Krum Independent School District

Krum Middle School

2026-2027 Campus Improvement Plan

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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

Summary

Krum Middle School is located at 125 FM 2450 in Krum, Texas. Krum Middle School serves students in grades 6-8.

Krum Middle School serves a growing and diverse community that blends rural farms and ranches with developing residential neighborhoods. Students at KMS represent a wide range of socio-economic backgrounds, reflecting the unique makeup of the Krum community. Over the past decade, the district has experienced steady growth, with new neighborhoods being added each year. Projections indicate continued and significant increases in housing developments, which will bring additional families and students to our campus in the coming years.

Currently, KMS has 605 students enrolled in grades 6–8. Our teaching staff represents a variety of experience levels, from novice educators to veteran teachers. To support professional growth, new teachers are paired with mentor teachers during their first year on campus. Staff retention from last year is a strength for KMS, with the majority of teachers choosing to continue their service to our students and community.

KMS Enrollment:

- 605 Students
- 6th Grade 202
- 7th Grade 188
- 8th Grade 212

Ethnic Distribution:

- Asian .70%
- Black-African American 3.34%
- Hispanic/Latino 35.68%
- American Indian - Native Alaskan .88%
- Two or More 3.51%
- White 55.54%

At-Risk Factors

- At-Risk 49.21%
- Economically Disadvantaged 39.73%
- Emergent Bilingual (EB) 14.24%

Student Enrollment by Program

- Bilingual/ESL Education 13.53%
- Career & Technical Education 19.01%
- Gifted & Talented Education 9.14%
- Special Education 21.44%
- 504 12.83%
- Dyslexia 11.25%

Staff Information

- Campus Administration 12.07%
- Teacher 75.06%
- Educational Aide 12.07%

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.

Student Learning

Summary

Krum Middle School is rated a "C" (75) campus according to the current Texas Education Agency accountability system. While we are improving in significant areas, there is still much work to be done.

- Student Achievement 23-24=75, 24-25=76
- School Progress Academic Growth 23-24= 62, 24-25= 75
- School Progress Relative Performance 23-24= 59, 24-25=60
- Closing the Gaps 23-24= 66, 24-25=74

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 strength is in the area of student growth, but this area is still in need of improvement.

Strengths

Krum Middle School has demonstrated strengths in the basics of core instruction. 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	Root Cause
1 ★	In the 2025-26 STAAR assessments, math performance for all students at Krum Middle School was at 33% Meets and Masters.	Evidence suggests the following causes of mathematical gaps: 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. An instructional coach is needed to support teachers and admin in PLCs, data conversations, and instruction improvement.
2 ★	In the 2025-26 STAAR assessments, Economically Disadvantaged students at Krum Middle School consistently underperformed compared to the overall student population- while improved from the previous year. Across all grades and tested subjects, Economically Disadvantaged students scored 9% lower at Approaches Grade Level, 11% lower at Meets Grade Level, and 8% lower at Masters Grade Level.	Students may lack access to enrichment opportunities, technology, and academic supports outside of the school day- limiting reinforcement of learning, they may struggle to see connections between curriculum and real-world application, impacting motivation and persistence, and families may be limited in their ability to fully engage in academic supports or school events, creating gaps,
3 ★	Across all tested grade levels and content areas, students identified as members of the High Focus Groups (Emergent Bilingual and Special Education) scored significantly lower than the overall Krum Middle School student population on the 2025-26 STAAR assessments. This performance gap impacted the campus's ability to meet Closing the Gaps targets in both Academic Achievement and Academic Growth.	Barriers in accessing grade-level TEKS due to language acquisition challenges and individualized learning needs, instructional practices are not yet consistently differentiated or linguistically accommodated to support mastery of grade-level standards, and High Focus Group students may have lower levels of self-efficacy and academic confidence, reducing persistence - being addressed as well.
4 ★	Emergent Bilingual (EB) students at Krum Middle School are performing below their peers on the 2025-26 STAAR assessments, particularly in reading and writing skills embedded within ELAR and social studies content areas. While growth was evident for some EB students, the overall group did not meet state accountability targets in Academic Achievement (Meets Grade Level) and Academic Growth in read	Ongoing evaluation of root cause continues. Language proficiency gaps, limited targeted interventions, inconsistent use of data to drive instruction, and gaps in student understanding of academic vocabulary have played key roles.

5 ★	Student surveys indicate that our campus needs improvement in the area of academically challenging our students. This is supported by the lack of "expected or accelerated progress" on the STAAR Math tests, especially for advanced classes.	Teachers are juggling the many needs of their students, and varying ability levels. Classes are only 45 minutes, and that is simply not enough time to teach the course content while also filling in gaps. Recent legislation also requires all students who score in the top 60% of STAAR math to be in 6th grade advanced, which has not proven to be the best placement for many.

★ = Priority

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 2026-27 school year. KMS serves students through an eight period day with a 45 minute Advisory five days per week, which will be improved this year. To best serve the students of KMS, we have 2 full time counselors, 2 full time assistant principals, and 1 full time nurse. KMS is also partnering with Communities in Schools. 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
- Advanced History
- 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
- Leadership for 6th graders- which is designed to help them be successful students

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.

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
- The adoption of Bluebonnet Math Curriculum

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	Root Cause
1 ★	Attendance dipped to 96% several times throughout the 25-26 school year.	Illness, lack of motivation and desire to come to school, and personal situations.
2 ★	Student surveys indicate that our campus needs improvement in the area of academically challenging our students. This is supported by the lack of "expected or accelerated progress" on the STAAR Math tests, especially for advanced classes.	Teachers are juggling the many needs of their students, and varying ability levels. Classes are only 45 minutes, and that is simply not enough time to teach the course content while also filling in gaps. Recent legislation also requires all students who score in the top 60% of STAAR math to be in 6th grade advanced, which has not proven to be the best placement for many.

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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

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	Root Cause
1 ★	Students have a difficult time staying engaged in their classes.	Students are distracted by outside influences, care a great deal about how their peers perceive them, and are juggling the many new responsibilities and freedoms that come from being in middle school. Teachers need to increase student-centered activities to keep them engaged, providing them with choice, and providing hands-on learning opportunities.
2 ★	Parents of middle schoolers often feel disconnected from teachers, their student's progress, and the happenings at school.	Middle school students are attempting to gain independence and autonomy, they have much more to keep up with, and often forget many thing. Teachers, trying to hold students accountable, sometimes leave out parent communication, and middle schoolers also have many more teachers than they did at elementary, causing parents to sometimes feel overwhelmed by the number of messages they get.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Across all tested grade levels and content areas, students identified as members of the High Focus Groups (Emergent Bilingual and Special Education) scored significantly lower than the overall Krum Middle School student population on the 2025-26 STAAR assessments. This performance gap impacted the campus's ability to meet Closing the Gaps targets in both Academic Achievement and Academic Growth.	Barriers in accessing grade-level TEKS due to language acquisition challenges and individualized learning needs, instructional practices are not yet consistently differentiated or linguistically accommodated to support mastery of grade-level standards, and High Focus Group students may have lower levels of self-efficacy and academic confidence, reducing persistence - being addressed as well.
2	Emergent Bilingual (EB) students at Krum Middle School are performing below their peers on the 2025-26 STAAR assessments, particularly in reading and writing skills embedded within ELAR and social studies content areas. While growth was evident for some EB students, the overall group did not meet state accountability targets in Academic Achievement (Meets Grade Level) and Academic Growth in read	Ongoing evaluation of root cause continues. Language proficiency gaps, limited targeted interventions, inconsistent use of data to drive instruction, and gaps in student understanding of academic vocabulary have played key roles.
3	Student surveys indicate that our campus needs improvement in the area of academically challenging our students. This is supported by the lack of "expected or accelerated progress" on the STAAR Math tests, especially for advanced classes.	Teachers are juggling the many needs of their students, and varying ability levels. Classes are only 45 minutes, and that is simply not enough time to teach the course content while also filling in gaps. Recent legislation also requires all students who score in the top 60% of STAAR math to be in 6th grade advanced, which has not proven to be the best placement for many.
4	Students have a difficult time staying engaged in their classes.	Students are distracted by outside influences, care a great deal about how their peers perceive them, and are juggling the many new responsibilities and freedoms that come from being in middle school. Teachers need to increase student-centered activities to keep them engaged, providing them with choice, and providing hands-on learning opportunities.

5 ★

Parents of middle schoolers often feel disconnected from teachers, their student's progress, and the happenings at school.

Middle school students are attempting to gain independence and autonomy, they have much more to keep up with, and often forget many thing. Teachers, trying to hold students accountable, sometimes leave out parent communication, and middle schoolers also have many more teachers than they did at elementary, causing parents to sometimes feel overwhelmed by the number of messages they get.

6 ★

Attendance dipped to 96% several times throughout the 25-26 school year.

Illness, lack of motivation and desire to come to school, and personal situations.

7 ★

In the 2025-26 STAAR assessments, math performance for all students at Krum Middle School was at 33% Meets and Masters.

Evidence suggests the following causes of mathematical gaps: 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. An instructional coach is needed to support teachers and admin in PLCs, data conversations, and instruction improvement.

8 ★

In the 2025-26 STAAR assessments, Economically Disadvantaged students at Krum Middle School consistently underperformed compared to the overall student population- while improved from the previous year. Across all grades and tested subjects, Economically Disadvantaged students scored 9% lower at Approaches Grade Level, 11% lower at Meets Grade Level, and 8% lower at Masters Grade Level.

Students may lack access to enrichment opportunities, technology, and academic supports outside of the school day- limiting reinforcement of learning, they may struggle to see connections between curriculum and real-world application, impacting motivation and persistence, and families may be limited in their ability to fully engage in academic supports or school events, creating gaps,

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1

By May 2027, Krum Middle School will increase the number of students who make "Expected" and/or "Accelerated" progress on the Math STAAR test by 20%.

Performance Objective 1 ☑ High Priority

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

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

Strategy 1

Math Instructional Coach will be shared between the high school and middle school campuses.

Strategy's Expected Result/Impact: Improved student outcomes, teacher effectiveness, and alignment of practices.

Staff Responsible for Monitoring: Principals, Assist. Supt.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy

Continue the implementation process for Bluebonnet Math Curriculum- using fully this school year.

Strategy's Expected Result/Impact: Increased student understanding of course content.

Staff Responsible for Monitoring: Campus Administration, Teaching Staff, Assistant Superintendent

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

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

Funding Sources: Funding 255 - Title II, $400, ESC Professional Learning Opportunities 199 - Local Funds (campus budget), $1,000

Formative Reviews

November	January	March	June

Strategy 4

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

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

Formative Reviews

November	January	March	June

Strategy 5

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

Strategy's Expected Result/Impact: Usage reports

Staff Responsible for Monitoring: Campus Administration, Teaching Staff

Funding Sources: 199 - District Budget, 199-11-6329-00-041-899-000, $1,000

Formative Reviews

November	January	March	June

Strategy 6

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

Formative Reviews

November	January	March	June

Strategy 7

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	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.

Formative Reviews

November	January	March	June

Strategy 10 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

In order to further scaffold the learning for EB students, the Snap and Read extension will be added to the Chromebooks of EB students, providing them with a page reader that will translate any page or document into their home language, and picture dictionaries (English- Spanish) will be utilized for Spanish speaking students.

Strategy's Expected Result/Impact: Providing learning support for EB students in their home language so that learning content can continue while students work to learn the English language will improve academic performance of EB students.

Staff Responsible for Monitoring: Campus administration, ESL coordinator

Funding Sources: Snap and Read extension 263 - Title III, $2,500

Formative Reviews

November	January	March	June

Strategy 11 ☑ Targeted Support Strategy

Science teachers will utilize the recently adopted HMH curriculum to ensure students are taught all TEKS to the depth they are expected to, and ensure key vocabulary is taught consistently across the grades.

Strategy's Expected Result/Impact: Students will have a more solid foundation and understanding of the content, performing better on assessments (including the 8th grade STAAR)

Staff Responsible for Monitoring: Teachers, Principals

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In the 2025-26 STAAR assessments, math performance for all students at Krum Middle School was at 33% Meets and Masters.	Evidence suggests the following causes of mathematical gaps: 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. An instructional coach is needed to support teachers and admin in PLCs, data conversations, and instruction improvement.

Performance Objective 2 ☑ High Priority

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

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

Strategy 1

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,

Formative Reviews

November	January	March	June

Strategy 2

Teachers and administrators will monitor student progress regularly, and ensure RTI processes are in place.

Strategy's Expected Result/Impact: The goal will be to intervene as soon as possible, ultimately closing academic gaps.

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

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

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

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

Formative Reviews

November	January	March	June

Strategy 2

Students will track their progress on specific goals in each of their core classes throughout the year.

Strategy's Expected Result/Impact: Establishing a mindset of growth and student ownership, also leading to students seeing that adults on campus are invested in their success.

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

November	January	March	June

Goal 2 By May 2027, KMS will have an efficient Professional Learning Community and Data Driven Culture.

Performance Objective 1 ☑ High Priority

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

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

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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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.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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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

Formative Reviews

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Performance Objective 2 ☑ High Priority

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

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

Strategy 1

Intervention data will be tracked through regular RTI meetings.

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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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

Formative Reviews

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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

Formative Reviews

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Goal 3 By May 2027, the learner annual attendance rate will have remained at 96.5% or higher throughout the school year.

Performance Objective 1

KMS attendance rate will reach or exceed 96%.

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

Formative Reviews

November	January	March	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

Funding Sources: Gift Cards, Sonic Drinks, Lunches 199 - Local Funds (campus budget), $1,000

Formative Reviews

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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

Formative Reviews

November	January	March	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

Formative Reviews

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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

Formative Reviews

November	January	March	June

Goal 4

Teacher, student, parent, and community satisfaction related to campus communication and culture will continue to be positive, supportive, and collaborative.

Performance Objective 1

☑ **High Priority**

Increase effective communication with stakeholders by consolidating and simplifying communication platforms.

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.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

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

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

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

Classroom and Office referrals by teachers will continue to decrease

Evaluation Data Source: Discipline records, teacher feedback

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Goal 5 By December 2026, student surveys will reflect that 95% of students feel a sense of belonging at Krum Middle School.

Performance Objective 1 ☑ High Priority

Students will have access to the resources they need to be able to engage at school.

Evaluation Data Source: Student and Parent Surveys

Strategy 1

KMS will partner with Communities in Schools, providing another staff member to support the immediate needs of our students.

Strategy's Expected Result/Impact: Support for school counselors, students, families, and teachers. Continued improvements to campus morale.

Staff Responsible for Monitoring: Principals, Assistant Superintendent, Counselors

Formative Reviews

November	January	March	June

Performance Objective 2

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

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

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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	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

Formative Reviews

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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

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Committees

Committees

25-26 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Julia	Price	Parent Representative	Parent Representative
Haylee	Horton	Special Education Teacher	Classroom Teacher
Jeffrey	Goldsmith	Science Dept. Head	Classroom Teacher
Kelsie	Kerestine	Business Representative	Business Representative
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	Classroom Teacher
Tyler	Wilson	Assistant Principal	Administrator
Jamey	Sterrett	Assistant Principal	Administrator
Lindsey	Boone	Principal	Administrator

Funding Summary

Funding Summary

199 - District Budget

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		199-11-6329-00-041-899-000	$1,000.00
				Sub-Total	$1,000.00

199 - Local Funds (campus budget)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	$0.00
				Sub-Total	$0.00

255 - Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funding	--	$400.00
				Sub-Total	$400.00

263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Snap and Read extension	--	$2,500.00
				Sub-Total	$2,500.00