Kilgore Independent School District

Kilgore Middle School

2023-2024 Improvement Plan

Mission Statement

Preparing today's students for tomorrow's opportunities.

Vision

Igniting life-long learning in all students.

Core Beliefs

* Quality instruction is critical for student success.

* Academic excellence is our cornerstone.

* Education is more than just classrooms or test scores.

* Responsible citizenship is character in action.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- KMS serves 293 sixth graders, 310 seventh graders and 325 eighth graders in a small town in Kilgore, Texas.
- After first nine weeks, all students returned to on-campus instruction except for 10 remote learning students who were predominantly hispanic and African American.
- Our town supports Kilgore College which offers support in dual credit and adult education.
- Our school is surrounded by small rural school districts, and the nearest private school is in Longview, Texas.
- Due to our community being reliant on an oil economy, we have close to 67% of our students economically disadvantaged. but expect a large jump when we return due the oil field collapse and other economic setbacks due to Covid shutdown last spring.
- Our enrollment has consistently increased the past 5 years with the most growth coming from Hispanic population and with a loss in African American population.
- Our teaching staff consists of 84.7% white, 8% African American, 4.5% Hispanic, and 1.6% American Indian with the average of 12.7 years experience and with 28.8% having over 20 years of experience.
- Our employment of teachers with less than five years experience stabilized at 25.6%.
- Our students' ethnicity consists of 47.9% White, 33.9% Hispanic, 11.7% African American, 4.8% Two or More Races, 0.8% American Indian and .9% Asian.
- We serve 8.2% in Special Ed, 8.3 in Gifted and Talented, 65% at risk, and 18.5% Limited English Proficient English learner.
- Per last census, 75.6% of our adult community holds a high school degree with 18.5% of adult community earning at least a bachelor's degree.

Demographics Strengths

- We have no migrant students and no students classified as homeless this year.
- Our campus and district have strong connections with our 23 area services and provide
- information in pamphlet form or personal discussions from the National Center for Homeless Education.
- We also offer "Backpack" food on Fridays for our students with greatest need
- to provide nutrition over the weekend when they cannot have free breakfast or lunch.
- We also provide free lunch for our students in the summer to help support economic needs.
- Our campus has more diversity with our Hispanic increase.

- All demographics are represented in our music programs of band, choir and orchestra, our boys and girls athletic programs, and our electives and service organizations.

Student Learning

Student Learning Summary

- In Renaissance Math Universal Screener, 6th grade math students started with 48% on grade level and improved to 63% on grade level. 7th grade math started with 43% on grade level and increased to 51% on grade level. 8th grade began the year with 59% on grade level and improved to 68% on grade level.
- In Renaissance Reading Universal Screener, 6th grade reading students started with 30% on grade level and improved to 36% on grade level. 7th grade students started with 24% on grade level and improved to 31% on grade level. 8th grade students started at 25% on grade level and improved to 32% on grade level.
- In DMAC data, our scores jumped on all unit tests due to second year of implementation of TEKSRESOURCE.
- Mastery levels at 13% for math STAAR are stable from 7th to 8th grade even without honors and GT Algebra I students testing with their 8th grade class in lieu of Algebra 1 EOC.
- Mastery levels dropped in 8th grade reading (21%) from their 7th grade level of 23%.
- Eventhough our 8th grade social studies approaches scores are below 2019 state average, we showed a growth of 8% points over the previous year and an increase in mastery from 13% to 15%.

Student Learning Strengths

- Implementation of individual student tracking by the teachers and students has brought targeted remediation and growth plans for individual students.
- Pinpointed tracking, tutorials and grade level instruction has allowed two students to be removed from Special Ed status to 504 status.
- Over 50% increase in mastery level on History 8 unit tests due to personal assignment changes and implementing Lohman Program. Passing rates on DMAC went from 62% in 2019 to 81% this year and mastery went from 18% to 25%.

- 7th and 8th grade math RTI remediation is making improvements to increasing student numbers on grade level performance for campus data.
- For SSI grade 8 reading 2019, students scored 60% on first administration which is 3% pts. higher than their 7th grade scores and 10% pts higher than their 6th grade scores.
- For SSI grade 8 math 2019, students scored 79% on the first administration which is 3% pts. higher than their 7th grade scores and 15% pts higher than their 6th grade scores.
- Our STAAR Math 8 2019 students Met/Exceed Growth percentage of 77% is higher than the Region VII growth of 69.5%.
- Our STAAR Reading 8 2019 students Met/Exceed Growth percentage of 62% is higher than the Region VII growth of 61.5%
- Our STAAR Science STAAR 2019 scores of 77% were above the state average 74%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 1% of special education students passing state-level exams. **Root Cause:** Expectations of special education students must be the same as all students. Retraining is ongoing in differentiation and involving special ed teachers in grade level instruction and PLC's. Also implementing coteaching and supplementary tutorials for special ed students will give support.

Problem Statement 2: 13% of students met standard on 2023 STAAR exams. **Root Cause:** Lack of grade level alignment and implementation of best practices learned in PLCs and PD.

School Processes & Programs

School Processes & Programs Summary

- Our curriculum is aligned for the second year through TEKSResource for vertical alignment.
- PLC's offer time for horizontial and development of instructional practices.
- Our "House" system offers small multigrade clusters of students a chance to connect and compete with different peers.
- Monday Motivation offers small group meetings for goal setting and for individual support.
- We offer instruction in computer labs, PBL based units, coteach classes for special education integration, career and investigation.
- We offer fine arts education through art, band, choir, orchestra, and theatre arts.
- We offer physical education through PE classes, football, basketball, volleyball and track.
- We offer academic extensions through UIL competitions, Robotics, communications, Model UN, Invention Fair and writing competitions.
- We utilized RCA training through a committee to engage all teachers in RCA strategies.
- We are supported by programs and education in special education, RTI, At-Risk management, and Gifted and Talented.
- New teachers are supported in training in procedures, processes, curriculum, and technology before school and throughout the year.
- Incentive Programs are designed as behavior rewards for students exemplifying our Bulldog Essentials.
- We added a fulltime behavioral therapist to assist in counseling for high risk students.

School Processes & Programs Strengths

- Our "House" program offers more opportunities for students to practice social skills and lead out on projects through committees. By having four houses, our school can build small communities within the overall population. Rewards for reaching out in service to others, being role models in the classroom and hallway, and academics offers students a fun way to assume responsibility for themselves and their house community.
- Our fine arts programs have a tradition of being sweepstakes performing and offer another opportunity for parents to engage in our school through concerts.
- PLC's have been differentiated to fit the needs of different subject and grade matter.
- All core subjects have a common planning with their grade level and content subjects have coordinated duty schedules that allows more planning time.
- All students are screened for beginning, middle but lost end of year screening due to school closings to track progress in math and reading.
- Use of teachers observing teachers helped build engagement concepts in our classrooms this year.
- TEKSResource program has insured teachers are planning to the correct depth and rigor of our TEKS.
- Academic extensions are offered through UIL academic competitions, writing contests, robotics and science competitions and Model

UN.

- Our safety drills are conducted monthly and with high efficiency. During a real airconditioning motor burn, students calmly and quickly exitted the building due to many practices.
- Schedules are designed for all classes having the ability to meet even on assembly days.
- House program gave more opportunities for our special needs student and support staff to interact with others.
- Implementation of Swivel video recording allows teachers to self reflect and share teaching strategies.
- Implementation of a "New Teacher" trainer plus a mentor has allowed one of one training throughout the year in classroom management.
- Implementation of additional licensed counselor allowed us to identify students in high crisis need.

Perceptions

Perceptions Summary

- We are considered an average school size, so our community expects more personal involvement and close relationships that may be lacking in larger school districts.
- We believe all students can learn and that creating a safe and engaging learning environment increases success.
- We actively seek out new teachers for our campus through personal contacts, social media and other recruitment to keep a highly qualified staff.
- We have a higher percentage of African American placements in discipline. The majority of these referrals revolved around a couple of students.   Since our AA population numbers have dropped, those referrals count more percentages points with fewer students. Through training and RDA committee, Restorative Discipline techniques are incorporated and examination is ongoing in our discipline matrix and school conduct codes.
- Our Facebook, Remind 101, Smore and Webpage presence keeps parents involved in our activities and achievements on our campus. In the case of any drill or emergency, parents are notified immediately through our district call program and social media.
- "Coffee with the Principal" offered a time for parents to express concerns or volunteer support in areas that are parent led.

Perceptions Strengths

- Teachers offer breakfast clubs for additional tutorials for all subjects for remediation and for striving to mastery levels on STAAR.
- We offer drug testing and counseling resources for students.
- We adopted our KISD Essentials for Excellence campus wide and made all expectations know to parent and students and posted prominently throughout our school our expectations as reminders to our campus and visitors.
- We have integrated several academic events through the classroom that incorporate the use of community members as mentors and judges to increase partnership with different role models in the community.
- We build a sense of community by training 65 teachers in the Capturing Kids' Hearts program to encourage students to take responsibility for their actions and to build community within the classroom.
- We supply support for students struggling with behavior through Restorative Discipline program, counseling and mentorship through the Guppy Program.
- Our Career Investigation class and job fair offers students the opportunities to explore future educational needs for careers and offers opportunities for students to meet and job shadow various professionals.
- In a staff survey in May, 100% of our staff felt Bulldog Essentials were affective in improving campus expectations.
- In a staff survey in May, 89% of our staff felt utilizing Fish Philosophy added to our campus culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A lack of involvement in the Hispanic community with their students' education. **Root Cause:** Lack of Hispanic models and influences with our staff at KMS, and a climate of distrust among the Hispanic community with documentation and communication.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement: Kilgore Middle School will demonstrate exemplary performance in comparison to state and national standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies

Performance Objective 1: By May 2024 KISD will ensure that 80% of all students will achieve a minimum of one year's growth on Reading.

Evaluation Data Sources: Growth will be tracked through unit tests and screeners. Teachers will meet with principal, APs, and instructional specialist to monitor the growth of each individual child.

Strategy 1 Details	Reviews			
Strategy 1: Use Beginning of Year, Middle of Year, and End of Year Screener to collect data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Goal 1: Student Achievement: Kilgore Middle School will demonstrate exemplary performance in comparison to state and national standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies

Performance Objective 2: By May 2024, KISD will ensure that 80% of all students will achieve a minimum of one year's growth in Math.

Evaluation Data Sources: 1st semester we tracked growth through unit tests and screeners.
We will know when STAAR test results are in. Overall, each teacher has met with principal and APs and instructional specialist to monitor growth of each individual child.

Strategy 1 Details	Reviews			
Strategy 1: Use Beginning of Year, Middle of Year, and End of Year Screener to collect data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to target areas for improvement as needed.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: RTI Coordinator and Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 1: Student Achievement: Kilgore Middle School will demonstrate exemplary performance in comparison to state and national standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies

Performance Objective 3: By May 2024, 50% of all students will "Meet" GL standard or above.

High Priority

Evaluation Data Sources: STAAR testing

Strategy 1 Details	Reviews			
Strategy 1: Use tutorial time to meet individualized student goals for intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make progress and show growth in levels.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, RTI Coordinator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: All passing rates for all tests on campus were moved from approaches to meets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and students will see that approaches is not the goal and strive for a higher expectation.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Implement and monitor weekly planning focused on strategies presented to improve achievement in all academic areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Walkthrough and student data will reveal progress.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, campus administrators				

Strategy 4 Details	Reviews			
Strategy 4: Weekly review of lesson plans, activities (including intervention plans), student work	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of activities, lesson plans will be at the specificity of the standard. There will be an increase in student work that align with Meets and Masters grade level standards as revealed on student work samples and journals using rubrics.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist				

Strategy 5 Details				Reviews			
Strategy 5: Critical/reflective writing will be embedded into lessons and activities.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of core teachers will embed critical and reflective writing/thinking opportunities				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Adminsitrators, Instructional Specialist, and Teachers							

Strategy 6 Details				Reviews			
Strategy 6: Observe/review/ evaluate student produced critical/reflective writing samples in PLCs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will produce a critical/reflective writing piece for 75% of lessons and activities.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Teachers							

Strategy 7 Details				Reviews			
Strategy 7: Use Swivl technology to video exemplar lessons and activities. These recordings are used as a teaching tool. Teachers also use Swivl to record their lessons for personal reflection and coaching purposes.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will participate in the Swivl coaching ads feedback cycle to reflect on teaching effectiveness.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Teachers.							

Strategy 8 Details				Reviews			
Strategy 8: 100% of campus administrators will implement the coaching cycle with specific attention to the follow-through procedure so that 85% of all students will be reading on or above grade level by the end of 2024.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Progress monitoring will indicate growth/mastery as measured by screener and reading levels				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist							

Strategy 9 Details				Reviews			
Strategy 9: 100% of lessons/activities will be aligned to the specificity of the TEK standard.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of lessons/activities are aligned to the specificity of the TEK standard. An increased number of teachers are delivering an aligned lesson at the depth of the standard.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Teachers							

Strategy 10 Details	Reviews			
Strategy 10: 100% of coaches will capitalize on time spent in classrooms to gather evidence of aligned curriculum and areas of weaknesses.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of coaches will capitalize on time spent in classrooms to gather evidence of aligned curriculum and areas of weaknesses. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist				

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

Goal 2: Student Achievement Instruction: KMS will implement research-based instructional strategies through all content areas and will promote academic success by engaging students through real-world experiences while cultivating independent thinking and creative problem-solving.

Performance Objective 1: Implement researched-based instructional practices learned in PLC and PD for all student populations.

Evaluation Data Sources: Numbers of Special Education students moved into co-teach classrooms for the opportunities to do more project-based learning.

Strategy 1 Details				Reviews			
Strategy 1: Implement research-based such as Gomez/Gomez, and SIOP strategies in all classrooms.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in ELL progress on local and state assessments **Staff Responsible for Monitoring:** All KMS staff.				**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue			

Goal 2: Student Achievement Instruction: KMS will implement research-based instructional strategies through all content areas and will promote academic success by engaging students through real-world experiences while cultivating independent thinking and creative problem-solving.

Performance Objective 2: KISD will empower campuses by providing the technological resources needed for enhancing educational opportunities

    Evaluation Data Sources: Technology surveys

Goal 3: High-Quality personnel: KISD will attract, develop, and retain high-quality staff through a well-defined, personally valuable professional development plan and support structure.

Performance Objective 1: KISD will develop and maintain a strategic plan to attract, hire and retain high-quality and diverse teachers and administrators through mentoring, compensation, leadership development, and other incentives by May 2022.

High Priority

Evaluation Data Sources: T-Tess evaluations
Annual teacher retention rates
Annual Teacher Equity numbers

Strategy 1 Details	Reviews			
Strategy 1: KMS will continue to offer stipends for extra duties to motivate highly qualified teachers to remain at KMS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will continue to be motivated to be dedicated to helping student growth and providing learning opportunities. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: High-Quality personnel: KISD will attract, develop, and retain high-quality staff through a well-defined, personally valuable professional development plan and support structure.

Performance Objective 2: KISD will develop and implement a coherent, content-focused, best-practices plan for the professional development of instructional leaders, teachers, and support staff.

Evaluation Data Sources: New Teacher orientation and mentoring programs in place.

Strategy 1 Details	Reviews			
Strategy 1: KMS will implement the coaching cycle to support the development of teachers with best practices and check with a walk-through checklist for best practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will use these best practices in the classroom **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: Safe and Engaging Environment: KMS will focus on the civic perception of the KMS campus by managing student behavior, improving classroom management, academic expectations, and leadership involvement.

Performance Objective 1: KISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.

High Priority

Evaluation Data Sources: Family and staff surveys
Family Night Attendance

Strategy 1 Details	Reviews			
Strategy 1: Incorporate behavior management strategies that include building relationships with students such as Guppy, Boys to Men programs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will feel connected and parents will feel that their students' emotional needs are being met. **Staff Responsible for Monitoring:** Teachers and Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: Safe and Engaging Environment: KMS will focus on the civic perception of the KMS campus by managing student behavior, improving classroom management, academic expectations, and leadership involvement.

Performance Objective 2: Inspire students to develop and exhibit character traits that are reflective of community standards.

Evaluation Data Sources: Discipline Records
SEL Curriculum

Strategy 1 Details	Reviews			
Strategy 1: Bulldog Essentials will teach students how to develop quality character traits and communicate them to others.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will uphold standards and values taught throughout our community. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 4: Safe and Engaging Environment: KMS will focus on the civic perception of the KMS campus by managing student behavior, improving classroom management, academic expectations, and leadership involvement.

Performance Objective 3: KISD will develop a system to ensure an emotionally safe environment for learning and working at all grade levels.

Evaluation Data Sources: Student and Family surveys will depict an increase in school approval
Teacher PD will reflect extensive training in diversity and cultural awareness.

Strategy 1 Details		Reviews			
Strategy 1: Increase layers to the discipline strategies: D-Hall, Saturday School, Tutorials, Pepe rallies, Incentive events, and character training. **Strategy's Expected Result/Impact:** Decrease referrals for negative behavior that impacts campus climate. **Staff Responsible for Monitoring:** All KMS staff.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Safe and Engaging Environment: KMS will focus on the civic perception of the KMS campus by managing student behavior, improving classroom management, academic expectations, and leadership involvement.

Performance Objective 4: KISD will reduce the number of known incidences and increase safety planning and awareness for staff, students, and parents.

Evaluation Data Sources: Audit Reports
Agendas and Sign in sheets

Strategy 1 Details			Reviews	
Strategy 1: KMS will maintain the use of safety drills quarterly and enforce safety protocols and procedures.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will know proper procedures in case of emergency situations. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: College and Career Readiness: KISD will prepare our graduates to succeed in the college/career path of their choice.

Performance Objective 1: 90% of KISD students will graduate College, Career, or Military ready by May 2024

    Evaluation Data Sources: CCMR data

Strategy 1 Details			Reviews			
Strategy 1: KMS will introduce new elective classes to enhance college and career readiness.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will graduate College, Career, and Military ready. **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

Goal 5: College and Career Readiness: KISD will prepare our graduates to succeed in the college/career path of their choice.

Performance Objective 2: KISD students will participate in college related electives to increase chances of succeeding in the college/career path.

    Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: KMS will use of Paxton Patterson Labs which connect to High School College and Career Pathways as well as use stem elective classes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will gain knowledge about careers and graduate College and Career Ready.
    Staff Responsible for Monitoring: Teachers and Administrators
 	
    TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Goal 6: KMS will collaborate with families and community members to increase community involvement as evidenced by attendance and communications.

Performance Objective 1: By May of 2024, all parents will have been provided the opportunity to participate in a parent engagement event.

Evaluation Data Sources: Sign-in Sheets
Surveys
Agendas
Participation in Family events

Strategy 1 Details	Reviews			
Strategy 1: KMS will offer activities for parents and families to have the opportunities to participate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be involved and know what their students are participating in at school. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: KMS create a monthly parent newsletter.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: KMS will post information for upcoming events, and student accomplishments weekly on Facebook and the KMS Website.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed of events and accomplishments. **Staff Responsible for Monitoring:** All KMS staff **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**

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

Goal 6: KMS will collaborate with families and community members to increase community involvement as evidenced by attendance and communications.

Performance Objective 2: Parents and Community members will be involved in the decision making process for the district.

Evaluation Data Sources: Agendas
Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to District Improvement Meetings and represent parents for the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be involved and involve others in the community. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Cindy Lindley	Principal
Administrator	Lauren Thrasher	Associate Principal
Classroom Teacher	Tracy Drury	Classroom Science Teacher
Classroom Teacher	Cornice Ballard	Special Education Teacher
Classroom Teacher	Allison Wallace	Classroom Math Teacher
Non-classroom Professional	Brittney McCarty	Instructional Specialist
District-level Professional	Becci Thurston	Director of Special Education
Parent	Misty Conway	Parent
Community Representative	Ryan Roberts	Business Owner
Classroom Teacher	Alexis Lewis	Classroom Social Studies Teacher
Classroom Teacher	Dustin Swaim	Coach/Teacher
Classroom Teacher	Stephanie Carter	Classroom ELA Teacher
Classroom Teacher	Cynthia Harris	Dyslexic/Intervention Teacher