Krum Independent School District

District Improvement Plan

2024-2025

Mission Statement

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

Vision

The Board-Administration Team Goals are as follows:

1. The Board will support the administration and staff in achieving academic excellence.
2. The District will recruit, train, and retain highly qualified staff, foster a positive work environment, and recognize the role of the staff as the District's ambassadors to the community.
3. The staff and administration will improve the utilization and integration of state-of-the-art technology into the curriculum.
4. The Board and administration will plan and provide facilities and resources for a rapidly growing and diverse student population.
5. The District will improve communication with parents and community members and provide them with opportunities for positive involvement at all levels.
6. The District will maintain financial stability.
7. Student achievement will improve for all students by ensuring the alignment of written, taught, and tested curriculum.
8. The Board, administration, and staff will foster a desire in all students to continue and further their education following graduation.
9. The Board will create a system to continuously analyze the success in meeting our goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krum ISD is located 4 miles northwest of Denton, TX. Although we are near a large city, it remains a small town with the benefits that a close-knit community offers. There are 5 campuses in total. Three elementary campuses Hansel, Dyer, and Dodd each serve EE-grade 5 students and Middle School is 6-8 with our High School designated as a 9th-12th-grade campus. 2024-2025 is the first year we have zoned three elementary campuses in the district. The district has enough students to warrant a dual language program, but struggles to find qualified staff for the program and currently only can offer this setting in PK. The CABS (a behavior support) program is housed at Dodd. STEP (Step-t0 Employment) programs for elementary are housed at Hansel Elementary. The high school also offers a STEP program. The district passed a bond in 2022 and is preparing to create three elementary campuses that serve all elementary grade levels to reduce student transitions.

We have a total student population of 2,501, up from 2,350 at the end of last year. Growth is expected as neighborhoods are being built in the area. There are 16,000 homes platted in the Krum ISD area. It is expected that Krum will increase enrollment by 8-10% in 2024-2025, but not all have moved to Krum at this time. Committees are meeting now to discuss the needs of future facilities in preparation for this increase. Plans are underway to construct a new middle school on the district-owned property to create room to grow while developing plans to expand and renovate the existing high school. Parent and community meetings have been held throughout the district to inform stakeholders of these plans and seek feedback.

The district will continue to need teachers in all areas with a concentration in the areas of special education, bilingual, core areas, and CTE.

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

504-10.59%

Emergent Bilingual-16.35%

Bilingual 1.21%

ESL-11.28%

CTE-97% of students have taken at least one CTE course, with 6% being Completers (3 or more CTE courses in a Program of Study), 47% being Concentrators (2 or more CTE courses in a Program of Study), and 29% being Explorers (1 course that is a level two or higher).

GT-6.52%

Special Education 18.49%

Dyslexia - 7.97%

Economically Disadvantaged is 40.56%

As a district, our largest student population is white at almost 55%%, followed by Hispanics at 35%%, and African Americans at 3%. Students who consider themselves two or more races are 4% and American Indians are less than .56%. Currently, 18.49% of the total population of the district has special educational needs which is up by 4% from the previous year mostly due to the state's decision to include dyslexia under the special education identification umbrella.

The Krum community is diverse as far as economic status as well. Krum ISD is made up of 105 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. Many new housing developments are in the works within the boundary of Krum ISD, some as large as 2,300 homes. Development is taking place in each direction of our community and the student population is expected to balloon in the next few years. Committees are already meeting to discuss going out for a bond and to participate in long-range planning for the use of current facilities and planning to build new facilities to accommodate for growth. Currently, our at-risk population is 52% based on the 14 state criteria. All of our campuses are eligible for Title I services and currently only the three elementary campuses are served.

CTE numbers have increased from the previous year. The district is working toward increasing opportunities for students in Programs of Study and increasing the number of students who complete an IBC aligned to their program of study. The high school campus size requires that the district have 2 Programs of Study in place, but the campus has prepared 16 separate Programs of Study to serve students. The district data revealed there is a need to increase the student outcomes for industry-based certificates as well as Level 1 and 2 certificates. Levels 1 and 2 certificates can only be gained with a partnership with higher education institutions that offer certificate programs. Plans have begun to expand the current Agriculture Science facility into a new CTE center that will house Agriculture Science, Culinary Arts, and Health Science. This will free up space in the existing high school to evaluate the expansion of more programs.

Krum ISD offered a full-day pre-K program for 4-year-olds and half-day for 3-year-old children. Paraprofessionals in these classrooms will be necessary if those classrooms remain full. The district also opened 4-year-old children of staff members to full-day Pre-K on a tuition basis for non-qualifiers.

A full childcare center is available to our Krum ISD employees at a great discount when compared to area childcare facilities. This is an effort to retain and recruit high-quality staff.

Demographics Strengths

KISD has seen an increase in involvement in district-level planning and input over the past two years. Parents are engaging more with community meetings and providing feedback to the district which is helpful as we continue to grow. The district continues to use Google Forms and Parent Square 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. In the 2022-2023 school year, the district passed a large bond to help accommodate upcoming growth. A parent communication group is being formed to strengthen the communication efforts of the district. The Bond committee met throughout the year to do long-range planning for the district.

The district is expanding dual credit 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 postsecondary expectations. In addition, the district is examining ways to bring in additional CTE courses to provide practical life skill coursework for those students who plan to enter the workforce immediately following high school and perhaps pursue a certificate. The district has partnerships with NCTC and UT Austin to provide these advanced courses. OnRamps courses at the high school continue to be utilized. The district has expanded the availability of practicum courses within the CTE course progression to allow students more opportunities in real world application of knowledge gained in the previous Level 1-3 coursework as they work toward becoming completers and leave high school with job-ready skill sets.

KISD has expanded services for students who have specialized learning needs by developing a STEP program (Step to Employment Program) at the high school level as well as adding a Life Skills program at the middle school. In addition, general education students have embraced STEP students and developed a student organization to support them on both campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As the district continues to grow, so do the diverse needs of our students. The achievement gap between our highest performing students and our lowest performing students, within each sub-pop, continues to grow and continues to be an area of focus. **Root Cause:** Students come to Krum ISD with a wide range of social and academic needs. We continue to evaluate our programs and use data to determine best instructional practices in order to ensure every child's needs are met.

Student Learning

Student Learning Summary

At the time of this plan, there was an active lawsuit filed that was prohibiting TEA from releasing ratings to districts. Data has been reviewed and an areas for improvement continues to be student academic growth. Plans are underway to target students academic learning needs related to STAAR performance and RTI needs so that students can demonstrate at least a year's worth of growth. The district is focused on efforts related to the fidelity of tier 1 instruction first.

KISD utilizes formative and summative data to inform instruction and help make student plans. Aligned assessments are created by teachers in teams to assess students on the taught curriculum throughout the grading period and this data is provided to the school board every month. Teachers use this data to guide their instruction and create learning plans for students. The district utilizes something called "blue days" to work through the student data, grow as professionals similar to professional learning communities, and plan for students. Summative assessment data in the form of AP testing and STAAR/EOC testing is utilized by teachers at the beginning of each grade from the previous year. Also, the district uses this data to help form classes to ensure students have the proper support needed. The district participates in a practice called Data Driven Instruction that provides a structured vehicle for looking at data, reviewing student progress, analyzing test questions and the level of rigor and complexity of test questions, and planning for reteach opportunities.

The district is committed to planning for students who require additional support due to their learning needs in special education, English Language Learning status, or gifted learning needs. Professional development in the areas of reading, writing, and math remains a top priority. Krum ISD continued to monitor student progress through classroom assessments and evaluations.

As a part of HB3, the legislature required all Kinder-grade 3 teachers and principals to participate in an 11-month Reading Academy. Most of KISD teachers have been trained through Reading Academy, but there are some who are still needing to go through this process. The district is paying for the training and the teacher is participating in the year-long training.

RDA data in 2023-24 is not released at the time of this writing.

SCE and Title I will work together to enhance educational programming at Hansel, Dyer, and Dodd. Two instructional coaches were hired for the elementary campuses this year to focus on tier 1 instruction in an effort to reduce the number of referrals and to support teachers. itle III funds are used to create a targeted effort will be made to increase parent involvement from underrepresented groups and focus on making sure that parents have access to information in languages they can understand at these events and in correspondence. Parent nights for ELL parents will focus on student achievement and literacy at home and school. Students who are attending the Krum Alternative Learning Center for a Disciplinary Alternative Placement will participate in Personal Social Learning Activities focused on the development of important social and emotional skills. This involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and goals. Self-aware individuals

are better equipped to manage their emotions effectively. This will be accomplished through an ongoing book study with students who are placed in this environment.

Teachers will continue to participate in training in areas of need related to student achievement for underperforming student groups and content areas. The ISD is striving for distinction designations in academic areas at each campus and the district. Some distinctions were earned throughout the district and are in the graphic below.

The district will provide accelerated instruction for high school students who still need to pass an EOC assessment to ensure graduation requirements are met. State Compensatory Funding will be reserved to pay for these services. Also, the district will use these funds to prevent larger problems in the long run by providing intervention in the younger years in the areas of math and reading. Our Title I campuses will supplement these areas of intervention to focus staff on interventions provided by the classroom teachers. .

The district identified that there was a culture of associating classroom performance with STAAR-level cut points rather than equating student-level performance with 70% or above. The increased rigor of STAAR formatting and moving to an online testing system at the state level has raised the bar while the state-level cut points for performance have decreased. In an effort to maintain a high level of instruction and student performance, local assessments are now all equated with a 70% passing rate and no longer associated with the approaches, meets, and masters scales. This change will maintain a high standard level regardless of the state performance standard fluctuations allowing Krum ISD to weather the storm of accountability and keep our focus on student development and preparation.

Krum ISD is a one-to-one district from grades 6-12 with the use of Chromebooks and is making the effort to purchase enough devices to expand this to other grades. The district utilizes G Suite as a means to use an online platform for interfacing with students digitally with Google Classroom. In the lower grades, PK-1 tablets have been purchased to assist younger learners with relevant online learning in small doses in small group rotations and for assessments that are teacher led. In 2nd-5th grade students have access to chromebooks when needed and will test online.

Current College and Career and Military Readiness of students at the high school increased from from 58% (In the TPRS lag data reported in the 22-23 data file) to 75% according to the accountability report provided in August of 2024. The goal has been to increase this through intentional tracking in PEIMS with correct coding and planning for our students. This has been worked on through the EAF grant team and specifically the high school counseling staff and secondary assistant superintendent for monitoring and tremendous growth has been noted.

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR)
KRUM ISD (061905) - DENTON COUNTY

Prev Year | **Next Year**

Academic				African			American		Pacific	Two or More	Special	Econ	

Year	State	Region 11	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	66.6%	**58.9%**	-	52.5%	61.5%	-	*	-	66.7%	75.0%	48.6%	33.3%
2020-21	65.2%	61.8%	**55.6%**	*	47.1%	59.6%	*	*	*	*	68.4%	43.6%	10.0%

Calculation Report

	Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	163	
Total credit for CCMR criteria	**123**	**75%**

Student Learning Strengths

The district values the review of data, teachers knowing their individual students, and working with them on their individual goals. 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 classrooms 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. Campus administrators present data to the board monthly which creates a level of accountability, transparency, and partnership.

Krum ISD continues to build momentum in increasing academic and extracurricular performance, maintaining a collaborative atmosphere internally and with parents, and building

The district was awarded a competitive grant to help align the district's overall advising practices in 2023-2024 and has applied for a continuation of this grant in 2024-2025. The grant initiative supports secondary students, but alignment practices are K-12.

Krum High School has a very high graduation rate. The 4 year graduation rate for 22-23 was 95.7% for all students, with an increase to 98.1% for the 5 and 6-year graduation rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide stronger Tier I instruction and research-based classroom interventions. **Root Cause:** Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Problem Statement 2 (Prioritized): Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction. **Root Cause:** The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.

Problem Statement 3 (Prioritized): Support and monitoring of the implementation of the training provided are needed. **Root Cause:** Lack of consistency in implementation.

Problem Statement 4 (Prioritized): There is a shortage of qualified bilingual teaching candidates. **Root Cause:** This is a high demand area across the state.

Problem Statement 5 (Prioritized): Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data. **Root Cause:** More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom instruction. Increased needs for professional development in these areas are needed.

Problem Statement 6: Additional training is needed relating to the new STAAR testing question formats and best practices for instructional **Root Cause:** New teachers that have limited classroom experience or who have been approved through the district of innovation on alternative certification create the need for additional support.

Problem Statement 7: More students need to graduate from college, career, or military ready. **Root Cause:** Students need a better understanding of career programs of study before they start high school.

Problem Statement 8: Focus on the fundamental five best practices to include a strong closure of the lesson needs to increase. **Root Cause:** The presented lesson does not always demonstrate a strong closure.

Problem Statement 9 (Prioritized): There is a shortage of qualified teaching candidates across the state of Texas. **Root Cause:** There is a statewide shortage of teachers with an increased student population.

District Processes & Programs

District Processes & Programs Summary

Krum ISD strives to recruit the best teachers, coaches, principals, and support staff to support our students in every avenue that is possible. Krum ISD has active partnerships with area universities to attract a diverse teaching force that will help meet the needs of our students. A challenge that remains in the district is the proximity to nearby, larger districts that have the capability to higher pay scales for teachers. Krum ISD competes with other area districts to retain high-quality teachers despite these challenges. The current staff retention rate is 83% as of the 2023 school year. Current staff members were given a stipend when someone they recruited joined the Krum ISD.

In the summer of 2024 the district provided training in the following areas:

- New staff orientation prior to school starting
- Alignment meetings and assessment creation, as needed
- Compliance Training (as required by the state)
- other offerings were made available through Region XI or other entities.

The district will facilitate improvement meetings to concentrate on leadership practices and how those impact classroom outcomes. Refined instructional continuity plans will be a focus during this summer as well as returning to in-person instruction.

The district has seen an increase in student behaviors that indicate emotional needs and mental health concerns as demonstrated through outcries from the student or behaviors that are challenging in the classroom. The district is reviewing the best ways to meet the needs of our students.

KISD has a staff turnover rate of roughly 20%, which is up from 13%. The goal is to reduce this rate through our hiring and "onboarding" practices. Each new teacher will be paired with a mentor along with outlined topics to cover throughout the year to help new staff acclimate. The district continues to see a need in the following areas: elementary bilingual classrooms, special education-all level with additional content certifications, and higher-level math and science certifications, and speciality CTE areas. In addition to the certified teaching needs, there continues to be a need for high-quality support staff.

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

The RtI process continues to be refined to meet the needs of our students and to track interventions at all levels. More training in this area along with aligned resources is a need.

Campus classroom walk-throughs with the intent of supporting teachers and seeing where alignment may need more attention needs to increase. This will also help ensure the fidelity to instructional materials is in place and identify training needs early. The district is

implementing the Teacher Incentive Alottment this year and this will require frequent walk-throughs and intentional feedback as data is gathered during the first year of implementation.

There have been limited opportunities developed for students to participate in work-based learning opportunities in the area of CTE, but this year more practicum courses are being put in place to provide this opportunity. The goal of the district and HS campus is to help establish additional partnerships to create more opportunities within developed programs of study.

Parents continue to be included and invited to participate in committees and activities of the school. Parent Square is used as a central communication tool for all extra-curricular and classroom needs.

District Processes & Programs Strengths

The district aims at retaining these high-quality staff members year to year by providing a family-friendly atmosphere, staff daycare that is open until 5:00 p.m., ongoing professional development, staff recognition programs, and built-in professional learning time. Krum ISD maintains partnerships with area colleges and university programs to attract and grow high-quality teaching staff. Principals actively recruit for new positions at college fairs, etc. The district provides staff development, especially in the summer months, to support teachers in their growth areas. New teacher orientation is provided yearly, and new teachers are provided a mentor to help them transition to a new district. New teachers are also provided additional staff development opportunities in pre-service in the area of gifted and talented education to promote differentiated learning and prevent teachers from having to miss classroom instructional time.

Data is reviewed at each level to determine what areas of staff development might be needed along with other support areas to help teachers in the areas of T-TESS development and principals in leadership development needs based on T-PESS and performance data from each campus.

The district makes time to review policies and procedures on a regular basis to improve the overall operation of the organization. Policies were reviewed in summer 2019, and updated concerning EIC Local, as well as restructuring the inter-district and intradistrict transfer policies as a result of the campus changes with elementary alignment.

Krum ISD has evaluated several areas of concern during the spring months and it has been decided to add an additional district police officer totaling three within the district. This is an effort to support the safety of our students. In addition, building modifications were made to ensure an extra level of safety. Modifications include adding more security cameras, addressing entry points by creating a check-in entry and holding area for visitors, fencing with locks, and reducing the number of classes that required transition between buildings. The EAP has been updated. Classroom safety routines have been reviewed with teachers and with front office staff.

Krum ISD implemented year 1 of ane effective advising framework grant and plan to expand that for year 2. This has helped the district align

best practices, add training in Meg Matters, Relationship Centered Learning and Hope Squad to assist our student population in developing care for one another and to improve the climate. In addition, the alignment toward post-secondary readiness skills has been helpful for our staff and ultimately our students.

The safety and security committee has met this year. The ISD police department has created an updated safety manual and has added this to the district share drive as well as provided paper copies in case of an outage. An additional officer has been added and the marshall program has been adopted by the school board.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students. **Root Cause:** Lack of partnerships due to limited businesses in the area.

Problem Statement 2: There are limited opportunities for struggling teachers to receive coaching during the school year. **Root Cause:** Current processes and practices don't provide the level of support needed.

Perceptions

Perceptions Summary

Krum ISD works hard to ensure that our stakeholders are welcomed and informed. The district sends out one weekly update using visually appealing methods online through social media to reach as many parents as possible. This newsletter is also emailed directly to parents who have provided email addresses. This was an effort to allow parents from across the district to keep up to date on the happenings of Krum ISD regardless of where their child attends school. The district is striving to communicate as one voice. A communications advising committee was formed as another layer to provide feedback to the Public Information Officer to help support the goal of parent involvement and correct communication.

The district has increased the presence of online communication through Facebook and Twitter and monitors the questions received through these outlets.

Parents are involved in a variety of activities from district-level planning, Krum Education Foundation committees, Booster clubs that support the FFA, music programs, and athletics. In addition, the district supports parents in learning about curriculum and academic goals by hosting math, science, and literacy nights. The school district also offers information for high school parents on college applications and the options for advanced courses of study through AP or dual credit. Many of our dads are involved in WATCH D.O.G.S., a parent organization, that promotes 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 year we used one central staff member to translate documents and will continue to do that in the future.

The district provided additional support to secondary students in the area of relationship centered learning training to our secondary staff. The district also hired a school social worker to assist families across the district with various needs as well as students in small group and one one-on-one with mental health and physical needs.

It is the district's desire to maintain the safety of our students at all times. The district has an anonymous bully reporting available online for students that will alert a campus administrator of the alleged report allowing them to follow up with an investigation. Campus administrators are vigilant about interviewing and investigating reports, including those of cyberbullying that have taken place off-campus related to David's Law.

The district started a police department in the 2018-2019 school year and is staffed with 3 officers for the 2022-2023 school year. Audits will follow this school year. The need to enclose an area behind the cafeteria and to the gym is needed for Dyer along with an entry for students and teachers with a secure lock. Cameras have been added in places that were identified as a need in the previous year. The police dept. continues to look for ways to enhance the security of each campus. Krum ISD was awarded a safety grant to hire an additional school officer that started in 2024-2025 school year which allowed each campus to have a full time officer in addition to the school Marshall system.

Parents are advocates of additional programming for students as we grow as a district. Committees have been formed to consider the upcoming growth of the district which includes facilities considerations. Plans to break ground on the future middle school will start in the fall of 2024 as well as the new CTE center that will soon begin.

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 students 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. Others ask for more frequent and specific communication.

Parents want to be involved and have a purpose in participation. The district seeks to expand learning opportunities for parents during the day so that parents will have the unique opportunity to learn skills of how to help their child and then practice with them while the trainer/teacher is available to assist and give feedback. Doing this will help support our students and hopefully build parent partners for a long time to come.

Teachers expressed feeling supported by their campus and district administration. New staff specifically have commented how supported they feel joining the staff at Krum ISD and have appreciated small things like "so much time in their room to prepare before school", "the team work mentality", and "warm welcome" they have received. We have also had the joy of welcoming back staff members who once had to leave due to life changes who now have asked to return to Krum ISD.

The community as a whole is supportive of the school system and parents want to participate in school activities to support their children. This is evidenced by the countless parents, grandparents, and other family members who showed up for meet the teacher, athletic events such as Bobcat Bash, and other events within the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents have requested more communication on a more frequent basis. **Root Cause:** The transition from the old website to the new website has been a time-consuming process and the new one will not house teacher websites.

Priority Problem Statements

Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions.

Root Cause 1: Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction.

Root Cause 2: The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Support and monitoring of the implementation of the training provided are needed.

Root Cause 3: Lack of consistency in implementation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a shortage of qualified bilingual teaching candidates.

Root Cause 4: This is a high demand area across the state.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data.

Root Cause 5: More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom instruction. Increased needs for professional development in these areas are needed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students.

Root Cause 6: Lack of partnerships due to limited businesses in the area.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: There is a shortage of qualified teaching candidates across the state of Texas.

Root Cause 7: There is a statewide shortage of teachers with an increased student population.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 1: The overall student performance levels for ALL students across the district will increase in the meets level from 49% to 59% and the master's level from 18% to 28% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data-Driven Instruction protocols will be utilized every three weeks to ensure effective progress monitoring of high-yield TEKS. **Strategy's Expected Result/Impact:** Increase in student performance and teacher effectiveness. **Staff Responsible for Monitoring:** Campus Principals and Assistant Superintendents **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability** **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will have the opportunity for WIN time (What I Need) to work on targeted instruction based upon their current needs. This measure also helps address needs for HB 4545/1416. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus Principal Assistant Superintendent **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** funds for at risk - 199 - State Comp Ed				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: KMS & KHS will provide an additional lab-based class to support students who haven't been successful on the Math and/or English portion of the STAAR test. **Strategy's Expected Result/Impact:** Increased mastery of content by the student, increased scores on STAAR in the meets or above level. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 - State Comp Ed				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Krum ISD will reimburse teachers for the successful completion of the ESL test to ensure all teachers are well versed in ESL strategies and how to meet diverse learner's needs. **Strategy's Expected Result/Impact:** Increased number of teachers with ESL certification **Staff Responsible for Monitoring:** HR department **Funding Sources:** funding for reimbursement - 199 - District Budget - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Krum ISD will work toward establishing new courses for emergent bilingual secondary students who are newcomers to the U.S. as a method of support and academic growth. **Strategy's Expected Result/Impact:** Increase in English language development and student success **Staff Responsible for Monitoring:** Assistant Superintendent Secondary Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students will engage in meaningful writing using the CER strategy embedded in all content areas weekly. **Strategy's Expected Result/Impact:** Students will demonstrate an increased proficiency in writing and reading as evidenced by STAAR and an improved confidence level. **Staff Responsible for Monitoring:** Principals.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: KISD added Instructional Coaches to the elementary levels as an effort to support teachers, align curriculum, and enhance tier 1 instruction for all students. **Strategy's Expected Result/Impact:** to reduce referrals, improve retention of teachers, and improve student outcomes **Staff Responsible for Monitoring:** Assistant Superintendent **Problem Statements:** Student Learning 1, 2, 3, 9 **Funding Sources:** - 199 - State Comp Ed				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions. **Root Cause**: Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.
Problem Statement 2: Formative assessments and quick checks (such as entry and exit tickets) are not used consistently to drive instruction. **Root Cause**: The systems for monitoring this data are not consistent and as many new teachers are alternately certified, additional training is needed.
Problem Statement 3: Support and monitoring of the implementation of the training provided are needed. **Root Cause**: Lack of consistency in implementation.
Problem Statement 9: There is a shortage of qualified teaching candidates across the state of Texas. **Root Cause**: There is a statewide shortage of teachers with an increased student population.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 2: The district will provide timely, relevant intervention for students who are not making gains after formative assessments are administered as documented in eduphoria.

Evaluation Data Sources: RtI records
student data sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Summer school will be offered to students who are in need of credit recovery or who did not pass the EOC or STAAR tests. **Strategy's Expected Result/Impact:** Improved student performance **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** funding for summer school salaries and supplies - 199 - State Comp Ed - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Intervention for dyslexia will be offered to students who qualify. **Strategy's Expected Result/Impact:** Increased reading fluency and accuracy in decoding. **Staff Responsible for Monitoring:** Teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: RtI intervention resources will be outlined for teachers and effectiveness of interventions will be monitored closely. **Strategy's Expected Result/Impact:** Increased effectiveness of interventions. **Staff Responsible for Monitoring:** Principals and Special Programs Director **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will explore expanding summer learning opportunities for parents and students to learn English and to work on required accelerated instruction minutes dependent on budget and available staffing. **Strategy's Expected Result/Impact:** increased parent involvement, increased English proficiency, and increased academic performance **Staff Responsible for Monitoring:** Principals and Assistant Superintendents **Problem Statements:** Student Learning 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data. **Root Cause**: More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom instruction. Increased needs for professional development in these areas are needed.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 3: Each campus will strive to earn a distinction designation related to post-secondary readiness and top 25% percent: Comparative Academic Growth.

Evaluation Data Sources: STAAR results, Graduation rates, TSI graduates, CCMR graduates, AP/SAT/ACT participation rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students taking AP courses will be expected to take the AP exams. The district will support them by providing funding for a portion of the test. **Strategy's Expected Result/Impact:** Increased AP participation **Staff Responsible for Monitoring:** Counselor and Principal **Title I:** 2.4 **Funding Sources:** test fees - 199 - Local Funds (campus budget) - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campuses will monitor STAAR progress throughout the year in DDI as well as through benchmarks. Students will be offered additional opportunities to learn the material not yet mastered during the school year before Spring testing. Each campus principal will have access to OnDataSuites that provides exact tools for progress levels needed for students to reach the growth measure. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus Principals Assistant Superintendent **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students who did not meet the level of STAAR required will be provided small group intervention and will be monitored for growth throughout the year. This will be done during WIN time or advisory periods to ensure the required number of hours needed. **Strategy's Expected Result/Impact:** Increased student performance on STAAR?EOC **Staff Responsible for Monitoring:** Assistant Superintendents and Campus Principals **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Support and monitoring of the implementation of the training provided are needed. **Root Cause**: Lack of consistency in implementation.

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 4: Krum ISD will provide information to students on dating violence, sex trafficking, sexual abuse, suicide prevention awareness, developing positive peer relationships, and improving soft skills necessary for post-secondary employment.

Evaluation Data Sources: Agendas; calendar, Character and Soft Skills Development Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will meet with students to discuss age appropriate topics in regards to dating violence, sexual trafficking, sexual abuse, suicide prevention awareness, and developing positive peer relationships. **Strategy's Expected Result/Impact:** Positive student relationships with self and others. **Staff Responsible for Monitoring:** Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselors will implement a soft skills and character education student training that is aligned K-12 and the workforce. **Strategy's Expected Result/Impact:** Increased soft skill development **Staff Responsible for Monitoring:** Counselors **Funding Sources:** - 244 - EAF Grant				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Relationship centered learning practices will be implemented in Krum ISD in secondary education. Training will take place during back to school week and practices will be monitored throughout the year. **Strategy's Expected Result/Impact:** Improved culture and climate and stronger relationships within he school community; reduced number of absences and complaints of bullying. **Staff Responsible for Monitoring:** Secondary Assistant Superintendent				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 5: KISD will partner with local universities to provide support to students who want to attend college.

Evaluation Data Sources: College attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: KHS will continue its partnership with UNT to provide the Upward Bound program to first generation, low SES high school students. **Strategy's Expected Result/Impact:** There will be an increased number of students who qualify for Upward Bound enroll in college. **Staff Responsible for Monitoring:** HS counselors and admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Krum ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness endeavors

Performance Objective 6: KISD will investigate offering course offerings for students at the secondary level that prepare them for post-secondary readiness.

HB3 Goal

Evaluation Data Sources: Master schedule, students surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Look at labor market data and student interest surveys to determine what additional courses may be needed in order to meet local needs. **Strategy's Expected Result/Impact:** greater student engagement due to interest in courses **Staff Responsible for Monitoring:** Secondary admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Look at community partners and skills-based learning for the students in the STEP program to work toward job independence through real-world experiences and job training. **Strategy's Expected Result/Impact:** Students learning different trades and job skills **Staff Responsible for Monitoring:** STEP teachers and Secondary admin				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: By June of 2025, College, Career, and Military Readiness will have a 15% increase from 78% to 90%.

Performance Objective 1: Students earning a state-approved industry-based certificate will increase from 39% to 45% of graduates.

Evaluation Data Sources: TAPR, Perkins reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Each CTE cluster/Program of Study will establish IBC goals, needed resources, and time lines for students to test for an IBC. Teachers will provide documentation of student outcomes on IBCs to the HS Counselor so that student data will be entered. **Strategy's Expected Result/Impact:** Increased number of students earning an industry based certificate before leaving high school. **Staff Responsible for Monitoring:** HS Principal PEIMS Assistant Superintendent **Title I:** 2.5, 2.6 **Funding Sources:** funds for testing - 199 - CTE - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The HS will establish a local CTE advisory group to identify areas of high need, high-wage occupations in the local area. **Strategy's Expected Result/Impact:** Programs of study aligned with occupations that are high need and high-wage. **Staff Responsible for Monitoring:** HS Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The HS will network with local businesses to help establish internships and work-based learning opportunities for students. **Strategy's Expected Result/Impact:** Increase the number of work-based learning opportunities and the number of students who participate in work-based learning practicums.				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: By June of 2025, College, Career, and Military Readiness will have a 15% increase from 78% to 90%.

Performance Objective 2: Students that meet the TSI criteria or equivalent in both reading and math will increase from 54% to 60%.

Evaluation Data Sources: TAPR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The high school will offer in house testing for PSAT, SAT, and TSIA to allow students the opportunity to test without additional barriers of transportation, etc. The high school will offer preparation materials to students through library resources. Student data will uploaded into TXEIS and On Data Suites for monitoring. **Strategy's Expected Result/Impact:** Increase in number of students with successful outcomes considered to be college ready. **Staff Responsible for Monitoring:** HS Principal Assistant Superintendent **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Classes will be offered to assist students in preparing for college entrance exams within the school day. **Strategy's Expected Result/Impact:** Increased participation and scores **Staff Responsible for Monitoring:** Principal Counselor **Title I:** 2.4, 2.5 **Funding Sources:** schedule; practice materials - 199 - Local Funds (campus budget) - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district will utilize the partnership with Texas College Bridge that provides instruction to students who have not demonstrated a college readiness level on TSI . Completing this class successfully will result in a TSI waiver at participating colleges so that students can take an on-level, credit-bearing, course in college. **Strategy's Expected Result/Impact:** Increased number of students on post-secondary readiness. **Staff Responsible for Monitoring:** HS Principal and HS Counselors. **Title I:** 2.4, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Krum ISD added a position dedicated to secondary student testing to help provide additional time for student advising by counselors. This additional staff member will establish time lines, keep records of student progress toward meeting goals on TSI, SAT, ACT tests. **Strategy's Expected Result/Impact:** Increase number of students who are successful on the college readiness assessments Increase number of students scheduled for programs of study, getting needed assistance with financial aide and college applications and planning for future. **Staff Responsible for Monitoring:** HS principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: KHS will compare ACT results with SAT results to see which test students are more successful. **Strategy's Expected Result/Impact:** If data indicates ACT over SAT, then a move will be made to an ACT day instead of SAT day which will increase the number of students who are successful on the college readiness assessments.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Krum High School will offer TSI testing for students on a district blue day when students are not normally in school to allow time for testing without missing instructional time. **Strategy's Expected Result/Impact:** Increased performance on TSI; more time in class **Staff Responsible for Monitoring:** HS principal and counselors				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: By June of 2025, College, Career, and Military Readiness will have a 15% increase from 78% to 90%.

Performance Objective 3: Students that earn a 3 or better on AP tests will increase from 12% to 16% .

Evaluation Data Sources: AP test results and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increased number of AP courses will be offered and promoted to the student body. Students will be encouraged to take the corresponding AP test. Teachers will offer practice AP exams to help them prep for time management and the types of questions and material that will be presented. KISD will pay for half of the cost of the test per student. **Strategy's Expected Result/Impact:** Increase in student score outcomes **Staff Responsible for Monitoring:** HS Principal **Title I:** 2.4, 2.5				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June of 2025, College, Career, and Military Readiness will have a 15% increase from 78% to 90%.

Performance Objective 4: Counselors will help schedule students' classes by following a program of study based on the student's selection of endorsement area and interest. The goal is to have students complete a program of study taking level 3 and 4 CTE courses by the time the student graduates resulting in them being considered a completer/concentrator in federal terms.

HB3 Goal

Evaluation Data Sources: Student schedules
CTE information and reviews
Accountability information

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Meet with students while in MS to help students develop knowledge about current programs of study. **Strategy's Expected Result/Impact:** MS students gain knowledge about how each program of study aligns with specific careers in order to pick the program of study that is most relevant to them. **Staff Responsible for Monitoring:** MS &HS counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Evaluate what beginning CTE courses could be taught in 8th grade in order to provide students with more opportunities in HS to complete a program of study. **Strategy's Expected Result/Impact:** Offer some principle-level courses at the MS level in order for students to take more level 3 and 4 CTE courses in HS. **Staff Responsible for Monitoring:** MS & HS counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Krum ISD will evaluate and implement a comprehensive counseling program and participate in an Effective Advising Framework planning for 2024-2025. **Strategy's Expected Result/Impact:** Develop a greater depth of knowledge for all staff in working with students about post-secondary goals. **Staff Responsible for Monitoring:** Assistant Superintendent High School Princpal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Krum ISD will hire a CCMR counselor to assist students in completing a relevant Program of Study in high school and taking the appropriate classes and certification test. **Strategy's Expected Result/Impact:** More students will graduate college and/or career ready. **Staff Responsible for Monitoring:** Middle school and High school counselors **Funding Sources:** EAF Grant approval - Carl Perkins - $58,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The district will apply for the JET grant in the spring of 2025 to gain assistance with the expansion of CTE opportunities for students. **Strategy's Expected Result/Impact:** expansion of CTE opportunities for students through increased funding **Staff Responsible for Monitoring:** Assistant Superintendent				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: By June of 2025, College, Career, and Military Readiness will have a 15% increase from 78% to 90%.

Performance Objective 5: Krum High School will host a financial planning night to increase parents' knowledge of financial aid opportunities connected to higher learning.

Evaluation Data Sources: Agenda, sign in sheets, calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Scholarship Informer will be utilized to engage parents and students in various scholarship opportunities throughout the high school experience. **Strategy's Expected Result/Impact:** Increase post-secondary opportunities for students **Staff Responsible for Monitoring:** Secondary Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 1: The district will decrease the teacher turnover rate of 18% to 14% for 2023-24 school year.

Evaluation Data Sources: Teacher turnover data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New teachers will be assigned a mentor for their new assignments. **Strategy's Expected Result/Impact:** Increased support for new teachers. Reduced turnover. **Staff Responsible for Monitoring:** Principals Assistant Superintendent **Funding Sources:** $500 stipend per mentor - 255 - Title II - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will provide staff development to teachers regarding content competencies, classroom management tips, digital learning, and language acquisition and meeting the needs of diverse populations. **Strategy's Expected Result/Impact:** Increase student learning outcomes. **Staff Responsible for Monitoring:** Principals and assistant superintendent **Title I:** 2.4, 2.6 **- Results Driven Accountability** **Funding Sources:** funding - 199 - Local Funds (campus budget), funding - 263 - Title III, - 255 - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Krum ISD will start a New Teacher Touch-point series that will support new teaching staff to the district and will address various topics that new teachers may need extra help with as they get started. **Strategy's Expected Result/Impact:** Increased competency and support **Staff Responsible for Monitoring:** Assistant Superintendents				

Strategy 4 Details	Reviews			
Strategy 4: The district will employ 5 permanent substitutes in an effort to secure coverage during a time when it is difficult to find consistent substitute teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased classroom coverage **Staff Responsible for Monitoring:** HR **Funding Sources:** salary costs - 199 - District Budget				

Strategy 5 Details	Reviews			
Strategy 5: The district and campus administrators will provide coaching and support to struggling teachers through innovative ways such as learning walks, goal setting, co-planning, data debriefs, etc.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved classroom performance of struggling teachers, more robust relationships between teacher and administrator, and teacher retention from extra support. **Staff Responsible for Monitoring:** Principals and Assistant Superintendents **Funding Sources:** - 199 - District Budget - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: The district will implement the Teacher Incentive Allotment, as approved by TEA.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Math and English teachers at STAAR tested graded levels will have the opportunity to qualify for different monetary incentives. These incentive levels can provide a significant bonus for teachers if they qualify and stay in the district. **Staff Responsible for Monitoring:** Campus administration, central office administration **Problem Statements:** Student Learning 9				

Strategy 7 Details	Reviews			
Strategy 7: The district will market benefits to teachers and staff such as the reduced childcare costs and contributions to TRS insurance as part of the benefit package as a method of recruitment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: increased applicant pool **Staff Responsible for Monitoring:** Human Resources and Public Information Officer				

Strategy 8 Details	Reviews			
Strategy 8: The district will explore alternate methods for creating and developing substitute teachers within the legal parameters.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased class coverage **Staff Responsible for Monitoring:** Human Resources				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: There is a shortage of qualified teaching candidates across the state of Texas. **Root Cause**: There is a statewide shortage of teachers with an increased student population.

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 2: The district will partner with higher education institutions with diverse learners to recruit highly qualified teachers for positions at Krum ISD.

High Priority

Evaluation Data Sources: Calendar of recruiting events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Krum ISD will attend teacher job fairs to increase the number of qualified applicants, provide candidates with more information about Krum ISD, and increase the visibility of the district. **Strategy's Expected Result/Impact:** Increased number of qualified candidates. **Staff Responsible for Monitoring:** HR Director **Title I:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Krum ISD will release pay scale increases earlier in the hiring season to help with recruiting efforts as well as highlight benefit areas. **Strategy's Expected Result/Impact:** To increase the number of teachers and paras hired earlier in the season. **Staff Responsible for Monitoring:** HR Director with PIO				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 3: The district will recruit teachers and substitute teachers to reduce shortages and increase class coverage. Current employees will be paid an incentive for the recruitment of new staff members per district guidelines.

Evaluation Data Sources: Substitute reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: KISD will provide information to our public/parents in the form of fliers in student take-home folders and information booths at meet the teacher nights. This information will include specific information regarding qualifications, pay, and the ability to select campuses. This is an effort to recruit more substitutes to support teachers. **Strategy's Expected Result/Impact:** Increased fill rates on the substitute list. **Staff Responsible for Monitoring:** HR Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: KISD will use social media outlets to advertise open positions for all departments. **Strategy's Expected Result/Impact:** increased applicant pools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high quality instructional, administrative, and support staff.

Performance Objective 4: KISD will investigate innovative ways to attract and retain teachers, such as incentives, loyalty programs, etc.

Evaluation Data Sources: Staff turnover rate at the end of each year.

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 1: Krum ISD will offer support to parents to build the school-home connection.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The high school and middle school will offer sessions to parents who have students entering high school to review graduation plans, transcripts, course alignment and college readiness. **Strategy's Expected Result/Impact:** Increased communication and confidence when supporting students through graduation. **Staff Responsible for Monitoring:** HS counselors HS principal **Title I:** 2.6, 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will be communicated with regularly via newsletters, phone calls, parent square, and through community/parent engagement events. **Strategy's Expected Result/Impact:** Increase parent and teacher partnerships for the benefit of students. **Staff Responsible for Monitoring:** Campus principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 2: KISD will develop a shared effective advising framework to build the capacity of all staff in working with students toward post-secondary readiness.

Evaluation Data Sources: counselor's schedule and prevention programs
Calendar for prevention programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Krum ISD will provide staff training in areas such as dating violence, child abuse, sexual harassment, human trafficking, and more during the year. Sexual harassment, dating violence, and sexual assault will need to be reported immediately to the Title IX Coordinator in accordance with policy FFG and DIA. **Strategy's Expected Result/Impact:** Increased awareness Reduced risk for students **Staff Responsible for Monitoring:** Principals Teachers **Title I:** 2.6 **Funding Sources:** training - 199 - District Budget - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will provide credit recovery courses for students at risk of dropping out of school. **Strategy's Expected Result/Impact:** Student remains in school **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **Funding Sources:** credit recovery software - 199 - State Comp Ed - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers at the middle and high school will be trained in Connection Driven Classroom strategies in order to build strong relationships with students. **Strategy's Expected Result/Impact:** Strong, healthy relationships will exist between students and teachers so that students feel as though there is at least one adult at school who cares about their success in school. **Staff Responsible for Monitoring:** Campus administration, CDC team, Assistant Superintendent				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Hope Squad will be implemented at the middle and high school to better support students' mental health needs. **Strategy's Expected Result/Impact:** Supporting a student's mental health needs will help them be successful academically. Academic success in school leads to post secondary success. **Staff Responsible for Monitoring:** Campus administration, Hope Squad advisors, Counselors, Assistant Superintendents				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Engage students, families, staff, and community to maximize every student's potential.

Performance Objective 3: KISD will evaluate alternate methods of sharing information about college and career opportunities with parents and students in all grade levels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: District personnel has implemented a video library that can be accessed at any time by parents and students. Potential videos include, but are not limited to, information about CTE programs of study, completing a FAFSA, applying for college scholarships, completing a college application, trade school opportunities, and earning an industry based certification. **Strategy's Expected Result/Impact:** Increased knowledge about post-secondary opportunities **Staff Responsible for Monitoring:** campus and district level staff and administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Krystie McGraw	Instructional Coach	1
Lauren Mosely	Instructional Coach	1

2024-2025 DEIC

Committee Role	Name	Position
CLASSROOM TEACHER	MARY BREARLEY	TEACHER
CLASSROOM TEACHER	ELISA LAWSON	TEACHER
ADMINISTRATOR	NANCY SHIPLEY	ASSISTANT SUPERINTENDENT
ADMINISTRATOR	SHEILA MCCOLLUM	ASSISTANT SUPERINTENDENT
CLASSROOM TEACHER	ASHTON EUBANKS	TEACHER
CLASSROOM TEACHER	ASHLEY BUCHANAN	TEACHER
ADMINISTRATOR	TYLER WILSON	ASSISTANT PRINCIPAL
PARENT	DAVID BARNES	PARENT
PARENT	JULIA PRICE	PARENT
PARENT	ANDREW PAINTER	PARENT
PARENT	MEGAN BOONE	PARENT
PARENT	MAX LANDEVERDE	PARENT
PARENT	CASSIE KOSHATKA	PARENT
CLASSROOM TEACHER	BRANDI CLAIBORNE	TEACHER
ADMINISTRATOR	TRISTAN HAWKINS	ASSISTANT PRINCIPAL
CLASSROOM TEACHER	PEYTON BOLZ	TEACHER
PARENT	JACOB STOFFER	PARENT
CLASSROOM TEACHER	MELANIE MILLER	TEACHER

District Funding Summary

199 - District Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	funding for reimbursement		$3,000.00
3	1	4	salary costs		$0.00
3	1	5			$5,000.00
4	2	1	training		$3,000.00
				Sub-Total	$11,000.00

199 - Local Funds (campus budget)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	test fees		$5,000.00
2	2	2	schedule; practice materials		$2,000.00
3	1	2	funding		$0.00
				Sub-Total	$7,000.00

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	funds for at risk		$0.00
1	1	3			$0.00
1	1	7			$0.00
1	2	1	funding for summer school salaries and supplies		$30,000.00
4	2	2	credit recovery software		$10,000.00
				Sub-Total	$40,000.00

199 - CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	funds for testing		$10,000.00
				Sub-Total	$10,000.00

244 - EAF Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00

244 - EAF Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	$500 stipend per mentor		$10,000.00
3	1	2			$0.00
				Sub-Total	$10,000.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	funding		$0.00
				Sub-Total	$0.00

Carl Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	4	EAF Grant approval		$58,000.00
				Sub-Total	$58,000.00

Addendums

Krum Independent School District
1200 Bobcat Blvd. • Krum, TX 76249 • 940-482-6000 • 940-482-3929 (fax) • www.krumisd.net

Parent Engagement

Krum ISD Parent Engagement Practices

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

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

Commitment to Children:

Homeless students:

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

Special Education Services:

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

Foster Children:

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

Region XI:

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

Student Safety:

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

Krum ISD believes in increasing parent participation in decision making:

LPAC meetings:

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

Student Support (RTI) Meetings:

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

Campus and District Improvement Planning:

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

Parent Nights and Open House:

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

Parent Reports:

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

Parent Evaluation:

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

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**83**	B
Student Achievement		**85**	B
STAAR Performance	49	81	
College, Career and Military Readiness	56	85	
Graduation Rate	99.2	95	
School Progress		**76**	C
Academic Growth	68	76	C
Relative Performance (Eco Dis: 32.8%)	53	73	C
Closing the Gaps	**61**	**79**	C

Distinction Designations

✗ **Postsecondary Readiness**

Texas Education Agency

2022 Accountability Ratings Overall Summary

KRUM H S (061905001) - KRUM ISD - DENTON COUNTY

✷ Confidential ✷

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**82**	**B**
Student Achievement		**84**	B
STAAR Performance	47	75	
College, Career and Military Readiness	56	87	
Graduation Rate	99.2	95	
School Progress		**68**	**Not Rated: Senate Bill 1365**
Academic Growth	60	66	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 26.1%)	52	68	Not Rated: Senate Bill 1365
Closing the Gaps	**53**	**76**	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✓ **Mathematics**

✓ **Science**

✓ **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency

2022 Accountability Ratings Overall Summary

KRUM MIDDLE (061905041) - KRUM ISD - DENTON COUNTY

✷ Confidential ✷

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**78**	C
Student Achievement		**79**	C
STAAR Performance	48	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**59**	**Not Rated: Senate Bill 1365**
Academic Growth	61	59	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 30.4%)	48	58	Not Rated: Senate Bill 1365
Closing the Gaps	**46**	**74**	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

✗ **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency

2022 Accountability Ratings Overall Summary

DYER EL (061905101) - KRUM ISD - DENTON COUNTY

✷ Confidential ✷

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
Student Achievement		**79**	C
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**91**	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 40.7%)	52	73	C
Closing the Gaps	**76**	**77**	C

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✓ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency

2022 Accountability Ratings Overall Summary

BLANCHE DODD EL (061905102) - KRUM ISD - DENTON COUNTY

✷ Confidential ✷

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**91**	A
Student Achievement		**86**	B
STAAR Performance	57	86	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**92**	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 32.4%)	57	75	C
Closing the Gaps	**95**	**90**	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✓ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**

Texas Education Agency

2022 Accountability Ratings Overall Summary

KRUM EARLY EDUCATION CENTER (061905103) - KRUM ISD - DENTON COUNTY

✷ Confidential ✷

This campus is paired with KRUM ISD (061905)
Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**83**	**B**
Student Achievement			**Not Rated**
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			**Not Rated**
Academic Growth			Not Rated
Relative Performance (Eco Dis: 41.2%)			Not Rated
Closing the Gaps			**Not Rated**