Krum Independent School District

2026-2027 District Improvement Plan

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July 01, 2026 at 02:32 PM

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

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. The district has enough students to warrant a dual language program, but struggles to find qualified staff and can currently offer this setting only in PK at one campus. The district has been a part of a shared service arrangement with the Denton County Special Ed. Co-op for many years. The Co-op is dissolving, and all services will move in-house.

Krum ISD has a total student population of 2,600 as of mid-May 2026. Growth is expected as neighborhoods are being built in the area. Committees are meeting regularly to discuss the needs of future facilities in preparation for this increase. The district passed a bond in 2022 and built a new CTE center, a new wing to extend capacity at Hansel Elementary, added a technology center, and a new middle school building will open in the Fall of 2026. This addition extends the current capacity of students at the middle school level. In addition, the High School will begin renovations in the fall on the existing property. 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:

Based on the 2025 fall snapshot

504-10%

Emergent Bilingual-17%

Bilingual .54%

ESL-8%

Alternative Language Program-6.5%

CTE-97% of students in grades 8-12 have taken at least one CTE course, with 16% being Completers (3 or more CTE courses in a Program of Study), 53% being Concentrators (2 or more CTE courses in a Program of Study), and 28% being Explorers (1 course that is a level two or higher).

GT-6.41%

Special Education 18.49%

Dyslexia - 7.97%

Economically Disadvantaged is 40.56%

Homeless and Unaccompanied youth is .5%

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 51% based on the 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. The old Agriculture Science facility has been expanded into a new CTE center that houses Agriculture Science, Culinary Arts, and Health Science. This frees up space in the existing high school to evaluate the expansion of more programs. Plans are underway to renovate and add on to the current high school, which will provide more state of the art facilities for CTE.

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. The district has also partnered with Alphabest to provide afterschool care for children whose parents work[. The response to their service has been very positive.

Strengths

KISD has an involved community. The district hosts many events throughout the year for parents to engage in their child's education. These events include athletic games, fine arts presentations, post-secondary readiness planning, facilities planning and updates, math, science, and literacy events, active PTOs and Booster Clubs, etc. The district desires to partner with parents throughout their child's education. In 2025, the district engaged in long-range planning and involved many parents in this process. As we start 2026, the district will host 3 additional parent events focusing on long-range plans and progress checking toward the overall goals. The district elicits parent feedback in the form of surveys throughout the year. All of this information is used to drive the district forward to benefit student outcomes.

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 has added CTE pathways and courses to expand opportunities to students who plan to enter the workforce immediately following high school and perhaps pursue a certificate. Ares in healthcare and law enforcement remain popular choices with our student body. The district has

partnerships with NCTC,UT Austin, Tarleton, and McMurray 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. The district applied for a JET grant and is hopeful about its award. This would assist us in providing needed supplies for Health Science, a new program of study with rich opportunities in the post-secondary job market.

Another strength is the partnership for childcare with Alphabest and our in-house program for staff childcare.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
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.	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.

★ = Priority

Student Learning

Summary

TEA has recently released preliminary data on recent STAAR scores. The data demonstrates that while growth remains, it is steadily increasing. Through the start of Bluebonnet Reading in the fall of 2025, the district is making gains on the early reading indicators. In the fall of 2026, the district will implement Bluebonnet Math. It is impressive to witness the commitment on the part of the teacher, principals, and instructional coaches with new initiatives. The district hopes to continue this momentum with steadily increasing student outcomes.

KISD utilizes formative and summative data to inform instruction and help make student plans. Aligned assessments are utilized by teachers in teams to assess students on the taught curriculum throughout the grading period. 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. Summative assessment data in the form of AP testing, SAT/ACT/TSIA2, 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 (DDI), which is similiar to a PLC meeting, that provides a structured vehicle for reviewing student data, reviewing student progress, analyzing test questions and the level of rigor and complexity of test questions, and planning for reteach opportunities. In the 2025-2026 school year the district started the use of the Bluebonnet RLA curriculum in K-5, intended to further bolster the tier 1 instruction model and add to the alignment in those grades to prepare them for their secondary education. In 2026, the district will implement Bluebonnet Math in Kindergarten through Algebra. A secondary math coach was hired to help facilitate and lead this change at the middle and high school, while the elementary math coach will support the three elementary campuses.

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. The district has added a GT/EB teacher on each elementary campus that will allow for direct service support to the two student groups. The district coordinator for EB services will move to the middle school to provide additional support to the secondary campuses. The goal is for students to grow at least one level on the composite score to eventually reach advanced high on TELPAS to demonstrate basic fluency in English. 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 Kindergarten-grade 3 teachers and principals to participate in an 11-month Reading Academy. Most of KISD teachers have been trained through Reading Academy, and the district will continue to train new teachers. The district is paying for the year-long training. The district plans to start enrolling teachers in the math academies in the coming years after one year of full implementation of Bluebonnet Math.

SCE and Title I will work together to enhance educational programming at Hansel, Dyer, and Dodd. WIN time is utilized at the elementary campuses to assist students with interventions needed. Title III funds are used to create a targeted effort to increase parent involvement and focus on making sure that parents have access to information in languages they can understand at these events and in correspondence. A paraprofessional that works with our

youngest EB learners is funded through Title III. 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.

Krum ISD has partnered with Meg Matters and Community in Schools to provide additional mental health support at the middle school level. The district's portion of this contract is funded through Title IV grants after being approved in the DEIC. This will allow for more student support at a developmentally challenging time for students.

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 training in new ELPS, content and language-based instructional strategies and other areas related to second language acquisition. Some teachers will also be sent to the National Best Practices conference with a focus on EB students that will be funded out of Title III.

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. .

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 middle school will no longer send devices home with students and will target specific academic needs using technology. The goal is to provide students with a more balanced learning environment suited for the developmental needs of middle school students. The district utilizes G(oogle) 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 75% (this is lag data) to 78% according to the accountability report provided in August of 2025. The goal is to continue to increase this through intentional tracking in PEIMS with correct coding and planning for our students.

Texas Education Agency

2024-25 College, Career, and Military Readiness (CCMR) (TAPR)

KRUM ISD (061905) - DENTON COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	79.8%	**77.6%**	*	70.5%	80.4%	*	*	*	80.0%	64.3%	77.1%	71.4%
2022-23	76.3%	73.7%	**75.5%**	100.0%	66.7%	77.6%	*	-	-	*	94.7%	72.9%	84.6%

A more recent preliminary detail regarding CCMR status at Krum ISD was posted on texasschools.gov, demonstrating the 2024-2025 levels as of August 2025.

College, Career, and Military Readiness Details

CCMR Criteria	This District	State
Total credit for CCMR criteria	78.0%	82.0%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	46.1%	57.4%
Scored at or above the college ready standard on SAT, ACT, TSIA	24.8%	34.0%
Met criterion score on AP/IB exam(s)	12.1%	21.1%
Earned college credit for a dual credit course	22.4%	25.1%
Earned an industry-based certification	35.2%	35.0%
Earned a level I or level II certificate	0.0%	1.1%
Earned an associate degree	0.0%	3.1%
Completed an OnRamps course and qualified for college credit	13.3%	5.7%
Graduated with completed individualized education program (IEP) and workforce readiness	0.6%	2.7%
Graduated under an advanced diploma plan and identified as a current special education student	8.5%	6.0%
Enlisted in the U.S. Armed Forces	0.0%	0.7%

*This data will be updated when the TAPR is released for 2026.

Strengths

The district values building relationships with students and staff, ensuring there is time to review student data, and planning for student needs.Teachers and administrators engage in goal setting with students and helping them track their progress toward meeting those 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.

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

Krum High School has a higher graduation rate than the state average. The 4-year graduation rate data reflected in the most recent release of data on texasschools.gov was 94.8% for all students compared with the state average of 90.7%. The five-year rate was 96.9% and six year was 98.7%, all above the state average.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Tier 1 practices continue to be refined with materials, delivery, and internalization practices.	Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.
2 ★	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.	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. Increased support for students in small groups is needed to meet the specific language needs of each student.
3 ★	Support and monitoring of the implementation of the training provided are needed.	Lack of consistency in implementation.
4 ★	There is a shortage of qualified bilingual teaching candidates.	This is a high demand area across the state.
5 ★	Additional STAAR training is needed for teachers entering the workforce to ensure high level questions in multiple formats are being utilized in the classroom, linked to the rigor of STAAR.	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.

6	More students need to graduate from college, career, or military ready.	Students need a better understanding of career programs of study before they start high school.
7	Focus on the fundamental five best practices to include a strong closure of the lesson needs to increase.	The presented lesson does not always demonstrate a strong closure.
8 ★	There is a shortage of qualified teaching candidates across the state of Texas.	There is a statewide shortage of teachers with an increased student population.
9 ★	Students need additional learning opportunities to refine critical learning objectives	After-school tutoring has been limited in the district. DEIC suggested extended after-school tutoring for students who need the help.
10 ★	Developmentally, students in middle school experience many social and emotional milestones and challenges. Students need more support in this area to navigate these challenges successfully	Limited staff to the students' needs. The Community in Schools partnership would help serve students well in this area.

★ = Priority

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 81% in the 2025 school year, which is in line with the state average. KISD have an average of 11 years of experience with an average of 5 years in the district. Current staff members were given a stipend when someone they recruited joined the Krum ISD. Each new teacher will be paired with a mentor, along with outlined topics to cover throughout the year, to help new staff members acclimate. The district continues to see a need in the following areas: elementary bilingual classrooms, special education, all levels with additional content certifications, 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. The HR Director has created workflow enhancements within existing technology to reduce the length of time it takes to onboard employees. This has been a welcome change with all employees.

In the summer of 2026, the district provided training in the following areas:

- New staff orientation prior to school starting
- Curriculum training in mathematics
- GT training
- CTAT for secondary staff
- TTESS training for leadership
- Compliance Training (as required by the state)
- Training for special education staff
- Strategic planning
- other offerings were made available through Region XI or other entities.

The district will facilitate improvement meetings to concentrate on classroom practices and how those impact student outcomes. Leaders will be trained in the 7C's to create plans on providing teacher feedback through the student lens. In addition, the district has participated in strategic planning and the board will adopt overall goals and progress will be reported frequently to the board throughout the year.

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. TIA is underway and the district continues to refine the practices associated with TIA and is awaiting feedback from Texas Tech.

The RTI process continues to be refined to meet the needs of our students and to track interventions at all levels. Training has started in the area of MTSS and the district is working closely with Terry Rahn who is leading this charge toward improvements in this area.

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.

There have been limited opportunities developed for students to participate in work-

based learning opportunities in the area of CTE, but this year even 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. In addition, new CTE programs of study have been created in partnership with Tarleton University and NCTC to ensure a wide variety of viable options are available for our students.

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.

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. a few days a week, 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, particularly during the summer months, to support teachers in their areas for growth. 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 an officer at each campus highlighting the importance on safety in the district. 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.

The school board passed a policy regarding a cell phone ban in schools starting with the 2025-2026 school year that complies with new legislation. This has positively changed the learning environment for the better.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students.	Lack of partnerships due to limited businesses in the area.
2 ★	There are limited opportunities for struggling teachers to receive coaching during the school year.	Current processes and practices don't provide the level of support needed.

★ = Priority

Perceptions

Summary

Krum ISD works hard to ensure that our stakeholders are welcomed and informed. The district sends out one weekly update online through social media and ParentSquare 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 stay informed 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 website is being updates, calendar improvements are being made, ADA compliance related to the website is being updated, and the results are strong. Krum ISD has also started to go through a branding process and will unviel the new logo and accompanying materials to use in correspondence at the start of the 2026-2027 SY.

The district has increased the presence of online communication through Facebook and Twitter and monitors the questions received through these outlets. Parent Square has 100% connection with parents, which is quite an accomplishment for the public information officer.

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 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.

It is the district's desire to maintain the safety of our students at all times. The district has an anonymous bullying 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.

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. The future middle school construction has started as well as the new CTE center. The expected move-in date for the middle school is the fall of 2026. Plans are underway for the best utilization of the current middle school to meet the district needs. The superintendent is also a part of county meeting to keep abreast of the growth and future neighborhoods to stay in a proactive position.

The district has a strong process for behavior threat assessments that is aligned to the state's initiatives. This group meets quickly after a concern is raised, parents are included in the process, and the proper documentation of the process is retained.

Staff perceptions are gauged through surveys and exit interviews. This information helps the district grow and adapt.

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	Root Cause
1 ★	Some parents have requested more communication on a more frequent basis.	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

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Tier 1 practices continue to be refined with materials, delivery, and internalization practices.	Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.
2 ★	Support and monitoring of the implementation of the training provided are needed.	Lack of consistency in implementation.
3 ★	There is a shortage of qualified bilingual teaching candidates.	This is a high demand area across the state.
4 ★	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.	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. Increased support for students in small groups is needed to meet the specific language needs of each student.
5 ★	There is a need to create viable work-based partnerships with area businesses aligned to current programs of study for our students.	Lack of partnerships due to limited businesses in the area.
6 ★	There is a shortage of qualified teaching candidates across the state of Texas.	There is a statewide shortage of teachers with an increased student population.

7 ★	Additional STAAR training is needed for teachers entering the workforce to ensure high level questions in multiple formats are being utilized in the classroom, linked to the rigor of STAAR.	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.
8 ★	Some parents have requested more communication on a more frequent basis.	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.
9 ★	There are limited opportunities for struggling teachers to receive coaching during the school year.	Current processes and practices don't provide the level of support needed.
10 ★	Developmentally, students in middle school experience many social and emotional milestones and challenges. Students need more support in this area to navigate these challenges successfully	Limited staff to the students' needs. The Community in Schools partnership would help serve students well in this area.
11 ★	Students need additional learning opportunities to refine critical learning objectives	After-school tutoring has been limited in the district. DEIC suggested extended after-school tutoring for students who need the help.
12 ★	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.	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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Krum ISD will increase the academic growth and achievement of every student.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

The overall student performance levels for ALL students across the district will increase in the meets level from 48% to 55% and the master's level from 19% to 24% by June 2027. (this goal was made prior to science standard setting) Student Growth Measure to increase from 67% to 72% by June 2027 (as indicated in ODS.) Circle assessment average on 7 assessments measures to increase from 73.7% in May of 2026 to 76% in May of 2027. MCLASS EOY composite for K-2 to increase from 63% (May 2026) to 68% by June of 2027.

Evaluation Data Source: STAAR data, TAPR

Strategy 1 ☑ Results Driven Accountability

Data-Driven Instruction protocols will be utilized every 3-4 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

Formative Reviews

November	January	March	June

Strategy 2 ☑ Results Driven Accountability

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

Funding Sources: funds for at risk 199 - State Comp Ed, $20,000

Formative Reviews

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Strategy 3

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

Formative Reviews

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Strategy 4

Krum ISD will work toward establishing continued courses for emergent bilingual secondary students who are long term EB students or 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

Funding Sources: 199 - Bilingual Education Allotment, $7,000

Formative Reviews

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Strategy 5

Students will engage in meaningful writing 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.

Formative Reviews

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Strategy 6

KISD will provide Instructional Coaches in 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, 3 - Student Achievement 1

Funding Sources: 199 - State Comp Ed, $130,000

Formative Reviews

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Strategy 7

The district will provide strategic targeted and coherent intervention during the first semester and intensive tutoring up to 4 times a week in the second semester (after the 2nd interim) as a method to close gaps and help students progress to performance levels. This will be available at the secondary level. Elementary will provide tutoring after the 2nd interim for up to 6 weeks after school.

Strategy's Expected Result/Impact: Increased student performance and gap closure

Staff Responsible for Monitoring: Assistant Superintendents and principals

Problem Statements: Student Learning 9

Funding Sources: after duty pay for teachers 289-Title IV, $20,000

Formative Reviews

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Strategy 8

Elementary students who are learning English as a second language will be provided with a language lab and in-class support with a certified teacher. The goal is to increase English proficiency, build confidence in speaking and writing English, and to grow a level on the composite score in TELPAS.

Strategy's Expected Result/Impact: Increase student performance on TELPAS.

Staff Responsible for Monitoring: Principals and Assistant Superintendent

Problem Statements: Demographics 1 - Student Learning 2

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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.	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Tier 1 practices continue to be refined with materials, delivery, and internalization practices.	Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.
2	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.	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. Increased support for students in small groups is needed to meet the specific language needs of each student.
3	Support and monitoring of the implementation of the training provided are needed.	Lack of consistency in implementation.
9	Students need additional learning opportunities to refine critical learning objectives	After-school tutoring has been limited in the district. DEIC suggested extended after-school tutoring for students who need the help.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Tier 1 practices continue to be refined with materials, delivery, and internalization practices.	Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

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 Source: RtI records
student data sheets

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. Summer school will also be offered for early education students entering PK and Kindergarten who have been identified as emergent bilingual students.

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: Principals

Funding Sources: funding for summer school salaries and supplies 199 - State Comp Ed, $30,000

Formative Reviews

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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

Formative Reviews

November	January	March	June

Strategy 3

MTSS/RTI intervention resources will be outlined for teachers and the effectiveness of interventions will be monitored closely.

Strategy's Expected Result/Impact: Increased effectiveness of interventions.

Staff Responsible for Monitoring: Principals and Testing Coordinator

Formative Reviews

November	January	March	June

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 Source: STAAR results, Graduation rates, TSI graduates, CCMR graduates, AP/SAT/ACT participation rates.

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

Funding Sources: test fees 199 - Local Funds (campus budget), $5,000

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	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. Additionally, they will be placed with TIA designated teachers when possible to further provide Tier 1 intervention.

Strategy's Expected Result/Impact: Increased student performance on STAAR/EOC

Staff Responsible for Monitoring: Assistant Superintendents and Campus Principals

Formative Reviews

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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. These sessions are scheduled for the beginning of the year to ensure completion.

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

Strategy 1

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,

Formative Reviews

November	January	March	June

Performance Objective 5

KISD will partner with local universities to provide support to students who want to attend college.

Evaluation Data Source: College attendance rates

Strategy 1

KHS will continue to partner 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

Formative Reviews

November	January	March	June

Strategy 2

The district will partner with NCTC and Tarleton for CTE dual enrollment classes as well as UT for dual enrollment classes. McMurray will provide classes previously provided by Texas College Bridge.

Strategy's Expected Result/Impact: Increase student engagement in advanced coursework and an increase in the percentage of CCMR-completed students.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary

Funding Sources: Tuition 199 - District Budget, $20,000

Formative Reviews

November	January	March	June

Performance Objective 6 ☑ HB3 Goal

KISD will investigate course offerings for students at the secondary level that prepare them for post-secondary readiness.

Evaluation Data Source: Master schedule, students surveys

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Goal 2 By June of 2027, College, Career, and Military Readiness will increase from 89% to 92%.

Performance Objective 1

Students earning a state-approved industry-based certificate and completing a program of study will increase from 28% to 40% of graduates.

Evaluation Data Source: TAPR, Perkins reports

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

Funding Sources: funds for testing 199 - CTE, $15,000

Formative Reviews

November	January	March	June

Strategy 2

The HS/District will participate in the SSA CTE advisory group to identify areas of high need, high-wage occupations in the local area and partner with the Texas Workforce Commission to assist with student preparation for post-secondary job skills.

Strategy's Expected Result/Impact: Programs of study aligned with occupations that are high need and high-wage.

Staff Responsible for Monitoring: HS Principal

Formative Reviews

November	January	March	June

Strategy 3

The HS will network with local businesses and local practicum classes to provide 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.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary

Formative Reviews

November	January	March	June

Performance Objective 2

Students that meet the TSI criteria or equivalent in both reading and math will increase from 53% to 75%.

Evaluation Data Source: TAPR data

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

Formative Reviews

November	January	March	June

Strategy 2

The district will offer college entrance exam preparation through an online solution for self-study that will be made available to high school students.

Strategy's Expected Result/Impact: Increased participation and scores

Staff Responsible for Monitoring: Assistant Superintendent of Secondary
Principal
Counselor

Funding Sources: schedule; practice materials 199 - Local Funds (campus budget), $2,000

Formative Reviews

November	January	March	June

Strategy 3

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.

Formative Reviews

November	January	March	June

Strategy 4

The district will require TSIA prep and testing to all students after successful completion of Algebra 1 and English 1.

Strategy's Expected Result/Impact: More students will take the TSIA and be able to utilize recently learned skills, which should improve the percent of students earning credit for the TSIA earlier in high school.

Staff Responsible for Monitoring: Student Assessment Coordinator, Campus Counselors

Formative Reviews

November	January	March	June

Performance Objective 3

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

Evaluation Data Source: AP test results and TAPR

Strategy 1

Increased number of AP courses will be offered and promoted to the student body, such as AP Human Geography. The district will also continue to add dual credit classes for the 2025-2026 school year.

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

Formative Reviews

November	January	March	June

Performance Objective 4 ☑ HB3 Goal

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.

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

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

Formative Reviews

November	January	March	June

Strategy 2

The district applied for the JET grant in the spring of 2026 to gain assistance with the expansion of CTE opportunities for students. Notifications are pending.

Strategy's Expected Result/Impact: expansion of CTE opportunities for students through increased funding

Staff Responsible for Monitoring: Assistant Superintendent

Formative Reviews

November	January	March	June

Strategy 3

Students in middle school participate in the college and career explorations class to gain a broader knowledge about post-secondary options.

Strategy's Expected Result/Impact: Students will have a greater depth of knowledge about their chosen career and choose classes to support that in high school.

Staff Responsible for Monitoring: College and career explorations teacher, middle school counselors

Formative Reviews

November	January	March	June

Performance Objective 5

Krum High School will host a financial planning night to increase parents' knowledge of financial aid opportunities connected to higher learning. A recorded training will be made available to parents by posting this session on the web.

Evaluation Data Source: Agenda, sign in sheets, calendar

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

Formative Reviews

November	January	March	June

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

Performance Objective 1

The district will increase staff retention rates from 81% to 85% as reported on the TAPR.

Evaluation Data Source: Teacher turnover data

Strategy 1

New teachers will be assigned a mentor for their new assignments. The district will send an email that will formalize the mentor relationship. The district will provide a survey to all mentors and mentees to guage their satisfaction of the experience.

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

Formative Reviews

November	January	March	June

Strategy 2 ☑ Results Driven Accountability

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

Funding Sources: funding 263 - Title III, , funding 199 - Local Funds (campus budget), , 255 - Title II,

Formative Reviews

November	January	March	June

Strategy 3

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.

Strategy's Expected Result/Impact: Increased classroom coverage

Staff Responsible for Monitoring: HR

Funding Sources: salary costs 199 - District Budget,

Formative Reviews

November	January	March	June

Strategy 4

The district and campus administrators will provide coaching and support teachers through innovative ways such as learning walks, goal setting, co-planning, data debriefs, etc.

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

Formative Reviews

November	January	March	June

Strategy 5

The district will implement the Teacher Incentive Allotment, as approved by TEA.

Strategy's Expected Result/Impact: The district has broadened the eligibility of teachers who could qualify for TIA in the application to the state. Please refer to TIA documents for a complete and up-to-date list.

Staff Responsible for Monitoring: Campus administration, central office administration

Formative Reviews

November	January	March	June

Strategy 6

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.

Strategy's Expected Result/Impact: increased applicant pool

Staff Responsible for Monitoring: Human Resources and Public Information Officer

Formative Reviews

November	January	March	June

Strategy 7

The district will explore alternate methods for creating and developing substitute teachers within the legal parameters.

Strategy's Expected Result/Impact: Increased class coverage

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Calendar of recruiting events

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

Formative Reviews

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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

Formative Reviews

November	January	March	June

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 Source: Substitute reports.

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

Formative Reviews

November	January	March	June

Strategy 2

KISD will use social media outlets to advertise open positions for all departments.

Strategy's Expected Result/Impact: increased applicant pools

Formative Reviews

November	January	March	June

Performance Objective 4

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

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

Strategy 1

KISD will provide CBLI training for staff who work directly with EB students to strengthen their ability to meet students' linguistic, affective, and cognitive needs.

Strategy's Expected Result/Impact: An increase in student performance on TELPAS resulting in more students reclassifying.

Staff Responsible for Monitoring: Bilingual/ESL coordinator

Funding Sources: training funds 263 - Title III, 263, $3,700

Formative Reviews

November	January	March	June

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 Source: Increased parent involvement and support.
Increased student outcomes.

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

Formative Reviews

November	January	March	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

Formative Reviews

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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 Source: counselor's schedule and prevention programs
Calendar for prevention programs

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

Funding Sources: training 199 - District Budget, $3,000

Formative Reviews

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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

Funding Sources: credit recovery software 199 - State Comp Ed, $10,000

Formative Reviews

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Strategy 3

Teachers at the middle and high school have been trained in Connection Driven Classroom strategies in order to build strong relationships with students and will continue to use these strategies.

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

Formative Reviews

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Strategy 4

A locally developed program will be implemented at the middle and high school to better support students' mental health needs. (This will replace Hope Squad, but have a similar purpose.)

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

Formative Reviews

November	January	March	June

Strategy 5

Krum ISD will provide community and family engagement events to focus on the long-term goal of post-secondary readiness, including literacy events, and FAFSA/TASFA, and applying for college. Subjects include social media awareness, the importance of attendance, grades, and UIL eligibility to create more parental involvement and awareness.

Strategy's Expected Result/Impact: To increase parent involvement and create awareness of the school system.

Staff Responsible for Monitoring: Bilingual/ESL Coordinator

Funding Sources: Translation and supplies 263 - Title III, 263, $2,000

Formative Reviews

November	January	March	June

Strategy 6

Krum ISD will host Communities in Schools at the middle school. Krum ISD will pay half of the cost, and the other half will be funded through a local source (Meg Matters).

Strategy's Expected Result/Impact: Students will have access to more mental health support, which will increase student academic achievement and lessen the chance of dropping out of school.

Staff Responsible for Monitoring: Middle school administration, middle school counselors

Funding Sources: Communities in Schools counselor 289-Title IV, $20,000

Formative Reviews

November	January	March	June

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

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

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00

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

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Krum ISD will provide literacy support in the library and STEAM class for students to expose them to science, technology, engineering, art, and math. Each campus will provide a variety of clubs to engage students in their interest areas and expose them to new things. Each Title I campus has a HOUSE system (developed by Ron Clark) in an effort to connect students and staff across the campus. They will engage in competitions, learn new skills, and provide leadership opportunities for the students within each house. Krum ISD will use state-developed materials in reading and math for tier 1 instruction. Reading started in 2025, and math will begin in 2026. Teachers work closely with our excellent instructional coaches to ensure teachers are well prepared for the dynamic lessons provided.

Principals lead high-functioning team support through data-driven instruction meetings where learning standards are examined closely based on student performance. Plans are developed in the meetings to ensure growth is being monitored closely. If students are falling behind, they will be taken to a student support team where an intervention implementation plan will be discussed and monitored.

Students will be provided tutoring in the spring semester if it is indicated.

1.2 Identifying students who may be at risk for academic failure;

Students are identified for the risk of academic failure by snapshot. These students can be identified using the 17 state-developed at-risk criteria. Students who failed a readiness assessment or a state assessment from the previous year or are failing within the quarter are monitored closely and provided tutoring support during WIN time (What I Need). The student support team will also work closely with the teacher in developing an intervention plan and monitoring their progress.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Students will receive extra help during a scheduled tutoring time within the school day called What I Need (WIN). Principals will reserve this time in the schedule and monitor the success of this. Principals will also review a matrix with student data to clearly see what level the student is performing on now and where they need to grow to by the end of school year to ensure growth has taken place. Parent meetings and events will be offered by the school to ensure the parents understand the academic load.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Krum ISD will hire a GT/EB specialized teacher at each elementary campus for the 2026-2027 School Year. The EB coordinator and literacy instructional coach developed a language lab pilot in the spring of 2026. This was successful for students who participated, and they will share these classes with the new teachers and replicate it on the three elementary campuses. The goal is to increase English proficiency in listening, speaking, reading, and writing.

Tier 1 instruction with fidelity continues to be a priority. Instructional coaches work closely with teachers, provide a scope and sequence, and regular meetings with teachers to ensure efficacy and alignment.

Descriptor 2: Teacher Quality

Krum ISD will hire a GT/EB specialized teacher at each elementary campus for the 2026-2027 School Year. The EB coordinator and literacy instructional coach developed a language lab pilot in the spring of 2026. This was successful for students who participated, and they will share these classes with the new teachers and replicate it on the three elementary campuses. The goal is to increase English proficiency in listening, speaking, reading, and writing.

Krum ISD provides 2 instructional coaches at the elementary level. This has provided tremendous support to new and experienced teachers. One of the benefits has been the increase in connectedness across the three campuses, allowing teachers to learn from one another in a powerful way. The district monitors the hiring of teachers and assigns a mentor to any new teacher to provide additional support to them.

Descriptor 3: School Improvement and Support Activities

The campuses that are Title I are not identified for support at this time.

Campuses will be identified after accountability reports are released in August of each year. If improvement is required, a team will be convened to review necessary steps.

Descriptor 4: Measure of Poverty

Free and reduced lunch numbers are used to determine poverty rates. Each year there is a large effort to provide parents with the information and request to fill out the lunch forms. This is monitored closely. The last Friday in October stamps in the number that is used to report poverty rates.

Descriptor 5: Nature of Programs

Currently, there are no local facilities for neglected or delinquent children, but we do have licensed foster homes. The foster care liaison addressed those needs for students in the district.

The three identified elementary campuses for Title I provide schoolwide services so that any child in the school may be provided additional help at any point throughout the year.

Descriptor 6: Services to Homeless Children and Youth

Krum ISD has one homeless liaison who works to identify students who are impacted by their living conditions. Most students who are identified as homeless are living with their parents in the home of a friend. Parents who are in transition are provided with information on free lunch and breakfast, offered assistance on school supplies and support for other barriers that may be impacting them This can include help with shots, birth certificates or records, and transportation. Krum ISD reserves $1,000

yearly to help meet the needs of students in this situation and it varies year to year how much is spent based on the identifeid needs.

Descriptor 7: Parent and Family Engagement Strategy

https://www.krumisd.net/departments/academics-and-curriculum/family-engagement

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

N/A

Committees

Committees

2024-2025 DEIC

Members

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