

Krum Independent School District
Krum Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



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, with an enrollment of 506 students. Of the 506 students served, 46.4% are females and 53.6% are males.

As of May 2018, student demographics are Asian .2%; Black-African American 2.6%; Hispanic/Latino 28.3%; American Indian - Native Alaskan .2%; Two or More 2.4%; and 66.4% are White. KMS considers 13 at-risk indicators to determine at-risk eligibility; 43.3% of KMS students are considered at-risk. In addition, 38.7% of KMS students are considered Economically Disadvantaged. KMS has students involved in the following special programs: Special Education 14.2%; 504 Eligibility 12.25%; Gifted and Talented 7.5%; English as a Second Language 7.5%, and Title 1 Participation 0.4%. In addition to the 7.5% of Limited English Proficient students, KMS has 2.4% that are in their first year of LEP monitoring and 2.2% that are in their 2nd year of LEP monitoring. KMS has 41.9% of students enrolled in CTE courses. There are 0% identified migrant students enrolled at KMS. KMS has .4% of the student population considered homeless, .4% considered immigrant, and 0% considered migrant.

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: KMS STAAR percentage at Approaches Grade Level for English Language Learners across all grade levels 6-8 and all subjects is 35% which is below the campus 80%, district 79%, and state 75%. **Root Cause:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 2: KMS STAAR percentage at Approaches Grade Level for Special Education across all grade levels 6-8 and all subjects is 49% which is below the campus 80%, district 79%, and state 75%. **Root Cause:** Limited exposure to grade level instruction; Reading below grade level.

Problem Statement 3: KMS STAAR percentage at Approaches Grade Level for Economically Disadvantaged across all grade levels 6-8 and all subjects is 70% which is below the campus 80%, district 79%, and state 75%. **Root Cause:** Lack of resources to meet basic human needs.

Problem Statement 4: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the district percentage of 50% and the state percentage of 48%. **Root Cause:** Teacher and student focus on meeting the passing standard of approaches grade level.

Problem Statement 5: KMS has a campus passing rate of 63% for STAAR social studies which is below the district passing rate of 78% and state passing rate of 77%. **Root Cause:** Instructional strategies not aligned to the rigor of the STAAR assessment.

Student Achievement

Student Achievement Summary

Krum Middle School has "Met Standard" and receive a Distinction Designation for "Top 25% Student Progress" according to the current Texas Education Agency accountability system. On the Performance Index KMS performed above the target score of 60 on Index 1 Student Achievement (80), above the target score of 30 on Index 2 Student Progress (39), above the target score of 26 on Index 3 Closing Performance Gaps (39), and above the target score of 13 on Index 4 Post-secondary Readiness (42).

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.

The data presented is from the previous school year and will be updated when state testing results are returned.

Student Achievement 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.

School Culture and Climate

School Culture and Climate 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.

School Culture and Climate 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Krum Middle School maintains a 100% highly qualified staff. 24.2% of KMS teachers hold a Masters Degree. The average years of experience for KMS teachers is 12.2 years with 5.9 years average years of experience within the the district. 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.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher turnover rate was above the state average for 2016-17. **Root Cause:** Turnover in administration, teachers leaving the profession, and employee relocation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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.

Curriculum, Instruction, and Assessment Strengths

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

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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)
- KMS Bobcat 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.

School Context and Organization

School Context and Organization Summary

Krum Middle School services all 6th-8th graders in Krum ISD in Denton County. The current enrollment for KMS is approximately 506 students with 60 staff members. In 2017-2018 sixth grade has 181 students, seventh grade has 167 students, and eighth grade has 158 students. KMS is designated as a UIL 4A middle school for the 2017-2018 school year. KMS serves students through an eight period day with a 20 minute advisory period. To best serve the students of KMS, we have 1 full time counselor and 1 full time assistant principal. We share a nurse with Krum High School. All grade levels are separated into three main hallways.

School Context and Organization Strengths

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.

Students are offered an opportunity to attend tutorials each morning before school. 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.

Technology

Technology Summary

Krum Middle School provides a 1:1 Chromebook initiative for all students in grades 6-8. Our campus utilizes the available technology in order to support a 21st Century learning environment. Most classrooms are equipped with several Apple TVs and large televisions to serve as projectors. We have one computer lab available for students and faculty to utilize.

Many teachers have expanded technology use through Google Chrome, including Google Classroom with students submitting assignments online.

Technology Strengths

Several of our staff members have served as facilitators at KISD Professional Development workshops throughout the summer. Students are encouraged to utilize the technology available to submit assignments/projects.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- 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 for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By May 2019, Krum Middle School will increase the number of students at Approaches Grade Level and Meets Grade Level for all grade and all subjects by 10% on STAAR or EOC 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide professional development opportunities in core areas Professional learning communities centered around student learning objectives and fully utilize Region XI ESC and other outside entities.	2.4, 2.5, 2.6	Campus Administration, Teachers	Professional development certificate of completion, Summative Reviews, Effective implementation of strategies learned.				
	Problem Statements: Demographics 4 Funding Sources: 199-local funds (campus budget) - 1000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Continue to use the scope and sequence provided by TEKS Resource System.	2.5, 2.6	Campus Administration, Teaching Staff	Usage reports that indicate that teaching staff is using the TEKS Resource System frequently.				
	Problem Statements: Demographics 4 Funding Sources: 199 - District Budget - 3000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Continue to use the Fundamental 5 Lesson Model through Eduphoria.	2.4, 2.5, 2.6	Campus Administration, Teachers	Weekly Lesson Plan Checks				
	Problem Statements: Demographics 4						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 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.	2.4, 2.5, 2.6	Campus Administration, Teachers	Walk through observations, Lesson plans				
	Problem Statements: Demographics 4						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 5) Continue to use the TEKS Bank to create assessments and learning activities.	2.4, 2.6	Campus Administration, Teaching Staff	Usage reports				
	Problem Statements: Demographics 4 Funding Sources: 199 - District Budget - 1000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 6) Utilize Eduphoria to track student data for targeted instruction and planning effective lessons based on areas of weakness.	2.4, 2.5, 2.6	Campus Administration, Teachers	Aware data, Blue Day planning, Increased student performances on targeted TEKS				
	Problem Statements: Demographics 4						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 7) Monitor student progress through structured benchmark testing and intervention.	2.4, 2.5, 2.6	All Staff	CBA data, Aware reports, Blue Day Agenda				
	Problem Statements: Demographics 4						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 8) Assess all 6th grade students not enrolled in PreAP Reading with the DRA to create a baseline for their reading instruction at BOY and EOY.	2.4, 2.5, 2.6	6th Grade ELAR Teachers	Growth in the area of reading for all students assessed.				
	Problem Statements: Demographics 4						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 9) Provide 6th and 7th grade students with 90 minutes of ELAR instruction daily. Provide 6th grade students enrolled in grade level math course 90 minutes of math instruction each day.	2.4, 2.5, 2.6	Campus Administration, Counselors	Master Schedule				
	Problem Statements: Demographics 4						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 10) 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.		Campus Administration, Social Studies Teachers	Increased 8th grade Social Studies STAAR scores.				
	Problem Statements: Demographics 5 Funding Sources: 199 - District Budget - 3900.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7 11) Continue to purchase consumables for hands on experiments in all science classes.		Campus Administration, Science teachers	Lesson plans, Purchase orders for materials				
	Problem Statements: Demographics 4 Funding Sources: 199-local funds (campus budget) - 1000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 12) Continue to utilize advisory schedule to provide promote character building, study habits, testing strategies, and pull out tutorials for targeted groups.	2.6	Campus Administration, Counselors, Teachers	Increased effectiveness with the use of advisory time.				
	Problem Statements: Demographics 4						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 13) Provide summer school for remediation and credit recovery.	2.6	Campus Administration, Counselors	Summer school schedule, Summer school attendance records				
	Problem Statements: Demographics 4 Funding Sources: 263 - Title III - 2000.00						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 14) Required participation in mandatory tutorials during advisory for students not meeting the standard on the previous year Reading and Math STAAR and/or mid-year benchmarks.	2.4, 2.6	All Staff	Tutorial attendance, STAAR mandatory tutorial letters				
	Problem Statements: Demographics 4 Funding Sources: 199-local funds (campus budget) - 1000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 15) 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.	2.4, 2.5, 2.6	Campus Administration, Teachers	Student tutorial attendance, Fewer students on the failure lists, Increased student performance.				
	Problem Statements: Demographics 4						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the district percentage of 50% and the state percentage of 48%. Root Cause 4: Teacher and student focus on meeting the passing standard of approaches grade level.
Problem Statement 5: KMS has a campus passing rate of 63% for STAAR social studies which is below the district passing rate of 78% and state passing rate of 77%. Root Cause 5: Instructional strategies not aligned to the rigor of the STAAR assessment.

Goal 2: By May 2019, 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 STAAR or EOC 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) All core classroom teachers will become ESL certified within 2 years of hire.	2.4, 2.6	Campus Administration	ESL certified staff in core areas				
	Problem Statements: Demographics 1						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide ELPS training updates throughout the school year, along with new staff training.	2.4, 2.6	ELL coordinator, Campus Administration	Workshop certificates, effective use of strategies notes in T-TESS walk-through observations.				
	Problem Statements: Demographics 1						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.	2.4, 2.6	Campus Administration, Teachers	ESL endorsements, Lesson plans, observation and learning artifacts				
	Problem Statements: Demographics 1						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) Expand the 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.	2.4, 2.5, 2.6	Campus Administration, Counselors	Master Schedule, Teacher schedules				
	Problem Statements: Demographics 2						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 5) Maintain Special Education Inclusion Support Model Science and Social Studies.	2.4, 2.6	Campus Administration, Counselors	Master Schedule, Teacher schedules				
	Problem Statements: Demographics 2						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 6) Restructure Push-In Reading and Math courses to provide targeted instruction based on students' individual STAAR and benchmark results.	2.4, 2.5, 2.6	Campus Administration, Push-In teachers	Lesson plans, T-TESS walk-through observation data				
	Problem Statements: Demographics 1, 2, 3 Funding Sources: 199-local funds (campus budget) - 1000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 7) Continue to provide in-class support for SpEd, 504, and ELL students in core classrooms and through morning and advisory tutorial sessions.	2.4, 2.5, 2.6	Campus Administration, Counselors, Teachers	Master Schedule, ARD Notes, LPAC minutes, 504 plans				
	Problem Statements: Demographics 1, 2, 3						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 8) Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of the RTI process.	2.4, 2.6	Grade Level Team Leaders, Campus Administration, Counselors	Grade reports, SST meeting notes in Eduphoria				
	Problem Statements: Demographics 1, 3						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 9) Provide after school accelerated instruction for ELL students for 3 weeks to prepare for the Reading and Mathematics STAAR test.	2.4, 2.5, 2.6	Grade Level Team Leaders, Campus Administration, Counselors	LPAC minutes				
	Problem Statements: Demographics 1 Funding Sources: 199 - State Comp Ed - 2000.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 10) Continue to utilize IXL Math and ELA to support all learners in math and reading.	2.4, 2.5, 2.6	Campus Administration, Teachers	Increased scores on tests, Lesson Plans				
	Problem Statements: Demographics 4 Funding Sources: 199 - District Budget - 0.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: KMS STAAR percentage at Approaches Grade Level for English Language Learners across all grade levels 6-8 and all subjects is 35% which is below the campus 80%, district 79%, and state 75%. Root Cause 1: Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.
Problem Statement 2: KMS STAAR percentage at Approaches Grade Level for Special Education across all grade levels 6-8 and all subjects is 49% which is below the campus 80%, district 79%, and state 75%. Root Cause 2: Limited exposure to grade level instruction; Reading below grade level.
Problem Statement 3: KMS STAAR percentage at Approaches Grade Level for Economically Disadvantaged across all grade levels 6-8 and all subjects is 70% which is below the campus 80%, district 79%, and state 75%. Root Cause 3: Lack of resources to meet basic human needs.
Problem Statement 4: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the district percentage of 50% and the state percentage of 48%. Root Cause 4: Teacher and student focus on meeting the passing standard of approaches grade level.

Goal 3: By May 2016, 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%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 1) Increase parent awareness of student's attendance through increased communication via planners, website, letters, social media, and KMS Bobcat Weekly Newsletter.		Campus Administration, Counselors, Teachers, Registrar	Attendance Reports				
PBMAS Critical Success Factors CSF 1 CSF 4 2) Utilize positive behavior supports with rewards to encourage attendance.	2.5	Campus Administration, Registrar, Teachers	Increased 9 weeks attendance rates, Rewards for perfect attendance raffles				
Funding Sources: 199-local funds (campus budget) - 1000.00							
Critical Success Factors CSF 1 CSF 4 3) Identify chronic absenteeism students early through close monitoring of attendance records.	2.5, 2.6	Campus Administration, Counselors, Teachers	Increased 9 weeks attendance rates, Increased academic success.				
Critical Success Factors CSF 1 CSF 4 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.	2.5	Campus Administration, Registrar, Teachers	Call logs, Parents letters				

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Performance Objective 1: Provide relevant technology resources and experiences that engage learners.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize advisory period the first few weeks of instruction to teach students basics of Chromebooks.		Teachers	Increased effective use of Chromebooks for instructional purposes.				
2) Ensure that all learners are able to successfully use technology as applicable in educational settings through the continued and consistent use of instructional technology in and out of the classroom to become creative problem solvers and effective communicators.		Instructional Technology Department, Teachers, Campus Administration	Daily use of technology as documented in walk through observations, Effective problem solving by students				
3) Continue to add Smart TVs to classrooms to enhance the learning process. Provide training to staff regarding the effective use of Smart TVs.		Campus Administration, Technology Director	Daily use of technology is classrooms as documented in walk through observations.				
Funding Sources: 199 - District Budget - 0.00							
4) Promote the mathematical problem solving processes through the use of TI-84 calculators in all grade 8 and higher math classrooms. TI-73 calculators will be utilized in grades 6 & 7 math classrooms.		Campus Administration, Math Teachers	Classroom observations, Lesson plans				
Funding Sources: 199-local funds (campus budget) - 500.00							
5) Maintain and review CTE programs including locally articulated courses and state articulated courses.		Campus Administration, Counselors	Master Schedule, Class rosters				
6) Add overlays to Smart TVs to promote deeper coverage of the curriculum and promote student engagement.		Campus Administration, Technology director, Teachers	Classroom observations				
Funding Sources: 199 - District Budget - 0.00							
							

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Performance Objective 2: Integrate digital-age practices and digital citizenship standards across the curriculum.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Educate students on ethical and effective technology use in school and beyond.		Campus Administration, Teachers, Instructional Technology Staff	Decreased disciplinary issues surrounding digital citizenship and ethical standards of behavior.				
2) Utilize GRIT (GT) classes to implement student-created digital weekly announcements.		Campus Administration, GT Teacher	Produced broadcasts				
3) Utilize the advisory period throughout the first month of instruction to emphasize digital citizenship.		Campus Administration, Teachers	Decreased disciplinary issues surrounding digital citizenship and ethical standards of behavior.				
4) Provide real time monitoring for students' Chromebooks usage.		Teachers	Decreased off task activity on student Chromebooks.				
Funding Sources: 199 - District Budget - 0.00							

Goal 5: Krum ISD will provide opportunities for all learners to participate in accelerated education programs.

Performance Objective 1: KMS will continue to provide an accelerated program that will be available to all learners.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide advanced courses for students in Math and ELAR classes.		Campus Administration, Counseling	PEIMS data				
	Problem Statements: Demographics 4						
2) Recruit students who demonstrate the ability to be successful in academic UIL participation.		All Staff	Increased UIL participants and award winners				
3) Utilize advisory period for GT students to complete projects.		GT Teacher	GT projects posted throughout school				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 44% which is below the district percentage of 50% and the state percentage of 48%. Root Cause 4: Teacher and student focus on meeting the passing standard of approaches grade level.</p>

Goal 6: Improve learning opportunities for gifted and talented and advanced students.

Performance Objective 1: By May 2019, Krum Middle School will continue to restructure the Gifted/Talented program that includes instruction in the four core curriculum areas - Mathematics, Science, Social Studies, and English/Language Arts.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify gifted/talented students who are new to the district.		Campus Administration, Counselors, Teachers, GT Teacher	GT List Student participation in GRIT classes.				
2) Students who are in advanced classes and those identified as GT are strongly encouraged to participate in UIL Academic Teams.		All Staff.	Increased participation in Academic UIL events.				
3) Students identified as GT are required to take advanced courses.		Campus Administration, Counselors, Teachers	Student Schedules				
4) Require project-based instructional activities in all content areas for GT students.		GT Teacher, Teachers, Campus Administration	Lesson plans, Displayed student projects throughout the building				
	Funding Sources: 199-local funds (campus budget) - 1000.00						
5) Ensure all new staff receive the initial 30 hour GT training, and six hour update each school year.		Campus Administration, Teachers	In-service records, Professional Development Records				

Goal 7: Krum ISD will address school climate, concerns of learners, parents, and faculty for each campus.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Phone parents prior to the first day of school, welcoming parents and students to the KMS family.		All Staff	Call logs				
2) Parent/student orientation for incoming 6th, 7th and 8th grade students prior to the first day of instruction.	3.2	All Staff	Campus Calendar, Orientation Agenda, Information packets				
3) Utilize teacher websites to post lesson plans, Parent Portal information, student planners, KMS Bobcat Weekly Newsletter, social media, and School Messenger to keep KMS stakeholders informed.		All Staff	Maintained teacher websites, use of Parent Portal by both parents and students, effective use of student planners, weekly newsletter.				
Funding Sources: 461-Principals Fund - 500.00							
4) Update grade books to help keep parents and students informed of the progress in each class. Provide progress to all students every 3 weeks.		Teachers	Grade book Reports, Teacher phone logs, Email documentation, Website traffic counts				
5) Monitor and update emergency preparedness plans.		Campus Administration, Campus Safety Committee	Drill logs, Crisis Safety Plan				
6) Continue sexual health education curriculum - Life Choices in grade 7 & 8.		Campus Administration, Campus Nurse, SHAC	Schedule, Campus Calendar				
7) Provide positive behavior supports for faculty & staff.		Campus Administration	Increased staff morale				
Funding Sources: 461-Principals Fund - 1000.00							
8) Continue to provide parents and teachers information regarding child safety and warning signs for sexual abuse.		Counselors	Newsletters, Professional Development Opportunities				
9) Continue to provide bullying prevention and awareness.		All Staff	Newsletters, Website				

10) Promote student participation in Special Olympics.		Campus Administration, Special Olympics Coaching Staff, Special Education teachers	Increased involvement from student to volunteer to assist with Student Olympics.				
11) Assess school climate through parent, student, and teacher surveys.		Campus Administration	Survey results				
12) Provide Parent Portal training for parents at the Fall Open House event to assist parents/guardians in setting up accounts and alerts.		Campus Administration, Teachers	Increased active parent portal accounts.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 8: Krum ISD will ensure parent and community involvement in the school be increased.

Performance Objective 1: Create partnerships with parents, businesses, community organizations, local government, and higher education institutions to better prepare students for the future.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

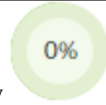
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize social media accounts to promote all KMS activities and student achievements.		Campus Administration	Facebook, Twitter, and Instagram Accounts				
2) Utilize School Messenger for parent/guardians regarding upcoming school events and activities.		Campus Administration	Reports of usage.				
Funding Sources: 199 - District Budget - 0.00							
3) Continue to send weekly newsletters to keep stakeholders abreast of all campus happenings.		Campus Administration	Parent Messenger reports				
Funding Sources: 461-Principals Fund - 150.00							
4) Maintain individual teacher web pages and Google classroom accounts.		Technology Department, Webmaster, Instructional Staff	Website reports				
5) Encourage parent involvement through volunteer activities and participation in Krum PTO.		All Staff	Increased parent volunteers and higher PTO memberships from KMS parents.				
6) Provide more opportunities for parent and community involvement through Parent Coffees, Informational Presentations, etc.		Campus Administration, Counselors, Campus Improvement Committee	Attendance at KMS sponsored events				
7) Provide Honor Breakfasts for students who have earned straight A's each semester.		Campus Administration, PEIMS Clerk	Attendance at Event				
Funding Sources: 461-Principals Fund - 500.00							
8) Partner with area businesses for raffle items for students with perfect attendance.		Campus Administration, PEIMS Clerk	Raffle winners, increased number of students with perfect attendance				
Funding Sources: 199-local funds (campus budget) - 500.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Krum ISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on both the legal requirements and best practice for situations involving bullying, harassment, cyber bullying and abuse through the "Do Right!" program.		All Staff	Legal and effective handling of emotional and social safety issues by all school personnel, Summer staff development for staff members				
2) Offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, drug awareness, and dating violence.		Campus Administration, Counselors	Decreased number of referrals to counseling staff, Effective implementation of Character Counts program				
3) Provide a list of possible counseling resources to all students who fail a drug test.		Campus Administration, Counselors	Program participation, decreased repeat offenders				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 9: Krum ISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

Performance Objective 2: Krum Middle School will provide a safe learning environment for all learners and prepare for emergency situations.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to expand the Positive Behavior Support System with rewards to encourage appropriate social conduct and student achievement.		All Staff	Higher student attendance rates, decrease in Discretionary Referrals, More Paw Pride and Character Counts Award Winners.				
	Funding Sources: 199-local funds (campus budget) - 500.00						
2) Continue to emphasize Red Ribbon and Anti-Bullying campaigns.		Campus Administration, Counselors, Student Council, NJHS	School calendar, Student planned activities				
	Funding Sources: 199-local funds (campus budget) - 300.00						
3) Continue to increase character education participation with a quarterly campus focus.		Campus Administration, Counselors, Staff	Paw Pride Awards, Character Counts Awards, Positive Postcards home, Save One Student Initiative				
	Funding Sources: 199-local funds (campus budget) - 500.00						
4) Increase bullying, harassment, and cyber-bullying awareness.		All Staff	Announcements, newsletters, website, student activities, BFND News Broadcast				
5) Continue to conduct student assemblies to discuss all student expectations and handbook requirements in August and January.		Campus Administration	Participation in assembly, TxEIS Reports				
6) Student orientation for incoming 6th graders in the spring of 2019.		Campus Administration, Counselors, 6th Grade Teaching Staff	Agenda of orientation, Parent letter to incoming 6th grade students, and scheduled student activities				
	Funding Sources: 199-local funds (campus budget) - 150.00						
7) Continue to provide students a confidential means of reporting conflict/concerns.		All Staff	Student Conflict Reports				

8) Conduct crisis management team meetings twice a year (fall and spring).		Campus Administration, Crisis Team Members	Successful emergency drills, meeting agendas				
9) Train personnel in CPR and AED.		Campus Nurse	Sign in sheets, Certification records				
10) Continue to use the campus wide student expectations - DO RIGHT!		All Staff	Decrease in disciplinary reports, Common language and supports through grade levels				
11) Continue to require all visitors to sign in at the front office utilizing the Raptor System.		Front Office Personnel, Campus Administration	Raptor Reports				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 10: All Krum ISD teachers will meet state certification requirements.

Performance Objective 1: Review all professional staff upon hire and recommend only those who are HQ (Highly Qualified) for employment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Educate teachers on leadership opportunities and provide the teachers opportunities to become leaders on campus and within the district.		Campus Administration, Teachers	Increased number of staff members seeking opportunities to lead.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 CSF 7 2) Utilize staff development opportunities to increase teacher knowledge base and learner achievement.		Campus Administration	Staff development sign in sheets, Improved scores among students				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 CSF 7 3) Continue to recruit teachers who specialize in critical needs areas.		Campus Administration	Job postings, Recommendations to Hire				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 CSF 7 4) Continue to actively seek to hire teachers with diverse backgrounds, experiences, and culture.		Campus Administration	Recommendations to Hire				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 CSF 7 5) Provide ongoing staff development opportunities throughout the school year in technology integration, curriculum development and delivery, and classroom management.		Campus Administration, Campus Department Leaders, Teachers	Certificates of Completion				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
6) Continue to analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all KMS teachers meet highly qualified status.		Campus Administration	Teacher Certification Records				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>7) Continue with the KMS teacher mentoring system in order to retain HQ staff.</p>		<p>Campus Administration, Assigned Mentors</p>	<p>Mentor Assignments, Mentor Conference Logs</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 461-Principals Fund - 200.00</p>							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>8) Require all instructional aides not considered to be highly qualified to complete PACs and assessment in reading, math, and writing on Work Keys. Encourage paraprofessional staff to attend training at ESC XI.</p>		<p>Campus Administration</p>	<p>Certificates of Completion</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: Teacher turnover rate was above the state average for 2016-17. Root Cause 1: Turnover in administration, teachers leaving the profession, and employee relocation.</p>

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide professional development opportunities in core areas Professional learning communities centered around student learning objectives and fully utilize Region XI ESC and other outside entities.
1	1	2	Continue to use the scope and sequence provided by TEKS Resource System.
1	1	3	Continue to use the Fundamental 5 Lesson 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 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	Assess all 6th grade students not enrolled in PreAP Reading with the DRA to create a baseline for their reading instruction at BOY and EOY.
1	1	9	Provide 6th and 7th grade students with 90 minutes of ELAR instruction daily. Provide 6th grade students enrolled in grade level math course 90 minutes of math instruction each day.
1	1	10	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	Continue to purchase consumables for hands on experiments in all science classes.
1	1	12	Continue to utilize advisory schedule to provide promote character building, study habits, testing strategies, and pull out tutorials for targeted groups.
1	1	13	Provide summer school for remediation and credit recovery.
1	1	14	Required participation in mandatory tutorials during advisory for students not meeting the standard on the previous year Reading and Math STAAR and/or mid-year benchmarks.
1	1	15	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	Expand the 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	Restructure Push-In Reading and Math courses to provide targeted instruction based on students' individual STAAR and benchmark results.
2	1	7	Continue to provide in-class support for SpEd, 504, and ELL students in core classrooms and through morning and advisory tutorial sessions.
2	1	8	Conduct SST (Student Support Team) meetings each grading period to address students that need additional support as part of the RTI process.
2	1	9	Provide after school accelerated instruction for ELL students for 3 weeks to prepare for the Reading and Mathematics STAAR test.
2	1	10	Continue to utilize IXL Math and ELA to support all learners in math and reading.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$2,000.00
Sub-Total					\$2,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$2,000.00
Sub-Total					\$2,000.00
199-local funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESC Professional Learning Opportunities		\$1,000.00
1	1	11	Consumables for Science Labs		\$1,000.00
1	1	14	STAAR materials used in tutoring sessions		\$1,000.00
2	1	6	Curriculum Materials		\$1,000.00
3	1	2	Gift Cards, Sonic Drinks, Lunches		\$1,000.00
4	1	4			\$500.00
6	1	4	Supplies for GRIT classes		\$1,000.00
8	1	8			\$500.00
9	2	1	Student Rewards (gift cards, books, etc.)		\$500.00
9	2	2	Red Ribbon Supplies		\$300.00
9	2	3	Postcards		\$500.00
9	2	6			\$150.00
Sub-Total					\$8,450.00
461-Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Student Planners		\$500.00

7	1	7			\$1,000.00
8	1	3	Smore Account		\$150.00
8	1	7	Breakfast Items		\$500.00
10	1	7			\$200.00
Sub-Total					\$2,350.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199-11-6239-00-041-899-000	\$3,000.00
1	1	5		199-11-6329-00-041-899-000	\$1,000.00
1	1	10			\$3,900.00
2	1	10	Yearly Subscription Subscriptions		\$0.00
4	1	3			\$0.00
4	1	6			\$0.00
4	2	4			\$0.00
8	1	2			\$0.00
Sub-Total					\$7,900.00
Grand Total					\$22,700.00