

**Krum Independent School District**  
**Krum Middle School**  
**2023-2024 Campus Improvement Plan**



# 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:

- 584 Students
- Male 304
- Female 280
- 6th Grade 187
- 7th Grade 191
- 8th Grade 206

#### Ethnic Distribution:

- Asian .86%
- Black-African American 3.25%
- Hispanic/Latino 33.73%
- American Indian - Native Alaskan 0.51%
- Two or More 3.6%
- White 57.88%

#### At-Risk Factors

- At-Risk 56.84%
- Economically Disadvantaged 39.73%
- English Learners (EL) 13.00%

#### Student Enrollment by Program

- Bilingual/ESL Education 12.84%
- Career & Technical Education 19.01%
- Gifted & Talented Education 9.08%
- Special Education 22.09%
- 504 17.47%
- Dyslexia 10.79%

#### Staff Information

- Campus Administration 4.23%

- Professional Support 3.29%
- Teacher 78.00%
- Educational Aide 14.01%

## Demographics Strengths

Krum Middle School continues to grow rapidly. 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:** For all grades and all tested subjects, Economically Disadvantaged students scored 14% lower at Approaches Grade Level, 18% lower at Meet Grade Level, and 11% lower at Masters Grade Level than all KMS students. **Root Cause:** Lack of resources to meet basic human needs, Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences, Limited exposure to grade level instruction; Reading below grade level.

**Problem Statement 2 (Prioritized):** For all grades and all tested subjects, Special Education students scored 40% lower at Approaches Grade Level, 38% lower at Meet Grade Level, and 16% lower at Masters Grade Level than all KMS students. **Root Cause:** Limited exposure to grade level instruction; Reading below grade level.

**Problem Statement 3 (Prioritized):** For all grades and all tested subjects, High Focus Group students scored 17% lower at Approaches Grade Level, 20% lower at Meet Grade Level, and 12% lower at Masters Grade Level than all KMS students. **Root Cause:** Lack of resources to meet basic human needs.

**Problem Statement 4 (Prioritized):** For all grades and all tested subjects, English Language Learner students scored 26% lower at Approaches Grade Level, 38% lower at Meet Grade Level, and 16% lower at Masters Grade Level than all KMS students. **Root Cause:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

**Problem Statement 5 (Prioritized):** 42% of English Learner students that have been in US schools 5 or more years scored beginning or Intermediate 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 will be rated a \_\_\_\_ campus according to projections for the current Texas Education Agency accountability system. At this time it is not know when the TEA will release actual campus and district ratings. Campus and district ratings could be subject to changes due to Congressional Special Sessions and/or court rulings. This plan will be updated when or if the rating are released.

- Student Achievement \_\_\_\_
- School Progress Academic Growth \_\_\_\_
- School Progress Relative Performance \_\_\_\_
- Closing the Gaps \_\_\_\_

Current data illustrates needs in the ELL, Special Education, Economically Disadvantaged, and Hispanic/Latino subgroups in the area of achievement and state testing. Currently, KMS is addressing areas of weakness in core subjects, 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. Accountability targets for improvement are School Progress Academic Growth and Closing the Gaps. Our greatest strengths are in the area of Student Achievement but this area is still in need of improvement.

## 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 77% which is below the campus goal of 85% 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 49% which is below the campus goal of 55% 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:** KMS STAAR percentage at Masters Grade Level across all grade levels 6-8 and all subjects is 19% which is below the campus goal of 30% 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 4 (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 2023-2024 school year. KMS serves students through an eight period day with a 30 WINN period twice per week. To best serve the students of KMS, we have 1 full time counselor, 2 full time assistant principals, and 1 full time nurse. 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 through labs and advisory.

Krum Middle 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
- Principles of Audiovisual
- Principles of Business
- Gifted and Talented

### Elective Curriculum:

- Athletics
- Physical Education
- Art
- Band
- Choir
- Career Portals
- Agriculture
- Speech
- Technology Applications
- Yearbook
- Office Aide

### Enhanced Curriculum:

- Resource

- Dyslexia
- Advisory (WINN) Period
- ELAR and Mathematics labs

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

Krum Middle 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 45.6%

- Teachers 80.0%
- Administrative Support 6.67%
- Educational Aides 13.33%

Number of Students per Teacher: 14.9

Teachers by Years of Experience

- Beginning Teachers 5.8%
- 1-5 Years Experience 31.3%
- 6-10 Years Experience 19.0%
- 11-20 Years Experience 36.0%
- Over 20 Years Experience 12.8%

### **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
- Unit 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 remedial instruction for students that do not approach, grade level level on STAAR exams. **Root Cause:** Lack of resources and dedicated time.

**Problem Statement 2 (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.

# 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 open house is held at Krum Middle School each Fall to keep parents informed.

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 communication through Parent Square
- 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Surveys indicate that student and campus information is shared through too many different platforms. **Root Cause:** The use of of different platforms by different campus groups to communicate information to stakeholders.

# Priority Problem Statements

**Problem Statement 1:** KMS STAAR percentage at Approaches Grade Level across all grade levels 6-8 and all subjects is 77% which is below the campus goal of 85% or higher.

**Root Cause 1:** Lack of data driven instruction; Lack of fully developed Response to Intervention.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 49% which is below the campus goal of 55% or higher.

**Root Cause 2:** 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 2 Areas:** Student Learning

**Problem Statement 3:** For all grades and all tested subjects, High Focus Group students scored 17% lower at Approaches Grade Level, 20% lower at Meet Grade Level, and 12% lower at Masters Grade Level than all KMS students.

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

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** For all grades and all tested subjects, Special Education students scored 40% lower at Approaches Grade Level, 38% lower at Meet Grade Level, and 16% lower at Masters Grade Level than all KMS students.

**Root Cause 4:** Limited exposure to grade level instruction; Reading below grade level.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** For all grades and all tested subjects, English Language Learner students scored 26% lower at Approaches Grade Level, 38% lower at Meet Grade Level, and 16% lower at Masters Grade Level than all KMS students.

**Root Cause 5:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** 42% of English Learner students that have been in US schools 5 or more years scored beginning or Intermediate level on TELPAS.

**Root Cause 6:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Lack of opportunities for accelerated instruction for students that approach, meet or master grade level on STAAR exams.

**Root Cause 7:** Focus of accelerated instruction has centered on students did not approach grade level on STAAR exams.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Insufficient number of students that meet or exceed STAAR Progress Measures.

**Root Cause 8:** Lack of data driven instruction; Lack of fully developed Response to Intervention.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Lack of opportunities for remedial instruction for students that do not approach, grade level level on STAAR exams.

**Root Cause 9:** Lack of resources and dedicated time.

**Problem Statement 9 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **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 2024, Krum Middle School will receive an overall B rating under the TEA accountability system.

**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.





**High Priority**

**Evaluation Data Sources:** Formal and Informative Assessments, District Benchmarks, and STAAR Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities in core areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development certificate of completion, Summative Reviews, Effective implementation of strategies learned.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESC Professional Learning Opportunities - 199 - Local Funds (campus budget) - \$1,000, Funding - 255 - Title II - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to use the scope and sequence provided by TEKS Resource System while allowing teachers to adjust the Year at a Glance where necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Usage reports that indicate that teaching staff is using the TEKS Resource System frequently.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teaching Staff</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - District Budget - 199-11-6239-00-041-899-000 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to use the Fundamental 5 Lesson Plan Model.  <b>Strategy's Expected Result/Impact:</b> Weekly Lesson Plan Checks, Walkthroughs, and Evaluations.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to use the Eduphoria and Edulastic TEKS Bank to create assessments and learning activities.  <b>Strategy's Expected Result/Impact:</b> Usage reports  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teaching Staff</p> <p><b>Title I:</b>  2.4, 2.6  <b>Funding Sources:</b> - 199 - District Budget - 199-11-6329-00-041-899-000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize Eduphoria to track student data for targeted instruction and planning effective lessons based on areas of weakness.  <b>Strategy's Expected Result/Impact:</b> Aware data, Blue Day planning, Increased student performances on targeted TEKS  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Monitor student progress through structured benchmark testing and intervention.  <b>Strategy's Expected Result/Impact:</b> CBA data, Aware reports, Blue Day Agenda  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased 8th grade Social Studies STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Social Studies Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - District Budget - \$1,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue to purchase consumables for hands on experiments in all science classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Purchase orders for materials</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Science teachers</p> <p><b>Funding Sources:</b> Consumables for Science Labs - 199 - Local Funds (campus budget) - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> KMS will provide increased high quality differentiated and scaffold instruction as an accelerated learning strategy to address learning loss for at-risk students due to the affects of the Covid 19 pandemic.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** By May 2024, Krum Middle School will receive an overall B rating under the TEA accountability system.

**Performance Objective 2:** Krum Middle School will receive a component score of 85 on the Student Achievement domain, 70 on the School Progress domain, and 70 on the Closing the Gaps domain of the TEA A-F Accountability System.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide increased instruction time in ELAR and Math for students that demonstrate need for supplemental instruction based on data from state assessments though 45 minutes per day math and ELAR labs.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize WIN Time to provide promote character building, study habits, testing strategies, and pull out tutorials for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased effectiveness with the use of advisory time.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide summer school for remediation and credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Summer school schedule, Summer school attendance records</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 263 - Title III - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide daily opportunities for students to attend tutorials based on current progress.  <b>Strategy's Expected Result/Impact:</b> Student tutorial attendance, Fewer students on the failure lists, Increased student performance.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All core classroom teachers will become ESL certified within 2 years of hire.  <b>Strategy's Expected Result/Impact:</b> ESL certified staff in core areas  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.6  - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide ELPS training updates throughout the school year, along with new staff training.  <b>Strategy's Expected Result/Impact:</b> Workshop certificates, effective use of strategies notes in T-TESS walk-through observations.  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.6  - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Use of the Special Education Inclusion Model featuring a Special Education teacher or paraprofessional partnering with a General Education teacher to increase exposure to General Education instruction with Special Education support for Special Education students in core subjects.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue to provide in-class support for SpEd, 504, and ELL students in core classrooms and through morning and WIN Time tutorial sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule, ARD Notes, LPAC minutes, 504 plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> ESL endorsements, Lesson plans, observation and learning artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** By May 2024, Krum Middle School will receive an overall B rating under the TEA accountability system.

**Performance Objective 3:** KMS will identify students that are struggling and in need of intervention on a regular schedule each grading period

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> KMS administration will regularly monitor student data to identify learners in need of assistance.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students who are attending the Krum Alternative Learning Center for a Disciplinary Alternative Placement will participate in Personal Social Learning Activities focused on the development of important social and emotional skills. This involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and goals. Self-aware individuals are better equipped to manage their emotions effectively.</p> <p>Students will have the opportunity to participate in a variety of Personal Social Learning Activities including, but not limited to:</p> <p>Book Studies Online programs Small Group Instruction One-on-one instruction</p> <p><b>Funding Sources:</b> - 199 - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** By May 2024, KMS will have a fully a 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.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Data Driven Instruction training for administrators and department heads.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction, assessment, re-teaching, and student mastery of TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Heads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify high leverage TEKS to monitor during PLC meeting schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction, assessment, re-teaching, and student mastery of TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Heads</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Build common planning periods into the master schedule for core teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Allows for common planning tie and PLC meetings during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Student Services Coordinator.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 2:** By May 2024, KMS will have a fully a developed Professional Learning Community and Data Driven Culture.

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

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intervention data will be tracked through regular RTI meetings.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** By May 2024, the learner annual attendance rate will be 97.0%; thereafter it will be maintained or improved annually.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent awareness of student's attendance through increased communication via planners, website, letters, social media, and the KISD Weekly Newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Teachers, Registrar</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize positive behavior supports with rewards to encourage attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased 9 weeks attendance rates, Rewards for perfect attendance raffles</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Registrar, Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Gift Cards, Sonic Drinks, Lunches - 199 - Local Funds (campus budget) - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify chronic absenteeism students early through close monitoring of attendance records.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased 9 weeks attendance rates, Increased academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Call logs, Parents letters</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Registrar, Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 4:** Increase the quality of communication with all stakeholders.

**Performance Objective 1:** Increase effective communication with stakeholders by consolidating and simplifying communication platforms.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mass communication to stakeholders will be provided using Parent Square.  <b>Strategy's Expected Result/Impact:</b> Parents and students will have one source to receive information.  <b>Staff Responsible for Monitoring:</b> Administration, coaches, and sponsors.</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> KMS social media information will be primarily provided through the platform of Facebook.  <b>Strategy's Expected Result/Impact:</b> Parents and students will have one source for social media information.  <b>Staff Responsible for Monitoring:</b> Robert Butler and Taylor Poston</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementation of a campus and district mobile application for the campus and district websites.  <b>Strategy's Expected Result/Impact:</b> Increased functionality and ease of use for users accessing websites using mobile devices.  <b>Staff Responsible for Monitoring:</b> Robert Butler and Taylor Poston</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	7	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	2	2	Utilize WIN Time to provide promote character building, study habits, testing strategies, and pull out tutorials for all students.
1	2	9	Effectively use strategies learned for teaching Limited English Proficient students through incorporating ELL TEKS into all lesson plans.
1	3	1	KMS administration will regularly monitor student data to identify learners in need of assistance.

# 2023-2024 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Robert Butler	Principal
Administrator	Melanie Vasquez	Assistant Principal
Administrator	Amie Adams	Assistant Principal
Classroom Teacher	Teri Wright	Classroom Teacher
Classroom Teacher	Mary Brearley	Classroom Teacher
Classroom Teacher	Ashley Norton	Classroom Teacher
Classroom Teacher	Justin Miller	Classroom Teacher
Business Representative	Kelsie Kerestine	Business Representative
Parent	Morgan Moore	Parent
Classroom Teacher	Cheryl Duke	Classroom Teacher
Classroom Teacher	Kayla Rose	Classroom Teacher

# Campus Funding Summary

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	4		199-11-6329-00-041-899-000	\$1,000.00
1	1	7			\$1,800.00
<b>Sub-Total</b>					<b>\$5,800.00</b>
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	8	Consumables for Science Labs		\$1,000.00
3	1	2	Gift Cards, Sonic Drinks, Lunches		\$1,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funding		\$400.00
<b>Sub-Total</b>					<b>\$400.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>