Krum Independent School District

Krum Middle School

2024-2025 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 311
- Female 273
- 6th Grade 195
- 7th Grade 191
- 8th Grade 198

Ethnic Distribution:

- Asian .68%
- Black-African American 2.74%
- Hispanic/Latino 34.54%
- American Indian - Native Alaskan .34%
- Two or More 3.42%
- White 58.05%

At-Risk Factors

- At-Risk 47.95%
- Economically Disadvantaged 39.73%
- English Learners (EL) 14.04%

Student Enrollment by Program

- Bilingual/ESL Education 13.53%
- Career & Technical Education 19.01%
- Gifted & Talented Education 9.76%
- Special Education 21.23%
- 504 14.38%
- Dyslexia 11.47%

Staff Information

- Campus Administration 12.07%

- Teacher 75.06%
- Educational Aide 12.07%

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 (Prioritized): 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause:** Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

Problem Statement 2: For all grades and all tested subjects, Economically Disadvantaged students scored 13% lower at Approaches Grade Level, 15% lower at Meet Grade Level, and 8% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; 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 3 (Prioritized): For all grades and all tested subjects, Special Education students scored 35% lower at Approaches Grade Level, 33% lower at Meet Grade Level, and 17% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; Limited exposure to grade level instruction; Reading below grade level.

Problem Statement 4 (Prioritized): For all grades and all tested subjects, High Focus Group students scored 20% lower at Approaches Grade Level, 16% lower at Meet Grade Level, and 17% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; Lack of resources to meet basic human needs.

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:** Ongoing evaluation of root cause has begun. Previously; Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 6 (Prioritized): For all grades and all tested subjects, English Language Learner students scored 19% lower at Approaches Grade Level, 18% lower at Meet Grade Level, and 13% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; 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 many levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 43% which is lower than the previous year. **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 2: 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 3 (Prioritized): 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause:** Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

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Problem Statement 6 (Prioritized): For all grades and all tested subjects, High Focus Group students scored 20% lower at Approaches Grade Level, 16% lower at Meet Grade Level, and 17% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; Lack of resources to meet basic human needs.

Problem Statement 7 (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:** Ongoing evaluation of root cause has begun. Previously; Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 8 (Prioritized): For all grades and all tested subjects, English Language Learner students scored 19% lower at Approaches Grade Level, 18% lower at Meet Grade Level, and 13% lower at Masters Grade Level than all KMS students. **Root Cause:** Ongoing evaluation of root cause has begun. Previously; Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 9 (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.

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 2024-25 school year. KMS serves students through an eight period day with a 45 minute Advisory three times 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
- Technology Applications
- Yearbook
- Office Aide

Enhanced Curriculum:

- Resource
- Dyslexia

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

Krum Middle School is committed to hiring and retaining a high quality 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.

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.

- Numerous Professional Development opportunities
- Administrative walk-through observations
- New Teacher Mentor Program
- Teacher Observation Walks
- Regular PLC Meetings and Data Driven Instruction

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, become the best version of themselves, and meet state standards.

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause:** Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

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Perceptions

Perceptions Summary

Krum Middle School is proud to have a positive and collaborative school culture, who prides itself on having high expectations for student growth, academic success, and social/ emotional strength. We are committed to providing 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. Communication is a campus priority. A campus-wide commitment to communicating effectively and regularly with parents, within our school, our community, and with our students is key to our success. Parents and students attend an informational evening prior to school starting, an open house is held at Krum Middle School each Fall to keep parents informed, and regular events and frequent communication keep our relationships with stakeholders positive and proactive.

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 relentless committment 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.

Additional surveys will be sent to parents throughout the year, with adjustments made as appropriate.

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)
- District Weekly newsletter sent to all KMS families
- Monthly newsletters to parents from the school administrator
- 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: Campus communication has been rated poorly by teachers and the parent community, as evidenced by surveys sent in the 2023-2024 school year. **Root Cause:** Not enough communication, inconsistent platforms for communication, inconsistent responses to concerns

Problem Statement 2: Student discipline incidences have risen according to staff and community feedback, and discipline records. **Root Cause:** Inconsistency and limited focus on excellence

Priority Problem Statements

Problem Statement 1: 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8.

Root Cause 1: Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: KMS STAAR percentage at Meets Grade Level across all grade levels 6-8 and all subjects is 43% which is lower than the previous year.

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 - School Processes & Programs

Problem Statement 3: For all grades and all tested subjects, High Focus Group students scored 20% lower at Approaches Grade Level, 16% lower at Meet Grade Level, and 17% lower at Masters Grade Level than all KMS students.

Root Cause 3: Ongoing evaluation of root cause has begun. Previously; Lack of resources to meet basic human needs.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: For all grades and all tested subjects, English Language Learner students scored 19% lower at Approaches Grade Level, 18% lower at Meet Grade Level, and 13% lower at Masters Grade Level than all KMS students.

Root Cause 4: Ongoing evaluation of root cause has begun. Previously; Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: For all grades and all tested subjects, Special Education students scored 35% lower at Approaches Grade Level, 33% lower at Meet Grade Level, and 17% lower at Masters Grade Level than all KMS students.

Root Cause 5: Ongoing evaluation of root cause has begun. Previously; Limited exposure to grade level instruction; Reading below grade level.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

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: Ongoing evaluation of root cause has begun. Previously; Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

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: Student Learning - 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 2025, Krum Middle School will increase the number of students who make "Expected" and/or "Accelerated" progress on the STAAR test by 30%

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development opportunities in core areas. **Strategy's Expected Result/Impact:** Professional development certificate of completion, Summative Reviews, Effective implementation of strategies learned. **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** ESC Professional Learning Opportunities - 199 - Local Funds (campus budget) - $1,000, Funding - 255 - Title II - $400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to use the scope and sequence provided by TEKS Resource System while allowing teachers to adjust the Year at a Glance where necessary. **Strategy's Expected Result/Impact:** Usage reports that indicate that teaching staff is using the TEKS Resource System frequently. **Staff Responsible for Monitoring:** Campus Administration, Teaching Staff **Title I:** 2.5, 2.6 **Funding Sources:** - 199 - District Budget - 199-11-6239-00-041-899-000 - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to use the Fundamental 5 Lesson Plan Model. **Strategy's Expected Result/Impact:** Weekly Lesson Plan Checks, Walkthroughs, and Evaluations. **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to use the Eduphoria and Edulastic TEKS Bank to create assessments and learning activities. **Strategy's Expected Result/Impact:** Usage reports **Staff Responsible for Monitoring:** Campus Administration, Teaching Staff **Title I:** 2.4, 2.6 **Funding Sources:** - 199 - District Budget - 199-11-6329-00-041-899-000 - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize Eduphoria to track student data for targeted instruction and planning effective lessons based on areas of weakness. **Strategy's Expected Result/Impact:** Aware data, Blue Day planning, Increased student performances on targeted TEKS **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Monitor student progress through structured benchmark testing and intervention. **Strategy's Expected Result/Impact:** CBA data, Aware reports, Blue Day Agenda **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 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. **Strategy's Expected Result/Impact:** Increased 8th grade Social Studies STAAR scores. **Staff Responsible for Monitoring:** Campus Administration, Social Studies Teachers **Additional Targeted Support Strategy** **Funding Sources:** - 199 - District Budget - $1,800				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue to purchase consumables for hands on experiments in all science classes. **Strategy's Expected Result/Impact:** Lesson plans, Purchase orders for materials **Staff Responsible for Monitoring:** Campus Administration, Science teachers **Funding Sources:** Consumables for Science Labs - 199 - Local Funds (campus budget) - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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.				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: By May 2025, Krum Middle School will increase the number of students who make "Expected" and/or "Accelerated" progress on the STAAR test by 30%

Performance Objective 2: 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: KMS administration will regularly monitor student data to identify learners in need of assistance. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. Students will have the opportunity to participate in a variety of Personal Social Learning Activities including, but not limited to: Book Studies Online programs Small Group Instruction One-on-one instruction **Funding Sources:** - 199 - State Comp Ed				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By May 2025, Krum Middle School will increase the number of students who make "Expected" and/or "Accelerated" progress on the STAAR test by 30%

Performance Objective 3: Krum Middle School will prioritize goal--setting with our students, and will foster an environment that supports a growth mindset.

High Priority

Evaluation Data Sources: Goal sheets, data discussions, attendance rates, academic assessments, discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will spend one day per week, every 3 weeks, discussing their grades and attendance with their Advisory teacher. **Strategy's Expected Result/Impact:** Increased student awareness and ownership of their education **Staff Responsible for Monitoring:** Principals, classroom teachers, counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause**: Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.
Student Learning
Problem Statement 3: 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause**: Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

School Processes & Programs

Problem Statement 2: 56% of the students made "Limited Progress" on the STAAR Math test in grades 6 , 7, and 8. **Root Cause**: Ongoing evaluation of root cause has begun, however initial evidence suggests the following: lack of teacher awareness related to the STAAR growth measure, the need for differentiated instruction on many math concepts, difficulty with academic vocabulary, various levels of literacy.

Goal 2: By May 2025, KMS will have an effective 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Follow through of previous training on Data Driven Instruction training for administrators and department heads. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction, assessment, re-teaching, and student mastery of TEKS. **Staff Responsible for Monitoring:** Administration, Department Heads **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maintain common planning periods for core content areas **Strategy's Expected Result/Impact:** Allows for common planning tie and PLC meetings during the school day. **Staff Responsible for Monitoring:** Administration, Counselor, Student Services Coordinator. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Administrators will look for evidence of PLC conversations in adjustments made to instruction as a follow up to the data discussions that take place. **Strategy's Expected Result/Impact:** Increased teacher awareness of student understanding, increased teacher effectiveness and student success **Staff Responsible for Monitoring:** Principals and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: By May 2025, KMS will have an effective 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Intervention data will be tracked through regular RTI meetings. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students requiring HB1416 Accelerated Instruction will receive consistent instruction and lessons through IXL in Math and Reading. **Strategy's Expected Result/Impact:** Improved student outcomes **Staff Responsible for Monitoring:** Teachers and Principals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Advisory time will be protected for those who require HB1416 instruction through intentional planning of events, and careful planning in the master schedule. **Strategy's Expected Result/Impact:** Consistent instruction and improved outcomes **Staff Responsible for Monitoring:** Principals, Teachers, Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: By May 2025, the learner annual attendance rate will be 96.0%; thereafter it will be maintained or improved annually.

Performance Objective 1: KMS attendance rate will reach or exceed 96%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase parent awareness of student's attendance through increased communication via planners, website, letters, social media, and the KISD Weekly Newsletter. **Strategy's Expected Result/Impact:** Attendance Reports **Staff Responsible for Monitoring:** Campus Administration, Counselors, Teachers, Registrar				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize positive behavior supports with rewards to encourage attendance. **Strategy's Expected Result/Impact:** Increased 9 weeks attendance rates, Rewards for perfect attendance raffles **Staff Responsible for Monitoring:** Campus Administration, Registrar, Teachers **Title I:** 2.5 **Funding Sources:** Gift Cards, Sonic Drinks, Lunches - 199 - Local Funds (campus budget) - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify chronic absenteeism students early through close monitoring of attendance records. **Strategy's Expected Result/Impact:** Increased 9 weeks attendance rates, Increased academic success. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Teachers **Title I:** 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilization of truancy prevention measures by the Attendance Committee such as calling home each day a student is absent, parent/student conferences, attendance contracts, credit recovery, home visits from the Denton County Truancy Liaison, and filing truancy charges when necessary. **Strategy's Expected Result/Impact:** Call logs, Parents letters **Staff Responsible for Monitoring:** Campus Administration, Registrar, Teachers **Title I:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monitor tardies in addition to absences, and celebrate students who have no tardies each 9 weeks. **Strategy's Expected Result/Impact:** Reduction in tardies, and improved attendance overall. **Staff Responsible for Monitoring:** Principals and Teachers, as well as our PEIMS Registrar				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Stakeholder and student satisfaction related to campus communication and culture will improve as evidenced by ongoing campus surveys to parents and students.

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Mass communication to stakeholders will be provided using Parent Square. **Strategy's Expected Result/Impact:** Parents and students will have one source to receive information. **Staff Responsible for Monitoring:** Administration, coaches, and sponsors. **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: KMS social media information will be primarily provided through the platform of Facebook. **Strategy's Expected Result/Impact:** Parents and students will have one source for social media information. **Staff Responsible for Monitoring:** Robert Butler and Taylor Poston **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implementation of a campus and district mobile application for the campus and district websites. **Strategy's Expected Result/Impact:** Increased functionality and ease of use for users accessing websites using mobile devices. **Staff Responsible for Monitoring:** Robert Butler and Taylor Poston **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monthly newsletters to parents from the campus Principal **Strategy's Expected Result/Impact:** Positive and proactive parent communication; goal to leave parents feeling informed. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Stakeholder and student satisfaction related to campus communication and culture will improve as evidenced by ongoing campus surveys to parents and students.

Performance Objective 2: Implementation of Hope Squad and Connected Driven Classrooms to improve student safety, connectedness, and sense of belonging

High Priority

Evaluation Data Sources: Student survey responses, utilization of Hope Squad members

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be intentional in building relationships with their students, including using strategies learned during the Connected Driven Classroom training that took place over the summer, and was an extension of training that took place in the previous school year. **Strategy's Expected Result/Impact:** Improved student connectedness and engagement, positive school culture, teacher satisfaction **Staff Responsible for Monitoring:** Principals and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will implement the Hope Squad program throughout the school year- designed to improve student mental health and access to resources and support, as well as improve the overall sense of belonging in our students. **Strategy's Expected Result/Impact:** Increased awareness of student belonging and intentionality among our student groups, reduction in students feeling isolated or lonely **Staff Responsible for Monitoring:** Hope Squad Advisors, Counselor, Principals				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: By May 2025, Krum Middle School discipline infractions will reduce by 15%.

Performance Objective 1: Classroom and Office referrals by teachers will decrease

High Priority

Evaluation Data Sources: Discipline records, teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus Principal and Assistant Principals will respond to discipline infractions consistently, fairly, and with the whole child in mind. **Strategy's Expected Result/Impact:** Reduction in infractions, increased teacher satisfaction, student achievement gains **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Classroom teachers will execute lessons with innovative instructional strategies, data informed planning, and frequent feedback for their students. **Strategy's Expected Result/Impact:** Improved learning environments, increase in student engagement, increase in student achievement **Staff Responsible for Monitoring:** Principals and Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: By May 2025, Krum Middle School discipline infractions will reduce by 15%.

Performance Objective 2: Students will report a more positive learning environment, increased feeling of safety, and a sense of school ownership

Evaluation Data Sources: Student surveys, discipline records, teacher surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consistent expectations will be maintained throughout the campus, during all times of the day **Strategy's Expected Result/Impact:** Reduced behavior concerns, positive learning environment, positive student feedback and culture **Staff Responsible for Monitoring:** All staff. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Excellence will be defined and recognized often through celebrations for targeted behaviors and goal mastery. These include flexible lunch options, purchasing Sonic drinks, student raffles, other tangible rewards **Strategy's Expected Result/Impact:** Increased student desire to do right, and increased positivity throughout the campus culture. **Staff Responsible for Monitoring:** All Staff. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Surveys will be distributed for students to complete throughout the school year. **Strategy's Expected Result/Impact:** Student ownership and feeling like they have a voice in their school, reduction in undesirable behaviors **Staff Responsible for Monitoring:** Principal and Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Principal PowWows will take place every 6 weeks. These meetings will allow students to make recommendations related to campus functioning and environment. Students will be able to share ideas, and troubleshoot campus issues as a team. **Strategy's Expected Result/Impact:** Increased student campus ownership, improved school pride **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: HUB Groups will take place during Advisory every three weeks. Students will spend this time checking in with the teacher about their grades, attendance, and also use this time for community building and character development. **Strategy's Expected Result/Impact:** Improved school culture, student ownership, student goal-setting and growth mindset **Staff Responsible for Monitoring:** Principals and Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% 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	1	KMS administration will regularly monitor student data to identify learners in need of assistance.

24-25 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Haylee Horton	Special Education Teacher
Classroom Teacher	Cheryl Duke	Science Dept. Head
Business Representative	Kelsie Kerestine	Business Representative
Classroom Teacher	Justin Miller	Electives Dept. Head
Classroom Teacher	Ashley Norton	History Dept. Head
Classroom Teacher	Mary Brearley	Math Dept. Head
Classroom Teacher	Teri Wright	ELAR Dept. Head
Administrator	Tyler Wilson	Assistant Principal
Administrator	Jamey Sterrett	Assistant Principal
Administrator	Lindsey Boone	Principal

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
				Sub-Total	$5,800.00

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	8	Consumables for Science Labs		$1,000.00
3	1	2	Gift Cards, Sonic Drinks, Lunches		$1,000.00
				Sub-Total	$3,000.00

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
				Sub-Total	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Funding		$400.00
				Sub-Total	$400.00