Krum Independent School District

Krum Middle School

Improvement Plan

2020-2021

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

In partnership with the community and parents Krum Middle school will ***educate***, ***engage,*** and ***empower*** students to become lifelong learners committed to academic excellence, integrity, and service to others.

Value Statement

We believe...

- All students have the capacity to learn and achieve and are expected to succeed.
- We are responsible and accountable for results and must lead by example.
- We respect individual differences and believe that each individual has inherent worth.
- We are transparent and honest in all our interactions with students, parents, staff, and the community.
- We attract and retain the most qualified, committed, accountable, and highly productive employees.
- We are committed to providing access to excellent educational opportunities for students in a fiscally responsible manner.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krum Middle School is located on FM 1173 in Krum, Texas, five miles west of the county seat of Denton County, Texas. Krum Middle School serves students in grades 6-8.

KMS Enrollment:

- 496 Students
- Male 255
- Female 241
- 6th Grade 150
- 7th Grade 178
- 8th Grade 168

Ethnic Distribution:

- Asian 0.20%
- Black-African American 3.23%
- Hispanic/Latino 28.02%
- American Indian - Native Alaskan 0.60%
- Two or More 2.42%
- White 65.52%

At-Risk Factors

- At-Risk 49.80%
- Economically Disadvantaged 35.69%
- English Learners (EL) 7.4%
- Students w/ Disciplinary Placements (2016-17) 1.3%
- Mobility Rate (2016-17) 8.8%

Student Enrollment by Program

- Bilingual/ESL Education 10.08%
- Career & Technical Education 31.65%
- Gifted & Talented Education 8.06%
- Special Education 13.51%
- 504 16.94%

Demographics Strengths

Krum Middle School continues to grow. With new community planners transplanting to our town, the middle school will continue to experience larger class sizes and student needs. Our campus is supported by stakeholders who have high expectations for academic and extracurricular programs. Our stakeholders have high expectations for students and the campus as we are building young men and women who will be adequately equipped to be creative problem solvers, coupled with strong work ethics, in order to be globally competitive in the 21st century workforce.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): KMS STAAR percentage at Approaches Grade Level for English Language Learners across all grade levels 6-8 and all subjects is 50% which is below the total KMS student percentage of 77% and 20% at Meets Grade Level compared to the total KMS student percentage of 49%. **Root Cause:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 2 (Prioritized): KMS STAAR percentage at Approaches Grade Level for Special Education students across all grade levels 6-8 and all subjects is 31% which is below the total KMS student percentage of 77% and 13% at Meets Grade Level compared to the total KMS student percentage of 49%. **Root Cause:** Limited exposure to grade level instruction; Reading below grade level.

Problem Statement 3 (Prioritized): KMS STAAR percentage at Approaches Grade Level for Economically Disadvantaged students across all grade levels 6-8 and all subjects is 69% which is below the total KMS student percentage of 77% and 38% at Meets Grade Level compared to the total KMS student percentage of 49%. **Root Cause:** Lack of resources to meet basic human needs.

Problem Statement 4 (Prioritized): 33% of English Learner students progressed at least 1 proficiency level on TELPAS. **Root Cause:** Challenges of

learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Student Learning

Student Learning Summary

Krum Middle School is rated a C (72) campus according to the current Texas Education Agency accountability system.

- Student Achievement   77
- School Progress Academic Growth   66
- School Progress Relative Performance   59
- Closing the Gaps   59

Current data illustrates needs in the ELL, Special Education, Economically Disadvantaged, and Hispanic/Latino subgroups in the area of achievement and state testing. Our greatest strengths are in the areas of mathematics and reading. Currently, KMS is addressing areas of weakness in writing, social studies, science, and the overall discrepancy between student population groups and the ALL student groups. Moreover, it is imperative that all students demonstrate growth, including those who were close to achieving Meets Grade Level and Masters Grade Level status.

Student Learning Strengths

Krum Middle School has demonstrated strengths in the core curriculum. In addition, our students have also experienced a well-rounded education by demonstrating excellence in areas not measured by standardized testing. Whether our students are competing in band, choir, athletics, UIL, One Act Play, agriculture science, or other enrichment activities, they have been successful on district, area, state, and national levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): KMS STAAR percentage at Approaches Grade Level across all grade levels 6-8 and all subjects is 74% which is below the campus goal of 80% or higher. **Root Cause:** Lack of data driven instruction; Lack of fully developed Response to Intervention.

Problem Statement 2 (Prioritized): KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the campus goal of 50% or higher. **Root Cause:** Teacher and student focus on meeting the passing standard of approaches grade level, Lack of data driven instruction, Accelerated instruction focused only on those that do not Approach Grade Level.

Problem Statement 3 (Prioritized): Insufficient number of students that meet or exceed STAAR Progress Measures. **Root Cause:** Lack of data driven

instruction; Lack of fully developed Response to Intervention.

School Processes & Programs

School Processes & Programs Summary

Krum Middle School services all 6th-8th graders in Krum ISD in Denton County. KMS is designated as a UIL 4A middle school for the 2019-20209 school year. KMS serves students through an eight period day with a 30 WINN period. To best serve the students of KMS, we have 1 full time counselor, 1 full time student services coordinator, and 1 full time assistant principal. We share a nurse with Krum High School. All grade levels are separated into three main hallways. KMS provides opportunities for all students to attend tutorials before school and after school. In addition, time is built into the bell schedule to allow for targeted instruction.

Krum Middles School is committed providing students with a well rounded educational experience designed to prepare them to be successful in an ever changing world and society.

Core Curriculum:

- English Language Arts and Reading
- Mathematics
- Social Studies
- Science

Advanced Curriculum:

- Advanced Math
- Pre-Algebra
- Algebra I
- Advanced English Language Arts and Reading
- Spanish I
- Gifted and Talented

Elective Curriculum:

- Athletics
- Physical Education
- Art
- Band
- Choir
- Career Portals
- Agriculture

- Speech
- Health
- Technology Applications
- Yearbook
- Office Aide

Enhanced Curriculum:

- Resource
- Hybrid Resource
- Dyslexia
- Advisory (WINN) Period
- Double Block ELAR and Mathematics

Krum Middle School is committed to the effective use of technology in order to enhance our curriculum and instructional practices and to support a 21st Century learning environment..

- KISD provides a 1:1 Chromebook initiative for all students in grades 6-8.
- Most classrooms are equipped with Apple TVs and large televisions to serve as projectors.
- BYOD policy to allow students to use personal electronic devices for educational purposes.
- Many teachers have expanded technology use through Google Chrome, including Google Classroom with students submitting assignments online.

Krum Middles School is committed to hiring and retaining a 100% highly qualified staff. Each Semester KMS hosts students from TWU and UNT to complete student observations hours and student teaching. KMS administrators seek to employ high-energy teachers who are ESL and GT certified. Continued focus areas include Inclusion Support Model for Special Education, technology integration, and quality instruction practices.

Total Staff 43.4

- Teachers 79.2%
- Professional Support 2.3%
- Campus Administration (School Leadership) 4.6%
- Educational Aides 13.8%
- Counselors 2.3%

Number of Students per Teacher: 14.6

Teachers by Highest Degree Held

- Bachelors 72.7%

- Masters 27.3%

Teachers by Years of Experience

- Beginning Teachers 14.5%
- 1-5 Years Experience 19.2%
- 6-10 Years Experience 20.8%
- 11-20 Years Experience 29.7%
- Over 20 Years Experience 15.7%

Average Years Experience of Teachers: 11.5

Average Years Experience of Teachers with District: 5.4

School Processes & Programs Strengths

Krum Middle School is committed to the utilization of the district scope and sequence. Beginning teachers collaborate with veteran teachers to utilize the TEKS Resource System as one component of the curriculum. Veteran teachers provide the experience in supplementing the curriculum components to promote ownership and to meet individual needs of all students. A Campus Leadership Team (CLT) was created across all grade levels and content areas to ensure programming strives for student success. Faculty and staff regularly hold parent meetings to address various student needs. KMS is developing Professional Learning Communities based on Data Driven Instruction in partnership with ESC 11.

Krum Middle School teachers use a variety of best practices to reach all students during classroom instruction.

- Working to be 100% ESL and GT certified in core areas
- Fundamental 5 instructional model
- Nine Week Exam/Benchmark data disaggregation
- Regular Response to Intervention Meetings
- Intervention courses built into the master schedule
- Acceleration courses built into the master schedule
- Data disaggregation and planning days built into school calendar

Krum Middle School has a dynamic staff that is dedicated to students and their success. It is evident that the staff is focused on meeting the needs of all learners and represent a broad range of experiences and skills. Our professional development opportunities provide staff with the support to learn and focus on campus and curriculum initiatives.

- 100% Highly Qualified Staff
- Numerous Professional Development opportunities
- Administrative walk-through observations
- New Teacher Mentor Program

The strengths of Krum Middle School staff lies within the accomplishments of our students guided by a dedicated staff. We continue to develop a mindset that pushes each student to improve and meet state standards. Our motto at KMS is "Bobcats Do Right!" at school, at home, and in the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of opportunities for accelerated instruction for students that approach, meet or master grade level on STAAR exams. **Root Cause:** Focus of accelerated instruction has centered on students did not approach grade level on STAAR exams.

Problem Statement 2 (Prioritized): Lack of fully developed Professional Learning Communities. **Root Cause:** Previous lack of training and dedication of time and resources.

Problem Statement 3 (Prioritized): Lack of fully developed Response to Intervention. **Root Cause:** Lack of resources and dedicated time.

Perceptions

Perceptions Summary

Krum Middle School is proud to have a positive, affirming, and collaborative school culture, as well as, a safe school climate. KMS is known to be positive with a focus on high expectations and excellence. Students are encouraged to get involved in their school through participation in co-curricular and extra-curricular activities. There is a strong sense that students, staff, and parents are proud to be a part of this school community.

All the stakeholders of KMS are committed to student success. A family atmosphere is fostered and teamwork is the catalyst for success throughout the campus. It is a requirement for all staff members to be student-centered and make decisions based upon what is best for the students. KMS continually collaborates with parents and community stakeholders to ensure a positive support for students.

The Campus Leadership Team meets regularly. Additionally, a public meeting was held at Krum Middle School to keep parents informed on October 2, 2019.

The Krum community and families are highly involved in our school through the performance of their students in academics, athletics, and fine arts. Parents are involved in our booster clubs, PTO, various student organizations, and after school events. Some events that are included, but not limited to:

- Open House
- Orientation Nights
- Krum PTO
- Krum Education Foundation
- Athletic Games/Events
- Krum Athletic Boosters
- Band Concerts
- Choir Concerts
- FFA Activities
- FFA Parents and Friends
- Student Council Activities
- National Jr. Honor Society
- UIL Academic Meets
- One Act Play Performances
- Parent Teacher Conferences
- Team Meetings
- Field Trips
- Red Ribbon Week
- Coats for Kids Community Drive

- Backpack Blessings
- Veteran's Day Celebration
- Homecoming Festivities
- Pep Rallies
- Special Olympics
- Read Across America Day
- Campus fundraisers to help community members in need of assistance

Perceptions Strengths

Krum Middle School is a positive and safe learning environment that promotes collaboration and teamwork. We have talented learner-centered educators who place importance on the whole child. All stakeholders are appreciative of the activities and programs offered. Our staff receives support from parents and work together to make decisions based upon the best interest of students. KMS staff exhibit a "Can Do" attitude in order to meet the needs of all students.

Parent and student surveys indicate that the vast majority of KMS parents and students agree or strongly agree with the following statements:

- There are many different ways that I can be involved with the school, either at the school itself, at home, or in the community.
- I feel welcome at school.
- My principal is accessible to me.
- There is at least one adult at school that my child/I trusts and can go to for help with a school problem.
- Order and discipline are consistently maintained.
- The school expects quality work from the students.
- KMS is a safe place to learn.
- KMS has an excellent learning environment.

Regardless of which program students are participating KMS families have high expectations for great success. The school district serves as the center of our community and families are supportive of all programs. Each extra-curricular program boasts a parent group to encourage parental involvement and support of the programs.

- Weekly updates on campus web-page
- Weekly updates to campus social media (Facebook and Twitter)
- District Weekly newsletter sent to all KMS families
- Campus articles in the local Krum and Denton newspapers
- Incentive days for students
- Close working relationship with the Krum PTO, Krum Education Foundation, and booster clubs.

Priority Problem Statements

Problem Statement 1: KMS STAAR percentage at Approaches Grade Level for English Language Learners across all grade levels 6-8 and all subjects is 50% which is below the total KMS student percentage of 77% and 20% at Meets Grade Level compared to the total KMS student percentage of 49%.

Root Cause 1: Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: KMS STAAR percentage at Approaches Grade Level for Special Education students across all grade levels 6-8 and all subjects is 31% which is below the total KMS student percentage of 77% and 13% at Meets Grade Level compared to the total KMS student percentage of 49%.

Root Cause 2: Limited exposure to grade level instruction; Reading below grade level.

Problem Statement 2 Areas: Demographics

Problem Statement 3: KMS STAAR percentage at Approaches Grade Level for Economically Disadvantaged students across all grade levels 6-8 and all subjects is 69% which is below the total KMS student percentage of 77% and 38% at Meets Grade Level compared to the total KMS student percentage of 49%.

Root Cause 3: Lack of resources to meet basic human needs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 33% of English Learner students progressed at least 1 proficiency level on TELPAS.

Root Cause 4: Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 4 Areas: Demographics

Problem Statement 5: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the campus goal of 50% or higher.

Root Cause 5: Teacher and student focus on meeting the passing standard of approaches grade level, Lack of data driven instruction, Accelerated

instruction focused only on those that do not Approach Grade Level.

Problem Statement 5 Areas: Student Learning

Problem Statement 7: KMS STAAR percentage at Approaches Grade Level across all grade levels 6-8 and all subjects is 74% which is below the campus goal of 80% or higher.

Root Cause 7: Lack of data driven instruction; Lack of fully developed Response to Intervention.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Lack of opportunities for accelerated instruction for students that approach, meet or master grade level on STAAR exams.

Root Cause 8: Focus of accelerated instruction has centered on students did not approach grade level on STAAR exams.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Insufficient number of students that meet or exceed STAAR Progress Measures.

Root Cause 9: Lack of data driven instruction; Lack of fully developed Response to Intervention.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Lack of fully developed Professional Learning Communities.

Root Cause 10: Previous lack of training and dedication of time and resources.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lack of fully developed Response to Intervention.

Root Cause 11: Lack of resources and dedicated time.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: By May 2021, Krum Middle School will increase the number of students at Approaches Grade Level by 14% and Meets Grade Level by 10% for all grades and all subjects on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.

Performance Objective 1: Implement, maintain, and continually assess instructional programs to ensure student success through an aligned curriculum, meaningful professional development, and continuous data disaggregation.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Provide professional development opportunities in core areas.		
Strategy's Expected Result/Impact: Professional development certificate of completion, Summative Reviews, Effective implementation of strategies learned.		**Formative**
		Nov
Staff Responsible for Monitoring: Campus Administration, Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** ESC Professional Learning Opportunities 199 - Local Funds (campus budget) $1,000	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 2: Continue to use the scope and sequence provided by TEKS Resource System while allowing teachers to adjust the Year at a Glance where necessary.		**Formative**
Strategy's Expected Result/Impact: Usage reports that indicate that teaching staff is using the TEKS Resource System frequently.		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teaching Staff		
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** 199 - District Budget 199-11-6239-00-041-899-000 $3,000	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 3: Continue to use the Fundamental 5 Lesson Plan Model through Eduphoria.		**Formative**
Strategy's Expected Result/Impact: Weekly Lesson Plan Checks		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 4: Continue to post content and learning objectives noted in lesson plans in classrooms for students to read and discuss. "I will" and "We will" statements are posted each instructional day.		**Formative**
Strategy's Expected Result/Impact: Walk through observations, Lesson plans		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 5: Continue to use the Eduphoria TEKS Bank to create assessments and learning activities.

		Formative
Strategy's Expected Result/Impact: Usage reports		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teaching Staff		
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** 199 - District Budget 199-11-6329-00-041-899-000 $1,000	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 6: Utilize Eduphoria to track student data for targeted instruction and planning effective lessons based on areas of weakness.

		Formative
Strategy's Expected Result/Impact: Aware data, Blue Day planning, Increased student performances on targeted TEKS		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 7: Monitor student progress through structured benchmark testing and intervention.

		Formative
Strategy's Expected Result/Impact: CBA data, Aware reports, Blue Day Agenda		**Nov**
Staff Responsible for Monitoring: All Staff		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 8: Increase instruction time in ELAR and Math. Provide 6th and 7th grade students enrolled in grade level courses with 90 minutes of ELAR instruction daily and two 90 minutes blocks in 8th grade. Provide 6th grade students enrolled in grade level math course 90 minutes of math instruction each day with 3 double blocks at the 7th and 8th grade level.

		Formative
Strategy's Expected Result/Impact: Master Schedule		
Staff Responsible for Monitoring: Campus Administration, Counselors		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:** None	Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June

Strategy 9: Utilize the DBQ curriculum and Brian Minor Curriculum Supplement in all Social Studies classrooms to provide opportunities for students to listen, speak, read, and write about the Social Studies.

		Formative
Strategy's Expected Result/Impact: Increased 8th grade Social Studies STAAR scores.		
Staff Responsible for Monitoring: Campus Administration, Social Studies Teachers		Nov
Title I Schoolwide Elements: None	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:** 199 - District Budget $3,900	Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
Additional Targeted Support Strategy		

Strategy 10: Continue to purchase consumables for hands on experiments in all science classes.

		Formative
Strategy's Expected Result/Impact: Lesson plans, Purchase orders for materials		
Staff Responsible for Monitoring: Campus Administration, Science teachers		Nov
Title I Schoolwide Elements: None	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:** Consumables for Science Labs 199 - Local Funds (campus budget) $1,000	Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June

Strategy 11: Utilize WIN Time to provide promote character building, study habits, testing strategies, and pull out tutorials for all students.

	Formative
Strategy's Expected Result/Impact: Increased effectiveness with the use of advisory time.	**Nov**
Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers	
Title I Schoolwide Elements: 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**
Additional Targeted Support Strategy	

Strategy 12: Provide summer school for remediation and credit recovery.

	Formative
Strategy's Expected Result/Impact: Summer school schedule, Summer school attendance records	**Nov**
Staff Responsible for Monitoring: Campus Administration, Counselors	
Title I Schoolwide Elements: 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** 263 - Title III $2,000	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**

Strategy 13: Provide daily opportunities for students to attend tutorials based on current progress. Post the tutorial opportunities each morning in the cafeteria for students to view.

	Formative
Strategy's Expected Result/Impact: Student tutorial attendance, Fewer students on the failure lists, Increased student performance.	**Nov**
Staff Responsible for Monitoring: Campus Administration, Teachers	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**

Strategy 14: KMS will implement Data Driven Instruction to help monitor student performance and instruction throughout the year. Training will be in July with follow ups in October and January. Ongoing coaching will take place within the district and through our partnership with Region XI.

Strategy's Expected Result/Impact: Improved student performance with a specific increase in the meets and masters level.		**Formative**
Staff Responsible for Monitoring: Principals and DSCI		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**Summative**
		June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By May 2021, Krum Middle School will increase the number of Special Education, ELL, and Hispanic students at Approaches Grade Level for all grade and all subjects by 10% on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.

Performance Objective 1: Teachers will use various strategies to ensure success across demographics and ability levels, focusing on interventions and enrichment.

Strategy 1: All core classroom teachers will become ESL certified within 2 years of hire.		
Strategy's Expected Result/Impact: ESL certified staff in core areas		**Formative**
Staff Responsible for Monitoring: Campus Administration		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**
Strategy 2: Provide ELPS training updates throughout the school year, along with new staff training.		
Strategy's Expected Result/Impact: Workshop certificates, effective use of strategies notes in T-TESS walk-through observations.		**Formative**
Staff Responsible for Monitoring: ELL coordinator, Campus Administration		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**
Additional Targeted Support Strategy		

Strategy 3: Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.		
Strategy's Expected Result/Impact: ESL endorsements, Lesson plans, observation and learning artifacts		**Formative**
Staff Responsible for Monitoring: Campus Administration, Teachers		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**
Additional Targeted Support Strategy		

Strategy 4: Use of the Hybrid Special Education Inclusion Model featuring a Special Education teacher partnering with a General Education teacher to increase exposure to General Education instruction with Special Education support for Special Education students in ELAR and Math.		
Strategy's Expected Result/Impact: Master Schedule, Teacher schedules		**Formative**
Staff Responsible for Monitoring: Campus Administration, Counselors		**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 5: Maintain Special Education Inclusion Support Model Science and Social Studies.		
Strategy's Expected Result/Impact: Master Schedule, Teacher schedules		**Formative**
Staff Responsible for Monitoring: Campus Administration, Counselors		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 6: Continue to provide in-class support for SpEd, 504, and ELL students in core classrooms and through morning and WIN Time tutorial sessions.	
Strategy's Expected Result/Impact: Master Schedule, ARD Notes, LPAC minutes, 504 plans	**Formative**
Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers	**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**

Strategy 7: Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of a fully developed RTI process.	
Strategy's Expected Result/Impact: Grade reports, SST meeting notes in Eduphoria	**Formative**
Staff Responsible for Monitoring: Grade Level Team Leaders, Campus Administration, Counselors	**Nov**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**

Strategy 8: Provide after school accelerated instruction for ELL students for 3 weeks to prepare for the Reading and Mathematics STAAR test.	
Strategy's Expected Result/Impact: LPAC minutes	**Formative**
Staff Responsible for Monitoring: Grade Level Team Leaders, Campus Administration, Counselors	**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** 199 - State Comp Ed $2,000	**Mar**
ESF Levers: None	**Summative**
Comprehensive Support Strategy	**June**

Strategy 9: Continue to utilize IXL Math, ELAR, Science, and Social Studies to support increased STAAR growth measures for all learners.

		Formative
Strategy's Expected Result/Impact: Increased scores on tests, Lesson Plans		**Nov**
Staff Responsible for Monitoring: Campus Administration, Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** Yearly Subscription Subscriptions 199 - District Budget	
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 10: The Krum MIddle School campus will implement Data Driven Instruction in ensure student performance increases in high leverage areas. The district will provide training in July, October, and January. Ongoing coaching will also be provided through the district and with a partnership with Region XI as part of the TIL process.

		Formative
Strategy's Expected Result/Impact: Increased student performance as compared with last year's Domain III score by 10%.		**Nov**
Staff Responsible for Monitoring: Principals DCSI		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**Summative**
		June

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: By May 2021, KMS will have a fully developed Professional Learning Community and Data Driven Culture.

Performance Objective 1: Professional Learning Communities will use research based strategies that promote data driven instruction, assessment, and remediation.

Targeted or ESF High Priority

Evaluation Data Sources: PLC Meetings Schedule. Teacher Exemplars. Student Work, Formal and Informal Assessments.

Summative Evaluation: None

Strategy 1: Data Driven Instruction training for administrators and department heads.		
Strategy's Expected Result/Impact: Improved Tier 1 instruction, assessment, re-teaching, and student mastery of TEKS.		**Formative**
Staff Responsible for Monitoring: Administration, Department Heads		**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June
Strategy 2: Identify high leverage TEKS to monitor during PLC meeting schedule.		
Strategy's Expected Result/Impact: Improved Tier 1 instruction, assessment, re-teaching, and student mastery of TEKS.		**Formative**
Staff Responsible for Monitoring: Administration, Department Heads		**Nov**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June

Strategy 3: Build common planning periods into the master schedule for core teachers.	
Strategy's Expected Result/Impact: Allows for common planning tie and PLC meetings during the school day.	**Formative**
Staff Responsible for Monitoring: Administration, Counselor, Student Services Coordinator.	**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** None	**Mar**
	Summative
ESF Levers: None	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: KMS will provide opportunities for all students to participate in accelerated education programs during WIN time.

Performance Objective 1: KMS will provide an accelerated program that will utilize data driven STAAR objectives designed to increase growth measures for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Nine Week Exams; Benchmark Tests; STAAR Test; Formal and Informal Assessments.

Summative Evaluation: None

Strategy 1: Utilize advisory period for GT students to complete projects.		
Strategy's Expected Result/Impact: GT projects posted throughout school		**Formative**
Staff Responsible for Monitoring: GT Teacher		**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June

Strategy 2: Increase advisory period to a full 30 minutes, re-brand it as What I Need Now (WIN), and organize it so that all students receive accelerated instruction in ELAR, Math, Science, and Social Studies.		
Strategy's Expected Result/Impact: Increased STAAR Growth Measures and Increased number of students approaching, meeting, and master grade level on STAAR tests.		**Formative**
		Nov
Staff Responsible for Monitoring: All Staff		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** 199 - Local Funds (campus budget)	**Summative**
ESF Levers: None		**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: By May 2021, KMS will have a fully developed Response to Intervention Program.

Performance Objective 1: KMS will identify students that are struggling and in need of intervention on a regular schedule each grading period

Targeted or ESF High Priority

Evaluation Data Sources: Meeting Minutes, Eduphoria., meeting schedules, student progress measures.

Summative Evaluation: None

Strategy 1: KMS administration will regularly monitor student data to identify learners in need of assistance.			
Strategy's Expected Result/Impact: None			**Formative**
Staff Responsible for Monitoring: None			**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None		**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			**Summative**
			June
Comprehensive Support Strategy			
Additional Targeted Support Strategy			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2: KMS will provide struggling students with research based intervention that is continually monitored, evaluated, and adjusted when necessary.

Targeted or ESF High Priority

Evaluation Data Sources: Meeting Minutes, Eduphoria., meeting schedules, student progress measures.

Summative Evaluation: None

Strategy 1: Intervention data will be tracked through regular RTI meetings.		Formative
Strategy's Expected Result/Impact: None		**Nov**
Staff Responsible for Monitoring: Administration		**Nov**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: None		**June**
Comprehensive Support Strategy		**June**
○ 0% No Progress ○ 100% Accomplished → Continue/Modify ✗ Discontinue		

Goal 6: By May 2021, the learner annual attendance rate will be 97.5%; thereafter it will be maintained or improved annually.

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

Strategy 1: Increase parent awareness of student's attendance through increased communication via planners, website, letters, social media, and the KISD Weekly Newsletter.	
Strategy's Expected Result/Impact: Attendance Reports	**Formative**
Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers, Registrar	**Nov**
Title I Schoolwide Elements: None **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	June

Strategy 2: Utilize positive behavior supports with rewards to encourage attendance.	
Strategy's Expected Result/Impact: Increased 9 weeks attendance rates, Rewards for perfect attendance raffles	**Formative**
Staff Responsible for Monitoring: Campus Administration, Registrar, Teachers	**Nov**
Title I Schoolwide Elements: 2.5 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** Gift Cards, Sonic Drinks, Lunches 199 - Local Funds (campus budget) $1,000	**Mar**
ESF Levers: None	**Summative**
	June

Strategy 3: Identify chronic absenteeism students early through close monitoring of attendance records.	
Strategy's Expected Result/Impact: Increased 9 weeks attendance rates, Increased academic success.	**Formative**
Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers	**Nov**
Title I Schoolwide Elements: 2.5, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	June

Strategy 4: Utilization of truancy prevention measures by the Attendance Committee such as calling home each day a student is absent, parent/student conferences, attendance contracts, credit recovery, home visits from the Denton County Truancy Liaison, and filing truancy charges when necessary.	
Strategy's Expected Result/Impact: Call logs, Parents letters	**Formative**
Staff Responsible for Monitoring: Campus Administration, Registrar, Teachers	**Nov**
Title I Schoolwide Elements: 2.5 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide professional development opportunities in core areas.
1	1	2	Continue to use the scope and sequence provided by TEKS Resource System while allowing teachers to adjust the Year at a Glance where necessary.
1	1	3	Continue to use the Fundamental 5 Lesson Plan Model through Eduphoria.
1	1	4	Continue to post content and learning objectives noted in lesson plans in classrooms for students to read and discuss. "I will" and "We will" statements are posted each instructional day.
1	1	5	Continue to use the Eduphoria TEKS Bank to create assessments and learning activities.
1	1	6	Utilize Eduphoria to track student data for targeted instruction and planning effective lessons based on areas of weakness.
1	1	7	Monitor student progress through structured benchmark testing and intervention.
1	1	8	Increase instruction time in ELAR and Math. Provide 6th and 7th grade students enrolled in grade level courses with 90 minutes of ELAR instruction daily and two 90 minutes blocks in 8th grade. Provide 6th grade students enrolled in grade level math course 90 minutes of math instruction each day with 3 double blocks at the 7th and 8th grade level.
1	1	9	Utilize the DBQ curriculum and Brian Minor Curriculum Supplement in all Social Studies classrooms to provide opportunities for students to listen, speak, read, and write about the Social Studies.
1	1	10	Continue to purchase consumables for hands on experiments in all science classes.
1	1	11	Utilize WIN Time to provide promote character building, study habits, testing strategies, and pull out tutorials for all students.
1	1	12	Provide summer school for remediation and credit recovery.
1	1	13	Provide daily opportunities for students to attend tutorials based on current progress. Post the tutorial opportunities each morning in the cafeteria for students to view.
2	1	1	All core classroom teachers will become ESL certified within 2 years of hire.
2	1	2	Provide ELPS training updates throughout the school year, along with new staff training.
2	1	3	Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.

Goal	Objective	Strategy	Description
2	1	4	Use of the Hybrid Special Education Inclusion Model featuring a Special Education teacher partnering with a General Education teacher to increase exposure to General Education instruction with Special Education support for Special Education students in ELAR and Math.
2	1	5	Maintain Special Education Inclusion Support Model Science and Social Studies.
2	1	6	Continue to provide in-class support for SpEd, 504, and ELL students in core classrooms and through morning and WIN Time tutorial sessions.
2	1	7	Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of a fully developed RTI process.
2	1	8	Provide after school accelerated instruction for ELL students for 3 weeks to prepare for the Reading and Mathematics STAAR test.
2	1	9	Continue to utilize IXL Math, ELAR, Science, and Social Studies to support increased STAAR growth measures for all learners.
5	1	1	KMS administration will regularly monitor student data to identify learners in need of assistance.
5	2	1	Intervention data will be tracked through regular RTI meetings.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	9	Utilize the DBQ curriculum and Brian Minor Curriculum Supplement in all Social Studies classrooms to provide opportunities for students to listen, speak, read, and write about the Social Studies.
1	1	11	Utilize WIN Time to provide promote character building, study habits, testing strategies, and pull out tutorials for all students.
2	1	2	Provide ELPS training updates throughout the school year, along with new staff training.
2	1	3	Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.
5	1	1	KMS administration will regularly monitor student data to identify learners in need of assistance.

Campus Funding Summary

<table>
<tr><td colspan="6">199 - State Comp Ed</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>8</td><td></td><td></td><td>$2,000.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$2,000.00</td></tr>
<tr><td colspan="6">263 - Title III</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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<tr><td colspan="6">199 - Local Funds (campus budget)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>ESC Professional Learning Opportunities</td><td></td><td>$1,000.00</td></tr>
<tr><td>1</td><td>1</td><td>10</td><td>Consumables for Science Labs</td><td></td><td>$1,000.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>6</td><td>1</td><td>2</td><td>Gift Cards, Sonic Drinks, Lunches</td><td></td><td>$1,000.00</td></tr>
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<tr><td colspan="6">199 - District Budget</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td>199-11-6239-00-041-899-000</td><td>$3,000.00</td></tr>
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<tr><td>2</td><td>1</td><td>9</td><td>Yearly Subscription Subscriptions</td><td></td><td>$0.00</td></tr>
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Addendums