students experiencing behavioral challenges in class.	2.5, 2.6	Principals Director of Special Populations	Increased time in class and reduced disruptions Increased teacher capacity in the area of prevention and deescalation related to behavioral needs.				
	Problem Statements: School Processes & Programs 3 - Perceptions 3						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>	
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.	
<b>Problem Statement 2:</b> Student performance in the meet grade level expectation went down by 7% and remained even in the approaches grade level expectation in 2017 for the special education population. <b>Root Cause 2:</b> Students will be held accountable for grade level expectations and need to have targeted IEPs that help support grade level outcomes.	
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.	
<b>School Processes &amp; Programs</b>	
<b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.	
<b>Problem Statement 3:</b> Increased referral rate of students who have an emotional need to the counseling office. <b>Root Cause 3:</b> A lack of prevention programs that focus on social/emotional needs for students who need help developing coping and stress management skills.	
<b>Perceptions</b>	
<b>Problem Statement 3:</b> Ongoing concerns of student safety in today's uncertain world has caused an increased level of worry in our community. <b>Root Cause 3:</b> Lack of campus security, multiple entry points, campuses that have multiple buildings, and a need for increased training.	

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

**Performance Objective 2:** Increase students who meet exit level criteria to meet graduation requirements.

**Evaluation Data Source(s) 2:** Graduation Rates

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4  1) Students who perform below level on EOC and grade 5 and 8 STAAR will be provided accelerated instruction in the summer and during the year to help close any learning gaps before the next round of testing takes place.	2.4, 2.5, 2.6	Principals Assistant Superintendent	Increased number of students who meet exit level criteria on EOC and who meet grade level expectations on STAAR.				
Problem Statements: Student Academic Achievement 1, 3							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.

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

**Performance Objective 3:** KISD will see an increase in Distinction Designations targeting the areas of student growth and academic achievement in the areas of math and reading.

**Evaluation Data Source(s) 3:** TAPR report

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6  1) Principals will engage in data evaluations per campus and write actionable targets for their schools with a focus on achieving the highest 25% in their campus comparison group.	2.4	Superintendent Assistant Superintendent	Increased student performance  Increase in school climate				
Problem Statements: Demographics 4 - Student Academic Achievement 1							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Principals need support and staff development to continue to grow as instructional leaders on their campus. <b>Root Cause 4:</b> Leadership is a skill that is constantly being refined.
Student Academic Achievement
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.

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

**Performance Objective 1:** KISD will support students by providing additional support for social, emotional, and mental health concerns.

**Evaluation Data Source(s) 1:** Referral data





RTI

Discipline

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) KISD will partner with Teen Life and Elevate Students to provide additional support for social/emotional needs.	2.5, 2.6	Assistant Superintendent Principals	Students will report feeling more connected to peers, their school, and the ability to cope with daily stresses.  Decrease in counselor referrals				
	Problem Statements: School Processes & Programs 3 - Perceptions 3 Funding Sources: 199 - District Budget - 500.00						
<b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7  2) KISD will provide a speaker for teachers, parents, and students on the topic of mental health and suicide prevention strategies.	2.6	Assistant Superintendent Principals	Increased student capacity for dealing with difficult life situations.  Increased level of understanding for parents and teachers on how to handle youth who are experiencing a crisis and developing their skills on what to do.				
	Problem Statements: School Processes & Programs 1, 3 - Perceptions 1, 3 Funding Sources: 199-local funds (campus budget) - 2000.00						
3) KISD will provide support for students who are identified as homeless in the form of tutoring, transportation, school supplies, clothing or other needed support as individually identified.	2.6	Assistant Superintendent	Removing the barriers to school entry and access.  Increased student performance				
	Problem Statements: School Processes & Programs 3 Funding Sources: 211 - Title I Part A - 500.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) KISD will continue to utilize the anonymous reporting mechanism found online for students who feel they are being bullied or harassed.</p>	2.6	Principals	Students will feel an increased level of safety at school.				
<p>Problem Statements: School Processes &amp; Programs 3 - Perceptions 1, 3</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.</p>
<p><b>Problem Statement 3:</b> Increased referral rate of students who have an emotional need to the counseling office. <b>Root Cause 3:</b> A lack of prevention programs that focus on social/emotional needs for students who need help developing coping and stress management skills.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> Maintaining up to date, consistent messages to our stakeholders is a challenge. <b>Root Cause 1:</b> Parents, staff, and students all use a various forms of information outlets and there are several sources for the input. This can be challenging to ensure that the message is consistent and readily available to parents and the community.</p>
<p><b>Problem Statement 3:</b> Ongoing concerns of student safety in today's uncertain world has caused an increased level of worry in our community. <b>Root Cause 3:</b> Lack of campus security, multiple entry points, campuses that have multiple buildings, and a need for increased training.</p>



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

**Performance Objective 2:** KISD will comply with senate bill 30 which requires school districts to teach students how to safely interact with peace officers.

**Evaluation Data Source(s) 2:** Transcript records  
lesson plans

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will incorporate safety training with the SRP (Standard Response Protocol).		Superintendent	Increased safety awareness				

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


**Performance Objective 3:** Krum ISD will provide campus training on Active Shooters to address safety concerns.

**Evaluation Data Source(s) 3:** Calendar

Sign in sheets

Debrief

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3  1) Active shooter drill will be conducted in August before school starts to engage the local police department and other first responders, teachers, and administrators to ensure all parties are familiar with what to do with this type of an emergency.	2.6	Superintendent	Increased awareness and capacity of all stakeholders in the school community.  Identification of areas that still need improvement related to safety				
	Problem Statements: School Processes & Programs 1, 3 - Perceptions 3						
2) The district will hire two School Resource Officers.		Superintendent	Safe school environment				
Funding Sources: 199 - District Budget - 0.00							
							

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent application of procedures at campuses. <b>Root Cause 1:</b> The need for increased communication, more detailed outlines for procedures, and establishing consistent methods for solving problems that arise at the lowest levels possible through training.
<b>Problem Statement 3:</b> Increased referral rate of students who have an emotional need to the counseling office. <b>Root Cause 3:</b> A lack of prevention programs that focus on social/emotional needs for students who need help developing coping and stress management skills.
<b>Perceptions</b>
<b>Problem Statement 3:</b> Ongoing concerns of student safety in today's uncertain world has caused an increased level of worry in our community. <b>Root Cause 3:</b> Lack of campus security, multiple entry points, campuses that have multiple buildings, and a need for increased training.

**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 engage parents in the planning processes at each campus and with the district to improve the schools and opportunities for students.

**Evaluation Data Source(s) 4:** Sign In sheets  
Advertisements

**Summative Evaluation 4:**

**TEA Priorities:** 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Title I campuses will engage parents in the creation of the parent engagement policy at the beginning of the year.	3.1, 3.2	Principals Assistant Superintendent	Increased Parent Involvement				
	Problem Statements: Student Academic Achievement 1 - Perceptions 1, 2						

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
Perceptions
<b>Problem Statement 1:</b> Maintaining up to date, consistent messages to our stakeholders is a challenge. <b>Root Cause 1:</b> Parents, staff, and students all use a various forms of information outlets and there are several sources for the input. This can be challenging to ensure that the message is consistent and readily available to parents and the community.
<b>Problem Statement 2:</b> The district strives to communicate with all parents and community members regardless of their home language, but sometimes this can be a challenge. <b>Root Cause 2:</b> Limited number of staff members who are equipped to translate orally and in writing. Sometimes it is an issue of time limitations as well.





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

**Performance Objective 5:** Krum ISD will provide programs for parent involvement ranging from WATCH DOGS, literacy events, curriculum events, and parenting support.

**Evaluation Data Source(s) 5:** Sign in sheets  
Advertisement

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schools will provide ELL parent nights to provide support for language acquisition strategies at home through literacy support.	2.4, 2.6, 3.2	Principals Assistant Superintendent	Increased student performance				
	Problem Statements: Student Academic Achievement 1, 3 - Perceptions 2 Funding Sources: 263 - Title III - 500.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Student performance remained stagnant in most sub-population groups in the approaches grade level category in the 2017 TAPR report. <b>Root Cause 1:</b> Targeted instruction with a focus on higher level, cross application skills needs to be focused on and monitored for effectiveness.
<b>Problem Statement 3:</b> Students in Krum ISD remained relatively even between 2016 and 2017 in all three performance areas: approaches, meets, and masters. Growth in the ALL category for each category needs to be noted in 2018 and 2019 STAAR testing. <b>Root Cause 3:</b> Targeted instruction with a focus on higher level thinking and application skills needs to be focused on and monitored for effectiveness.
Perceptions
<b>Problem Statement 2:</b> The district strives to communicate with all parents and community members regardless of their home language, but sometimes this can be a challenge. <b>Root Cause 2:</b> Limited number of staff members who are equipped to translate orally and in writing. Sometimes it is an issue of time limitations as well.

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

**Performance Objective 6:** Krum ISD will provide needed instructional materials for new courses and replacements for materials that were consumed or not returned.

**Evaluation Data Source(s) 6:** IMA reports

Destiny reports

Principal Requests

**Summative Evaluation 6:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

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

**Performance Objective 7:** In accordance with Krum ISD's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract for professional and consultant services with SAFE Services LLC to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

**Evaluation Data Source(s) 7:** Signed Contract

**Summative Evaluation 7:**

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Assign each new teacher a quality mentor.
1	1	3	KISD will provide quality staff development opportunities that assist teachers in perfecting their professional craft to better (improve) student outcomes.
1	1	4	KISD will solicit feedback from staff on what is working well and what needs improvement. The district will take suggestions from staff and attempt to implement viable suggestions from staff.
1	1	5	KISD will hold support sessions for new teachers and mentors.
1	1	6	Campus Admin teams will devote time for PLC to occur within the school day to synthesize data.
1	2	1	The district admin team will meet monthly with principals to assist with the overall direction of district goals.
1	2	2	The district will provide financial resources to principals and assistant principals for a chance to attend a yearly conference pertaining to campus leadership.
2	1	1	Teachers will engage in professional development to ensure an increased understanding on the changing accountability system measure.
2	1	2	Teachers will participate and implement strategies from professional development in the areas of English Language Arts and Reading, Mathematics, Science, Social Studies, and other supporting courses to increase student achievement.
2	1	3	The district will provide schedules and support staff to implement co-teaching and in-class support to classrooms with students who have high learning needs.
2	1	4	Students will grow in their awareness of what they are to learn through the consistent use of content and language objectives and expected learning outcomes. Students will be able to articulate learning goals during instructional rounds.
2	1	5	Students who do not pass STAAR/EOC will be offered tutoring.
2	1	6	Students who are in high school who have failed EOC will be offered accelerated instruction within the school year and in the summer.
2	1	7	The district will track reading and math progress through TPRI, Tejas Lee, and DRA. Math screeners will provide additional data for those who demonstrate a deficit.
2	1	8	The district will collect writing samples from all students 3 times a year saved in a portfolio.
2	1	9	The district will implement the use of Thinking Maps for K-8 for 2018-2019. Training is provided.
2	1	10	Students identified with Dyslexia will be provided intervention through an Orton-Gillingham based program.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	11	Pre-K/EE students will use the circle program progress monitoring protocols to help teachers target instruction and prepare students for kindergarten. In addition, the students will be exposed to Developing Talkers a program that targets oral language development in young children.
2	2	1	Teachers will participate in updated training related to Sheltered Instruction - Talk Read, Talk Write and strategies on motivation related to ELL student growth and achievement.
2	2	2	Teachers will support times within their lesson sequence where students get to practice oral language and new vocabulary development.
2	2	3	KISD will provide assistance to the LPAC coordinators through an online paperwork management system called Project ELL.
2	2	4	KISD will provide specialized reading materials to add to campus libraries that support language acquisition starting with building literacy skills in their primary language.
4	1	1	The district will utilize responsible scheduling forms for transitions between grade levels to properly place students in service programs, staff appropriately, and provide materials matched to services.
4	1	2	Students in need of additional support in reading will be served using SRA.
4	2	1	Students who perform below level on EOC and grade 5 and 8 STAAR will be provided accelerated instruction in the summer and during the year to help close any learning gaps before the next round of testing takes place.

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Carroll	Teacher		.07
Anca Morcovescu	Teacher		.07
Anyon Coon	Teacher		.10
Brandi Claiborne	Teacher		.04
Brittany Bowman	Teacher		.10
Brooke Cates	Teacher		.05
Carrie Yates	Teacher		.07
Charee Humphreys	Teacher		.07
Christina McDaniel	Teacher		.07
Christine Thomson	Teacher		.05
Cody Wilson	Teacher		.07
Courtney Murphy	Teacher		.05
Cynthia Morisak	Teacher		.04
Danielle Campbell	Teacher		.06
Darrell Jenkins	Teacher		.07
Dawn Schertz	Reading Specialist	State Compensatory Education	1.00
Denise Burns	Reading Specialist	State Compensatory Education	.96
Erin Middleton	Teacher		.06
Felicia Walker	Teacher		.04
Heather Bell	Teacher		.04
Heather Libick	Teacher		.05
Jessica Mohammadi	Teacher		.18
Johnna Shelton	Dyslexia Teacher		.14



Julie Nabors	Teacher		.064
Keith Fielder	Teacher		.10
Kelli Lawrence	Teacher		.10
Kenneth Coon	Teacher		.10
Kevin Goodman	Teacher		.04
Kimberly Reed	Teacher		.05
Kristi Murray	Teacher	State Compensatory Education	1.00
Kristin Blocker	Dyslexia Teacher		.04
Kristy Phillips	Teacher		.04
Krystie McGraw	Teacher		.05
Lauren Gilbreath	Teacher		.04
Lyndsey Haberman	Teacher		.04
Macy Faight	Teacher		.05
Margie Collins	Teacher	State Compensatory Education	1.00
Marian Martin	Teacher		.05
Mary Cain	Teacher	State Compensatory Education	1.00
Megan Boone	Teacher		.05
Megan Smith	Teacher		.04
Melinda Buchanan	Teacher		.07
Michele Dillon	Teacher		.05
Michellie Camp	Teacher		.05
Page Wojciak	Teacher		.07
Rebecca Chisholm	Teacher		.04
Richard Baker	Teacher		.07
Sabrina Hendrickson	Teacher		.04
Sarah Tudor	Dyslexia Support	State Compensatory Education	1.0
Sarah Yanez	Teacher		.04
Scarlett Elkington	Teacher		.05

Shelby Swinney	Teacher		.07
Staci Jones	Para		.06
Stephanie Monaghan	Teacher		.05
Sue Gramling	Teacher		.07
SueEllen Vardell	Teacher		.10
Tara Hartford	Teacher		.07
Tera Kemohah-Riney	Teacher		.07
Tiffany Nichols	Teacher		.185
Tracy Polley	Teacher		.06
Tricia Banks	Teacher		.07

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Hurlbut	Math Interventionist	Dyer Elementary	1.0
Elisa Lawson	5th grade Teacher	Class size reduction (Dodd)	1.0
Margie Skull	Reading Intervention	Dodd Intermediate	.5
Mary Cain	Math Interventionist	Dodd Intermediate	.5

# Plan Notes

Summer staff development plans were taken to the DEIC on Feb. 5th and approved. They are as follows:

- Planning for staff development needs for teachers
  - KISD is looking at having the following training offered this summer
    - More training in the area of gifted and talented-update and 30 hours (Local)
    - Lone Star TIA (technology/instruction) (title II)
    - Talk Read, Talk Write (Title II or III)
    - How to Motivate your ELL (Title III)
    - Curriculum Mapping for Dual Language Teachers (Title II)
    - Specialized Vocabulary Instruction (Title III)
    - Coordinating with UNT to bring Project Based Inquiry in the areas of math and science for the secondary level
    - Support for Document Based Questioning (title II)
    - Sheltered Instruction for All (Title III)
  - Trainings that will not need funding
    - Mental Health First Aid for the Adolescent
    - Thinking Maps
    - Diabetic Care Training
    - Texas Workforce Training for CTE teachers
    - Crisis Prevention Institute
    - Beyond Guided Reading
    - Stop Waving Your Hands and Elaborate
    - New Special Ed. Teachers Training
    - Other courses offered through our collaboration with small schools co-op and Region XI
  - Surveys were sent out to parents, teachers and students at the middle and high school.
  - Teachers will need to be added in some areas such as 4th grade DL.
  - We need to consider planning for LOTE credits in middle school for students who will be receiving their first credit in 5th grade.

# District Funding Summary

<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	5	Tutoring		\$2,000.00
2	1	6	Tutoring		\$2,000.00
2	1	10	Dyslexia Material		\$1,500.00
<b>Sub-Total</b>					<b>\$5,500.00</b>
<b>199 - SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	2	SRA Materials		\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	3	resources for homeless youth		\$500.00
<b>Sub-Total</b>					<b>\$500.00</b>
<b>255 - Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Training		\$13,000.00
2	1	1	Training		\$5,000.00
<b>Sub-Total</b>					<b>\$18,000.00</b>
<b>263 - Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	Read, Talk, Write Professional Development		\$4,500.00
2	2	4	Purchase books		\$5,000.00
5	5	1	Parent events		\$500.00
<b>Sub-Total</b>					<b>\$10,000.00</b>
<b>199-local funds (campus budget)</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Subscription Renewal		\$3,300.00
4	1	2	SRA Materials		\$2,000.00
5	1	2	Speaker		\$2,000.00
<b>Sub-Total</b>					\$7,300.00
<b>199 - District Budget</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Training Material and refreshments		\$400.00
1	1	7	Job Fair Fees		\$300.00
1	2	2	Training		\$7,000.00
1	2	3	Tool Purchase		\$6,500.00
5	1	1	Training of volunteers		\$500.00
5	3	2			\$0.00
<b>Sub-Total</b>					\$14,700.00
<b>199 - Bilingual Education Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Purchase books		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Grand Total</b>					\$63,000.00