

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



# Mission Statement

**Krum ISD's mission is to create a collaborative atmosphere with parents, students, and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners, by providing a safe, respectful and positive learning environment.**

# Vision

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

# Value Statement

**We believe...**

**All students have the capacity to learn and achieve and are expected to succeed.**

**We are responsible and accountable for results and must lead by example.**

**We respect individual differences and believe that each individual has inherent worth.**

**We are transparent and honest in all our interactions with students, parents, staff, and the community.**

**We attract and retain the most qualified, committed, accountable and highly productive employees.**

**We are committed to providing excellent educational opportunities and access for students in a fiscally responsible manner.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As the demographics of the town changes, the school district strives to stay ahead of the change. The Krum Independent School District, consists of students primarily residing in Krum, Texas, with the exception of employees' children, who are allowed to be transfers; but no other transfers are accepted in the district. Our district is experiencing the growth pains of population shifts – perhaps the biggest challenge is, “How do we continue to meet the needs of an ever expansive student population?” The high standard of the Texas accountability system continues to challenge schools to operate at their best level. Through population expansions, the Krum community has had to face new challenges in the educational system. With the increase of housing additions, comes an increase in population, resulting in a larger need for more classrooms and school buildings within these communities. Providing necessary resources does not come easily. This district is affected heavily by school finance decisions. Krum ISD is an ASATR school district.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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.
- 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.
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback

- Class size averages by grade and subject
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-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
- Study of best practices
- Action research results
- Other additional data

# Goals

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

**Performance Objective 1:** Educate students and staff on the recognition and prevention of emotional and social safety issues (i.e. bullying, harassment, cyber safety).

**Evaluation Data Source(s) 1:** Aim for Success

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KHS will provide training on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.	Campus Administration, Counselors	Legal and effective handling of emotional and social safety issues by all school personnel.				
2) Ensure that students and staff are effectively educated on safety and security measures and that all measures are effectively followed to protect students, faculty, and staff.	All campus personnel	Rehearsed, successful drills of all situations				
3) Conduct orientation meetings with students and staff regarding the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures.	Campus Administration	Attendance sheets				
4) Offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, drug awareness, and dating violence.	Campus Administration, Counselors	Decrease in number of referrals to counselors				
5) Counseling staff will provide a list of possible counseling resources to all students who fail a drug test.	Campus Administration, Counselors	Program participation				
6) Students and Staff will wear school issued identification cards as recommended by the Safety Audit.	All Staff.	Referral Reports.				
	Funding Sources: 199-local funds (campus budget) - 700.00					
7) In addition to students participating in extracurricular activities, all students who drive on campus will participate in random drug testing.	Administration, Counselors	Reports				
	Funding Sources: 199 - District Budget - 0.00					

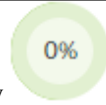




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 2:** KHS will provide safe learning environments for all learners and prepare for emergency situations.

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

**Summative Evaluation 2:**

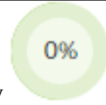
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contract with InterQuest canine Detection Services for the purpose of vehicle/locker searches.	Campus Administrations	Contraband, Reports				
2) Conduct an annual review/update of Student Handbook and Code of Conduct.	Campus Administration	Updated handbook & Student Code of Conduct				
3) Conduct safety audits every three years	Campus Administration	100% on safety audit				
4) Emergency Operation Plan will be in compliance with National Incident Management System (NIMS).	Campus Administration	Drill logs, Operations plan				
5) Train personnel in CPR and AED	Nurse	Sign in sheets/Certification Records				
6) Conduct fire, tornado, and lock-down drills.	Campus Administration	Drill logs				
7) KISD bullying policy implemented and staff training regarding responsibilities.	Campus Administration, Teachers, Staff	Decreased bullying incidents, staff development documentation				
8) Red Ribbon Week will be conducted at KHS to promote drug awareness and drug prevention.	Campus Administration, Student Council Advisor, Counselors					
9) Emergency procedures will continue to be posted in all classrooms and common areas.	Campus Administration, Teachers	Posted procedures				
10) Continue to use two-way radios to enhance communication at all student activities such as games, assemblies, etc.	Campus Administration	Radio usage sheets				
11) Maintain and monitor security cameras.	Campus Administration, Technology director	Decreased acts of disruptive or criminal behaviors				
12) Require all campus visitors to sign in at the front office utilizing the Raptor System.	Receptionists, Campus Administration	Raptor reports				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2: By May 2019, the learner annual attendance rate will be 97%; thereafter it will be maintained or improved annually.**

**Performance Objective 1:** KHS attendance rate will reach or exceed 97%.

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conference with students with excessive absences/tardies each grading period.	Campus Administration/Counselors/Teachers	Attendance reports/conference logs				
2) Monitor attendance and determine student placement through regular attendance committee meetings.	Campus Administration/ Attendance Committee Members	Meeting Agenda				
3) Provide incentives for students for improved attendance.	Campus Administrators / Teachers Funding Sources: 461-Principals Fund - 500.00	Increased 6 weeks attendance rates				
4) Continue to contact parents regarding excessive classroom absences.	Campus Administration, Teachers, Attendance Clerk	Call Logs				
5) Continue to file truancy with the local Justice of the Peace for any students who do not meet the 90% attendance rule.	Campus Administration, Registrar	Decreased number of students appearing in Truancy Court.				

**Goal 3: Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.**

**Performance Objective 1:** Implement and maintain programs to ensure student success through an aligned curriculum, meaningful professional development, and continuous data dis-aggregation.

**Evaluation Data Source(s) 1:** TEKS Resource System, STRIVE

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Content and Learning Objectives noted in lessons plans and visible in the classroom in student friendly language in all classrooms. Writing in all content areas daily will be monitored by principals and implemented by teachers	Administration Teachers	Lesson Plans T-TESS				
	Problem Statements: Student Achievement 1, 2, 3					
<b>System Safeguard Strategy</b> 2) Continue to utilize aligned TEKS Resource System for curriculum alignment.	Campus Administrators/Teachers	Lesson Plans/Walk-Throughs/EOC scores TEKS Resource System Reports				
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - District Budget - 3000.00					
3) All core classroom teachers will become ESL certified within 2 years of hire.	Campus Administrators	Teacher certifications added				
	Problem Statements: Student Achievement 2					
<b>System Safeguard Strategy</b> 4) Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of the RtI process.	Campus Administrators/teachers	Grades/Failure Reports/EOC scores Eduphoria Student RtI Documentation.				
	Problem Statements: Student Achievement 1, 2, 3					
5) Provide summer school for remediation and credit recovery.	Campus Administration/Department Heads	Summer School Schedule/Student Sign In Sheets				
	Funding Sources: 199 - General Fund High School Allotment - 4500.00					
<b>System Safeguard Strategy</b> 6) Students not passing an EOC will participate in a STAAR tutorial program during advisory period. Students' attendance and participation will be monitored each grading period.	Campus Administrators/Teachers	Tutorial attendance sheets				
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199 - General Fund High School Allotment - 1500.00					

<b>System Safeguard Strategy</b> 7) Provide ESL services for at-risk LEP students (including LPAC meetings) to ensure students become proficient in English and score at or above state standards.	Campus Administrators/ESL Coordinator/Department Heads	LPAC meeting calendar/ESL paperwork				
	Problem Statements: Student Achievement 2, 3					
8) Provide professional development opportunities in core areas through faculty meetings and fully utilize Region XI, Region 10 and other outside entities.	Campus Administrators/Teachers	Professional Development Certificates/Summative Reviews				
	Funding Sources: 199-local funds (campus budget) - 1200.00					
<b>System Safeguard Strategy</b> 9) Disaggregate state assessment data and develop instructional plans for each student who is at-risk.	Campus Administration/Counselors/Teachers	Lesson Plans/Tutorials/EEC meeting notes				
	Problem Statements: Student Achievement 1, 2, 3					
10) Continue to provide dual enrollment instruction through NCTC, and explore options with UNT.	Campus administration/Counselors	NCTC Enrollment Numbers/Grades				
	Funding Sources: 199 - General Fund High School Allotment - 0.00					
11) Maintain Special Education Inclusion Support Model in all core subject areas.	Campus Administrators/Special Education Department Head/Counselors	Master Schedule				
	Problem Statements: Student Achievement 1, 2, 3					
	Funding Sources: 199 - District Budget - 0.00					
12) Provide professional development on disaggregating formative assessment data to monitor and guide instruction.	Campus Administrators	AWARE reports				
<b>System Safeguard Strategy</b> 13) Use formative assessments to monitor student mastery and guide instruction in all EOC tested areas.	Campus Administration, Dept. Heads	Increased EOC scores CBA Data				
	Targeted instruction for identified students during Advisory during the school day.					
	Problem Statements: Student Achievement 1, 2, 3					
Funding Sources: 199 - District Budget - 1000.00						
14) Participate in University of Texas at Austin's On Ramps Program to permit dual enrollment at KHS and UT.	Campus Administration/Counselors/On Ramps Teachers	Master Schedule Student Transcripts				
	Funding Sources: 199 - General Fund High School Allotment - 0.00					
15) Utilization of T-TESS appraisal system for teachers and T-PESS for principals.	Assistant Supt. Administration	Lesson Plans, Eduphoria reports, walk-thru, T-TESS and T-PESS				
<b>System Safeguard Strategy</b> 16) Provide in-class support for SPED, 504, and ELL students in core subject areas by utilizing paraprofessionals and instructional staff.	Administration, Counselors	LPAC minutes IEP's 504 Plans Lesson Plans Observations				
	Problem Statements: Student Achievement 1, 2, 3					

<b>System Safeguard Strategy</b> 17) Professional Learning Communities: Campus Leadership Planning Team Meetings will occur minimally once per grading period.	Administration	Agenda Data Dig Reports Lesson Plans				
	Problem Statements: Student Achievement 1, 2, 3					
18) Campus will disaggregate data from state assessment PBMAS and local assessments to inform instructional decision making.	Assistant Supt. Administration Department Heads	Data Dig Reports Increased Score Reports				
	Problem Statements: Student Achievement 1, 2, 3					

**Performance Objective 1 Problem Statements:**





<b>Student Achievement</b>
<b>Problem Statement 1:</b> In 2016-17, 23% of students enrolled in Special Education met approaches Grade level or above for all grades, which is below the state target of 60. (PBMAS) <b>Root Cause 1:</b> Targeted instruction needs address gaps and increase student performance.
<b>Problem Statement 2:</b> In 2016-17 46.7% of students identified as Limited English Proficient passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 2:</b> Achievement of students in reading/writing is not meeting standard, increase vocabulary.
<b>Problem Statement 3:</b> in 2016-17, 19.5% of students identified as enrolled in Special Education passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 3:</b> Targeted instruction needs address gaps and increase student performance.

**Goal 3:** Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.

**Performance Objective 2:** Teachers will use various strategies to ensure student success across demographics and ability levels, focusing on intervention and enrichment, in order to increase student performance and close gaps across all demographic groups.

**Evaluation Data Source(s) 2:** SIOP, Content and language objectives evident in all classrooms. Evidence of explicit vocabulary instruction in daily instruction.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize differentiated instruction techniques to address various learning styles.	Campus Administrators/Teachers	Lesson Plans/Walk-Throughs				
2) Utilize APEX instructional software for credit recovery options for students.	Campus Administrators/Counselors/APEX teacher	APEX Progress Reports/Grade advancement				
Funding Sources: 199 - State Comp Ed - 0.00						
3) Offer additional courses (electives) to service student interests.	Campus Administrators/Counselors	Course Selection Guide/Student Course Selection Surveys				
<b>System Safeguard Strategy</b>	Campus Administrators/Teachers	STAR reports/AWARE reports/Tutorial attendance				
4) Student progress will be monitored through 9 weeks exams and intervention each grading period.	Problem Statements: Student Achievement 1, 2, 3					
<b>System Safeguard Strategy</b>	Assist. Supt. Administration	Sign-in sheets				
5) Staff development in the area of providing instructional and linguistic accommodations.	Problem Statements: Student Achievement 2					
<b>System Safeguard Strategy</b>	Administration	Lesson Plans				
6) Content and language objectives will be posted. Lesson plans will include ELPS for effective language practice and instruction.	T-TESS					
Problem Statements: Student Achievement 1, 2, 3						
7) Teacher utilization of Eduphoria data and collaboration between general education and special education teachers to develop strong IEP goals and objectives. Training provided through Region XI.	Administration Director of Special Services					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> In 2016-17, 23% of students enrolled in Special Education met approaches Grade level or above for all grades, which is below the state target of 60. (PBMAS) <b>Root Cause 1:</b> Targeted instruction needs address gaps and increase student performance.
<b>Problem Statement 2:</b> In 2016-17 46.7% of students identified as Limited English Proficient passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 2:</b> Achievement of students in reading/writing is not meeting standard, increase vocabulary.
<b>Problem Statement 3:</b> in 2016-17, 19.5% of students identified as enrolled in Special Education passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 3:</b> Targeted instruction needs address gaps and increase student performance.


**Goal 3:** Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.

**Performance Objective 3:** Purposefully schedule identified SPED or LEP students into core classes where there is either a certified SPED teacher, a certified ESL teacher, or a trained paraprofessional present.


**Evaluation Data Source(s) 3:** Progress Reports, Report Cards, Testing Data, Teacher Feedback

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide training to teachers on instructional strategies to use for special education intervention and accommodations, including GT, ELL, and 504 students. This includes applying academic goals listed in the IEP to non-core classes, best practices when teaching students who are hearing impaired, helpful information to provide for use in ARD meetings, and examples of best practices when instructing students with limited cognitive ability.	Principal Counselors Special Education Department	Increased student performance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

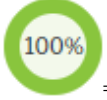
**Goal 4: KHS will increase the percentage of students attaining a level indicating Advanced Performance as evidenced by STAAR End of Course Exams.**

**Performance Objective 1:** Promote student participation in Pre-AP, AP and Dual Credit course work so as to expose student to our most challenging curriculum and instruction.


**Evaluation Data Source(s) 1:** Enrollment counts in advanced course work.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer a wide array of Pre-AP and AP courses in both core and elective subjects.	Principal Counselors Department Heads	Enrollment Counts in course sections.				
2) Promote enrollment in Pre-AP, AP and Dual Credit courses through classroom presentations.	Counselors Principal	Enrollment counts in course selections.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4:** KHS will increase the percentage of students attaining a level indicating Advanced Performance as evidenced by STAAR End of Course Exams.

**Performance Objective 2:** Teachers will participate quarterly on Blue Days in TEKS Resource planning sessions where lesson plans and common nine week assessments are created.


**Evaluation Data Source(s) 2:** Student Achievement, Lesson Plans, Nine Week Assessments

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide opportunities of professional growth of all instructional staff.	Principal Assistant Principals Counselor	Certificates of attendance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 5: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** By 2020, the dropout rate for grades 9-12 will be less than 1%; thereafter, the target will be maintained or improved.

**Evaluation Data Source(s) 1:** TxEIS Reports, TAPR Report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Continue RtI process and implement SST to ensure that all learners progress.</p>	Campus Administrators/ Counselors/ ECC members	Meeting documentation/ Learner progress documentation				
Problem Statements: Student Achievement 1, 2, 3						
<p><b>System Safeguard Strategy</b></p> <p>2) Monitor At-Risk students and provide appropriate interventions</p>	Campus Administrators/ Counselors/ Teachers	At-Risk Student List / Documentation of student improvement				
Problem Statements: Student Achievement 1, 2, 3						
Funding Sources: 199 - State Comp Ed - 0.00						
<p><b>System Safeguard Strategy</b></p> <p>3) Continue to provide tutorial opportunities to students who missed the passing mark on state assessments/benchmarks.</p>	Campus Administrators/ Campus Dept. Heads	Increased EOC scores/ Student achievement				
Problem Statements: Student Achievement 1, 2, 3						
Funding Sources: 199 - State Comp Ed - 0.00						
<p>4) Inform parents and students of career options upon graduating.</p>	Campus Administrators/ Counselors	Sign-in Sheets				
Funding Sources: 199-local funds (campus budget) - 0.00						
<p>5) Investigate diligently beginning of the year and second semester no shows and potential drop outs.</p>	Campus Administrators/ Counselors / Registrar	Phone Logs/ Registrar Records				
<p>6) Students who are not successful on the state assessment (EOC) will be invited and encouraged to attend summer school.</p>	Campus Administration/ Counselors	Attendance Records, Student-Parent Correspondence, Student Success Rates				
Funding Sources: 199 - State Comp Ed - 16000.00						

7) Students who need credit recovery due to attendance issues will be provided an opportunity in the summer.	Campus Administration Counselors	Attendance Records, Student Success Rates				
	Funding Sources: 199 - State Comp Ed - 0.00					

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> In 2016-17, 23% of students enrolled in Special Education met approaches Grade level or above for all grades, which is below the state target of 60. (PBMAS) <b>Root Cause 1:</b> Targeted instruction needs address gaps and increase student performance.</p>
<p><b>Problem Statement 2:</b> In 2016-17 46.7% of students identified as Limited English Proficient passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 2:</b> Achievement of students in reading/writing is not meeting standard, increase vocabulary.</p>
<p><b>Problem Statement 3:</b> in 2016-17, 19.5% of students identified as enrolled in Special Education passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 3:</b> Targeted instruction needs address gaps and increase student performance.</p>

**Goal 5:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Provide training to teachers on instructional strategies to use for special education intervention and accommodations, including GT, ELL, and 504 students. This includes applying academic goals listed in the IEP to non-core classes, best practices when teaching students who are hearing impaired, helpful information to provide for use in ARD meetings, and examples of best practices when instructing students with limited cognitive ability.

**Evaluation Data Source(s) 2:** Student progress reports, ARD feedback, Teacher feedback.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recognize teachers who consistently fulfill their non-instructional duty responsibilities.	Administrative Team	Increase in retention of staff.				

**Goal 6: Krum ISD at least 35% of seniors will achieve the state criteria of 1100 on the SAT test and a score of 25 on the ACT test; and at least 70% of the seniors will take the SAT and/or ACT test.**

**Performance Objective 1:** By May 2019 at least 35% of the seniors will score 1100 on the SAT or a composite score of 25 on the ACT, and at least 70% of the graduates will have taken the SAT and/or ACT test.

**Evaluation Data Source(s) 1:** College Board, ACT Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage sophomores and juniors to take the PSAT and provide funding.	Campus Administration, Counselors	PSAT numbers				
Funding Sources: 199-local funds (campus budget) - 3000.00						
2) Dual and AP classes will be available to learners and increase accessibility to under-served populations.	Campus Administration, Counselors	Master Schedule				
3) Provide dual credit College Algebra/Trig, History, English, Government/Economics, Physics, Sociology/Psychology, and Statistics	Counselors	Student Schedules				
Funding Sources: 199-local funds (campus budget) - 3500.00						
4) Continue to expand dual credit courses	Counselors, Campus Administration					
Funding Sources: 199 - General Fund High School Allotment - 8578.00						
5) Invite students who had competitive scores on PSAT as a sophomore retake the test as junior to compete as a national merit scholar.	Counselors, Campus Administration	PSAT Results				
Funding Sources: 199 - General Fund High School Allotment - 4000.00						
6) Teachers will participate in AP Summer Institute.	Campus Administration	Certificate, Score Reports				
Funding Sources: 199 - General Fund High School Allotment - 1000.00						
7) Meet with Seniors individually to ensure that they have a plan for after high school and the knowledge for how to achieve their plan.	Counselors	Higher education and technical school acceptance for all students so desiring attendance.				
						



**Goal 7: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.**

**Performance Objective 1:** Integrate digital-aged practices and digital citizenship standards across the curriculum.

**Evaluation Data Source(s) 1:** Lesson Plans, Advisory Lessons, Library Lessons

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Educate students on ethical and effective technology use in school and beyond.	Campus Administration, Teachers, Instructional Technologist	Decreased disciplinary issues surrounding digital citizenship and ethical standards of behavior.				
Funding Sources: 199-local funds (campus budget) - 1100.00						
2) Explore the possibility of a Digitally Responsible Program for students to complete in order to educate and show mastery.	Counselors, Administration	Reports, Decreased social media incident reports.				
3) Explore the possibility of offering a class so that students can gain skills in fixing chromebooks, while also keeping chromebooks working.	CTE Department Counselors Administration	Work Orders Lesson Plans Student Assessments				

**Goal 8: Krum ISD will address school climate, concerns of learners, parents, and faculty for each campus.**

**Performance Objective 1:** By May 2019, the KHS Campus Planning Committee will develop and organize activities to improve learner and campus school climate.

**Evaluation Data Source(s) 1:** Bobcats ROCK, Staff Incentives, Student Incentives

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Organize activities to encourage positive school climate. Create an avenue at KHS for faculty and staff to offer ideas that will help create a more positive school climate.	Campus Administration, Campus Improvement Committee, Student Council	Campus discipline reports Renaissance Rewards Positive Behavior Support				
Funding Sources: 199-local funds (campus budget) - 1200.00						
2) Assess school climate through parent surveys.	Campus Administration	Survey Results				
3) Continue to monitor and update our emergency preparedness plan involving KHS and the community.	Campus Administration, Local Police & Fire Dept.	Training logs				
4) Continue Sex Ed Curriculum at KHS. Bring Health back as a local credit to compliment the speech requirement.	SHAC, School Nurse	Sign in sheets				
5) Continued awareness of dating policy/training.	Campus Administration, Counselors	Sign-in sheets				
6) Continue bullying awareness at KHS.	Campus Administration, Teachers, Counselors	Sign-in sheets, decrease in bullying incidents				
7) Provide parents and teachers with increased awareness of the signs of child sexual abuse.	Counselors	Sign-in sheets				
8) Conduct a Parent College Awareness Night.	Campus Administration, Counselors	Sign in sheets				
Funding Sources: 461-Principals Fund - 300.00						
9) Modify traditional Open House with a "Flipped" model to encourage more communication between home and school.	All Staff	Video Documents Participation Reports				

<b>System Safeguard Strategy</b> 10) Provide in-class support for SPED, 504, and ELL students in core subject areas by utilizing paraprofessionals and instructional staff.	Administrators Counselors Special Education Staff	LPAC minutes IEP's 504 Plans Lesson Plans Observation				
	Problem Statements: Student Achievement 1, 2, 3					
11) Encourage the use of classroom surveys so that teachers may gather information on student satisfaction and the engagement level of their own students. Teachers will use the information to reflect and make needed adjustments to instruction and their classroom environment.	All Staff	Improve engagement and instruction, as well as culture.				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> In 2016-17, 23% of students enrolled in Special Education met approaches Grade level or above for all grades, which is below the state target of 60. (PBMAS) <b>Root Cause 1:</b> Targeted instruction needs address gaps and increase student performance.
<b>Problem Statement 2:</b> In 2016-17 46.7% of students identified as Limited English Proficient passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 2:</b> Achievement of students in reading/writing is not meeting standard, increase vocabulary.
<b>Problem Statement 3:</b> in 2016-17, 19.5% of students identified as enrolled in Special Education passed the English Language Arts assessment, which is below the state target of 60. (TAPR) <b>Root Cause 3:</b> Targeted instruction needs address gaps and increase student performance.


**Goal 8:** Krum ISD will address school climate, concerns of learners, parents, and faculty for each campus.

**Performance Objective 2:** Utilize campus surveys to receive feedback from all stakeholders.


**Evaluation Data Source(s) 2:** Results of surveys.

**Summative Evaluation 2:**

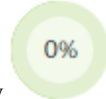
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Request teacher feedback on various online surveys. Share results with teachers.	Administrative Team	Results of survey				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





**Goal 9: Krum ISD will provide viable pathways for students to pursue career, college, and/or military endeavors.**

**Performance Objective 1:** Implement the Stetson Model for inclusion of students receiving services through Special Education in all core areas. Identify the faculty and schedule students based on level of support as identified in their IEP's. Provide on-going support and professional development to faculty members participating in the model.

**Evaluation Data Source(s) 1:** Student assessment data and grade reports, teacher feedback.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer the ASPIRE (Pre-ACT) to 9th and 10th grade students as a college and career readiness tool.	Counselors	increased participation				
2) Performance Objective :Conduct Fish Camp for all incoming 9th grade students to participate in a full day event highlighting the high school facilities, resources, and recommendations for personal and academic success in high school	Principal Counselors Student Council	Number of participants.				
3) Utilize early release and/or other designated staff development time to refresh staff on progress of campus goals, review student data, and allow for professional collaboration.	Administrative Team	Sign-in sheets, Data Digs				
4) Provide computer credit recovery opportunities and credit by exams through various means and locations.	Counselors Assistant Principals	Increased graduation rates.				
5) Hold CTE and Elective Showcase Night to highlight the work and skills students use daily in CTE and Elective classrooms. Invite current students and parents as well as 8th grade students who will be starting course selection.	Principal Counselors CTE Department	Student participation numbers.				
6) Conduct College-Bearing Course Information Night for parents and students to promote Pre-AP, AP, Dual Credit, and OnRamps enrollment.	Principal Counselors	Participation counts, enrollment counts.				
7) AP Teachers hold expectation for 100% of their students to participate in AP testing.	Principal Department Heads Counselors Staff.	Number of students that participate in testing in each subject.				
8) Promote the use of free online SAT and ACT preparation courses to our students.	Counselors	Number of students who participate in online courses				

9) Offer the PSAT free of charge to any sophomore.	Counselors	Student participation.				
<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>						

## Goal 10: Krum High School will ensure parent and community involvement in the school be increased.

**Performance Objective 1:** Teachers update web pages on the KHS website to inform parents and students of course information and contact information. Teachers also create Google Classroom accounts. Teachers may include interactive academic blogs, post resources, and have a homework dropbox for their students via their web page, Edmodo, or Google Classroom.

**Evaluation Data Source(s) 1:** On-going assessment of teacher and student use of web pages and links.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide more opportunities for parent and community involvement through Informational Presentations, etc.	Campus Administration, Campus Improvement Committee, Counselors	Attendance sheets at events, sign-in sheets				
Funding Sources: 461-Principals Fund - 50.00						
2) Use local newspapers, campus newsletters, social media, websites, and school messenger for school events.	Campus Administration, Counselors, Teachers	Attendance sheets at all events, sign-in sheets				
Funding Sources: 199-local funds (campus budget) - 70.00						
3) KHS will continue to sponsor activities for parents and students such as Freshmen Orientation, FAFSA night, and SAT/ACT Prep.	Campus Administration, Counselors, Public Information Officer	Attendance sheets at events, sign-in sheets				
Funding Sources: 199-local funds (campus budget) - 50.00						
4) Continue to honor the veterans of our community with a Veteran's Day Celebration on the week on/before Veteran's Day.	Campus Administration, Club Sponsors	Newsletter publications				
5) Increase communication to parents and students about grades, failures, and upcoming assignments, projects, tests, etc.	Teachers	Teacher Websites, gradebooks, communication logs, student access to gradebook				
6) Weekly newsletters to parents and community highlighting academics and various campus events.	Campus Administration, Teachers	Completed newsletters				
7) Explore incentives for students with perfect attendance and honor rolls.	Campus Administration	Attendance at the event				
Funding Sources: 461-Principals Fund - 1000.00						

8) Parents and community members will be given opportunities for positive involvement and decision making at KHS.	Campus Administration, Campus Improvement Committee	Sign-in sheets, surveys				
9) Conduct a Parent College Awareness Night.	Campus Administration, Counselors	Sign in sheets				
Funding Sources: 199-local funds (campus budget) - 150.00						
10) Maintain the school website to include faculty and staff information, calendar updates, academic information, organization updates for student, parent, and community use. Use the Twitter and Facebook accounts, as well as the digital signage to increase student and public access to KHS announcements.	Administrative Team Department Heads	Website hits.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



**Goal 11: Krum High School will recruit, support, and retain effective teachers and principals.**

**Performance Objective 1:** Schedule on-campus and off-campus staff development that includes a variety of current topics that are designed to increase student engagement in the classroom. Staff development programs include, but are not limited to, CAST, College Board Workshops, TASSP, TASA, New Teacher Academy, and T-TESS training and modules.

**Evaluation Data Source(s) 1:** Teacher participation lists, evidence of implementation in lesson plans and via observation.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and administrators will participate in Learning Walks seeking evidence of proven instructional practices that are priorities on our campus, such as Learning Targets, Checking for Understanding, and established classroom routines. Results are then shared with each department after their observation and calibration via Learning Walks and the department sets goals for improvement.	Administrative Team Teachers	Data points collected from each department's instructional round.				
2) Encourage teachers to apply for instructional grants to enhance classroom instruction.	Principal Department Heads	Increased instructional tools for students and teachers.				
3) Krum High School will focus on front loading support for new hires to reduce turnover. This will be in the form of new staff orientation, assigning a mentor, and providing ongoing, specialized support through the first year.	Administrative Team	New staff documents, sign in sheets, training documents, mentor assignments, training calendar.				
4) Administrative team creates positive working conditions that make it desirable for teachers to report to work daily, unless health or personal matters make it impossible. As a result, increase teacher retention rate.	Principal	Quarterly reports on staff attendance				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue


**Goal 12: Krum High School will engage in the improvement process and adhere to the changing state and federal compliance requirements.**

**Performance Objective 1:** Promote student wellness through education of sexual health, CPR, Communication with Peace officers, nutrition, and exercise.


**Evaluation Data Source(s) 1:** course completion.

**Summative Evaluation 1:**

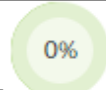
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Sexual Health Education for all 9th grade students.	School Nurse Biology Teachers	Student attendance.				
2) Ensure all graduates have received CPR training, as well as PEACE OFFICER communication training prior to graduation.	Principal Counselors Registrar	Transcripts.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Content and Learning Objectives noted in lessons plans and visible in the classroom in student friendly language in all classrooms. Writing in all content areas daily will be monitored by principals and implemented by teachers
3	1	2	Continue to utilize aligned TEKS Resource System for curriculum alignment.
3	1	4	Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of the RtI process.
3	1	6	Students not passing an EOC will participate in a STAAR tutorial program during advisory period. Students' attendance and participation will be monitored each grading period.
3	1	7	Provide ESL services for at-risk LEP students (including LPAC meetings) to ensure students become proficient in English and score at or above state standards.
3	1	9	Disaggregate state assessment data and develop instructional plans for each student who is at-risk.
3	1	13	Use formative assessments to monitor student mastery and guide instruction in all EOC tested areas.
3	1	16	Provide in-class support for SPED, 504, and ELL students in core subject areas by utilizing paraprofessionals and instructional staff.
3	1	17	Professional Learning Communities: Campus Leadership Planning Team Meetings will occur minimally once per grading period.
3	2	4	Student progress will be monitored through 9 weeks exams and intervention each grading period.
3	2	5	Staff development in the area of providing instructional and linguistic accommodations.
3	2	6	Content and language objectives will be posted. Lesson plans will include ELPS for effective language practice and instruction.
5	1	1	Continue RtI process and implement SST to ensure that all learners progress.
5	1	2	Monitor At-Risk students and provide appropriate interventions
5	1	3	Continue to provide tutorial opportunities to students who missed the passing mark on state assessments/benchmarks.
8	1	10	Provide in-class support for SPED, 504, and ELL students in core subject areas by utilizing paraprofessionals and instructional staff.

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shanna Orsi	Assistant Principal
Classroom Teacher	Melinda Buchanan	English Department
Classroom Teacher	Monica Rivas	Science Department
Classroom Teacher	Thomas Warrick	LOTE Department
Classroom Teacher	Araceli Perez	ELL Campus Coordinator
Classroom Teacher	Richard Baker	History Department
Classroom Teacher	Christina McDaniel	Math Department
Classroom Teacher	Shannon Blanchard	CTE Department
Classroom Teacher	Ryan Cates	Fine Arts Department
Community Representative	Jason Mayo	Community Representative
Administrator	Bernard Lightfoot	Assistant Principal
Administrator	Michelle Pieniazek	Principal
Community Representative	Jamie Rousey	Community Representative
Parent	Diana Johnson	Parent

# Campus Funding Summary

<b>199 - General Fund High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	5	APEX Learning		\$4,500.00
3	1	6	USA Test Prep		\$1,500.00
3	1	10			\$0.00
3	1	14	Teacher Professional Development		\$0.00
6	1	4	MOU with Cooperating Colleges		\$8,578.00
6	1	5	PSAT Testing materials		\$4,000.00
6	1	6	Training for AP teachers		\$1,000.00
<b>Sub-Total</b>					<b>\$19,578.00</b>
<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>
3	2	2	APEX Learning		\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	6	Summer School Staff		\$16,000.00
5	1	7	APEX and Summer School Staff		\$0.00
<b>Sub-Total</b>					<b>\$16,000.00</b>
<b>199-local funds (campus budget)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$700.00
3	1	8	Professional development trainings/opportunities		\$1,200.00
5	1	4	Career Cruising		\$0.00
6	1	1	PSAT Testing - Counselors		\$3,000.00
6	1	3	MOU with Colleges		\$3,500.00
7	1	1	Guest Speakers - Professional Services	00	\$1,100.00

8	1	1	Various incentives for staff and students		\$1,200.00
10	1	2	Smore Subscription		\$70.00
10	1	3	Refreshments, advertisements, etc.		\$50.00
10	1	9	Refreshments, advertisements, etc.		\$150.00
<b>Sub-Total</b>					\$10,970.00
<b>461-Principals Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3	Incentives for Perfect Attendance		\$500.00
8	1	8	refreshments, advertisements		\$300.00
10	1	1	Refreshments		\$50.00
10	1	7	Breakfast Supplies		\$1,000.00
<b>Sub-Total</b>					\$1,850.00
<b>199 - District Budget</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7			\$0.00
3	1	2	TEKS Resource Subscription	199-11-6239-00-002-899-000	\$3,000.00
3	1	11	Additional Paraprofessional		\$0.00
3	1	13	TEKS Test Bank	199-11-6329-00-001-899-000	\$1,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Grand Total</b>					\$52,398.00