

**New Caney Independent School District**  
**Keefer Crossing Middle School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: May 5, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

Our Leadership Team will remain focused on the following areas to maximize our campus learning for all students during the 2022-2023 school year:

1. Targeted intervention with a special emphasis on rigor.
2. Social skills work to address the prevalent misbehaviors of 2021-2022.
3. Clear expectations for staff and students.
4. Increasing opportunities for parents/guardians to be involved in their child's education.

# Demographics

## Demographics Summary

Keefer Crossing Middle School serves approximately 1,114 students in grades sixth through eighth grade. The demographics of Keefer Crossing Middle School students are:

Hispanic- 69.03% (769 students)

White- 26.21% (292 students)

African American- 2.60% (29 students)

Students by program:

ESL: 39.14% (436 Students)

Special Education: 10.86% (122 Students)

Gifted and Talented: 10.50% (117 Students)

Economically Disadvantaged: 76.39% (851 Students)

## Demographics Strengths

Our growing population and community's eagerness to get involved is developing. Keefer Crossing Middle School serves a growing population of English Language Learners and strives to provide ample "Push In" support to maximize the support provided to all students. Our students are thankful and our students work hard. Our students and our students families take pride in the work that they do.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Fast growth created a need for increased professional development in the area of small group instruction. **Root Cause:** Fast growth of EL student population group (428) and other student sub populations have increased the need for small group interventions in every class.

# Student Learning

## Student Learning Summary

There were several areas that are worth celebrating this school year. Overall we saw positive growth academically in every subject area and every grade level except social studies. Student growth was up dynamically specifically growth from 7th to 8th grade. Cohort growth from 7th to 8th grade in ELA was 30% in approaches. Cohort growth from 7th to 8th in math was 28% in approaches. We saw growth in our special programs as well including growth in our special education students performance and TELPAS growth and STAAR growth for our Emergent Bilingual students as well.

Preliminary data shows us that our campus grew in Approaches, Meets, and Masters. Our growth in the approaches level was most pronounced this year (7% according to preliminary data). As a campus we need to continue focusing on rigor to match this growth in meets and masters. We saw growth in all subject areas except Social Studies where we did see regression. Sixth grade math showed growth in approaches but regression in meets and masters. Rigor will be an area of focus for this team this next year.

Overall our campus showed remarkable academic growth but there was some regression in a few areas. Literacy needs to continue to be a focus and rigor must be a focus for our campus as well.

## Student Learning Strengths

Keefer Crossing Middle School's 8th grade team showed a lot of strength this year. This teams dedication to building relationships with students and preparing students for instruction in the high school setting led to the following scores (all tests averaged) on this year's STAAR:

65%-Approaches

38%-Meets

15%-Masters

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our special education students (121 students) performed below the level of their general education peers. **Root Cause:** Our special education and general education staff need to target skill deficits in our special education students and work to provide appropriate intervention.

# School Processes & Programs

## School Processes & Programs Summary

At Keefer Crossing Middle School, we have a variety of programs in place that help instructionally, organizationally, and administratively. These programs we have in place create and maintain a positive learning atmosphere. These programs and services include: 7Mindsets (Social Emotional Learning Curriculum), Safe Schools (Bully Prevention), PASS Support, Back Pack Program (Students in need), PBIS (Positive Behaviors, Interventions and Supports), SOAR Program, and our Kodiak Cash incentive program. Our electives department offers a variety of classes to enrich our core curriculum and to prepare students for high school, post secondary, and careers. We offer Career and Technical classes in Investigating Careers In Agriculture, Business, College and Career Readiness as well as a Pitsco lab where students are working with hands-on projects in the STEM pathway.

In addition to the programs listed above Keefer was also a pilot campus for MTSS (Multi-Tiered Systems of Support), a program that takes many of the programs listed above and ensures that they are being used effectively to maximize learning for every student. This program establishes a campus committee to routinely review and analyze school processes and programs to ensure their quality implementation.

## School Processes & Programs Strengths

Our school wide PBIS provides common language among students and staff to direct positive behaviors and outcomes through a systematically developed program. This year, we have developed a PBIS committee, created our KCMS "PRIDE", and provided all staff with our behavior sequence flow chart to support teachers and staff in proactive approaches to manage classroom behavior.

Our MTSS committee met monthly to ensure the campus was making decisions that were student focused. The tier one team associated with MTSS ensured that campus leadership was focused on student improvement and growth of every student. This committee will continue to meet and implement meaningful change.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Student attendance is a concern at Keefer Crossing Middle School. **Root Cause:** Keefer Crossing Middle School has a growing mobility rate among students enrolled including migrant, immigrant, ELL, low socio-economic background, and a cultural view of not understanding the importance of regular school attendance.

**Problem Statement 2 (Prioritized):** A growing percent of our student population exhibit a weakness in the area of navigating social situations through problem solving skills. **Root Cause:** Keefer Crossing Middle School students need continued training on social skills.

# Perceptions

## Perceptions Summary

We are working to develop parent, community, staff and student partnerships to further cultivate a campus culture that has a student first mindset in which relationships are the foundation of our initiative. We utilized Remind, Facebook, Instagram, Twitter, Skyward, Parent Newsletter (hosted in Smore), Canvas, Google Suites and our campus website as platforms in an effort to inform all stakeholders of our goals, initiatives, school happening and progress. We also have a parent advisory council that helps give campus leadership direction on what our parents need.

## Perceptions Strengths

At Keefer Crossing Middle school relationships are a priority for our staff. Teachers are in hallways between classes greeting students and building strong connections with students before coming into the learning environment. Our administrative staff attends all lunch duties walking around talking to students along with teachers and staff personnel. At Keefer Crossing MS, we have many activities for our students to participate in so that we build a culture of trust and understanding.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Keefer Crossing Middle School has a shortage of parent involvement. **Root Cause:** Communication barriers are a concern due to many of our parent and community stakeholders not having access to the internet in an effort to access communication platforms.

**Problem Statement 2 (Prioritized):** There is an emerging unified culture currently at Keefer Crossing Middle School. **Root Cause:** Teachers at Keefer Crossing have established relationships like that of a family and the students do not fully this embrace this same family atmosphere.

# Priority Problem Statements

**Problem Statement 2:** Our special education students (121 students) performed below the level of their general education peers.

**Root Cause 2:** Our special education and general education staff need to target skill deficits in our special education students and work to provide appropriate intervention.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Student attendance is a concern at Keefer Crossing Middle School.

**Root Cause 3:** Keefer Crossing Middle School has a growing mobility rate among students enrolled including migrant, immigrant, ELL, low socio-economic background, and a cultural view of not understanding the importance of regular school attendance.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 5:** Keefer Crossing Middle School has a shortage of parent involvement.

**Root Cause 5:** Communication barriers are a concern due to many of our parent and community stakeholders not having access to the internet in an effort to access communication platforms.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 4:** A growing percent of our student population exhibit a weakness in the area of navigating social situations through problem solving skills.

**Root Cause 4:** Keefer Crossing Middle School students need continued training on social skills.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 6:** There is an emerging unified culture currently at Keefer Crossing Middle School.

**Root Cause 6:** Teachers at Keefer Crossing have established relationships like that of a family and the students do not fully this embrace this same family atmosphere.

**Problem Statement 6 Areas:** Perceptions



# 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)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

**Goal 1:** Keefer Crossing will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 1:** Curriculum, Instruction and Accountability- By May 2023 students will meet or exceed the STAAR targeted performance of 15% growth from 2020-2021 academic year.

**Evaluation Data Sources:** STAAR Writing, Reading, Math, Science and Social Studies results comparing STAAR 2021-2022 results with results from STAAR 2022-2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement best teaching practices by using writing strategies in all core classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on bundle test, CBA results, benchmarks and report card grades. Increase in students approaching, meeting and master level on STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coach and campus administration.</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - State Compensatory Ed - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will assess periodically to determine current levels of student readiness to drive instruction and continue to refine curriculum. We will offer staff development including training from contracted services (outside contractors or curriculum experts, who we bring in to work with specific teacher teams), provide materials, and web based programs in an effort to continue the growth in tested subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Refinement of the curriculum, additional staff development in addition to the implementation of additional web based programs will contribute to an increase on bundle test, CBA results, benchmarks and report card grades. Increase in students approaching, meeting and master level on STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, campus administration and other support service staff.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Additional web based program. - Title IV</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in face to face and hands on professional development opportunities throughout the school year. Teachers will implement differentiated instruction to meet the needs of all their students. Staff will attend training on new item types that will appear on 2022-2023 STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on bundle test, CBA results, benchmarks and report card grades. Increase in students approaching, meeting and master level on STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, campus administration and other support service staff.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Funding for Professional Development - Title II - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June


Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Keefer Crossing Middle School will develop a rich and varied offering of elective courses to expose and develop our middle school student interests and talents. Eighth graders work with counselors to better understand endorsement pathways before moving on to the high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will choose to enroll in athletics, fine arts, foreign language, CTE courses, Teen Leadership, and Technology Applications. Counselors from New Caney High School and feeder elementary campuses will provide opportunities for parents and students to learn more about transitions between campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> PITSCO Updated lab and materials - RESTART Grant - \$81,325, PITSCO Updated lab and materials professional development training - RESTART Grant - \$875, Music Online Subscriptions - Title IV - \$2,520</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All Instructional Coaches will assist teachers in team planning with strategies used in the classroom. Implement individual teacher professional development as identified. Work with teachers using student data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity in classroom. increase in STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Coach and EL Coach - State Compensatory Ed - \$104,141</p>	Formative			Summative
	Oct	Dec	Mar	June


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Keefer Crossing Middle School will utilize a Response to Intervention (Rti) Specialist to ensure all students are progressing. Additionally we will use Aimsweb to screen students in grades 6-8 and target supports needed for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive supports needed to perform on grade level. Close performance gaps, increase STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Rti Specialist and Campus Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. In addition ELLevation instructional strategies will be used to increase English language acquisitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet performance levels identified in Performance Objective 1.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Specialist and administrators</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Ellevation - Title III - \$3,393</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Keefer Crossing Middle School will collaboratively work with all vertical campus stakeholders to further develop career and technology education classes offered in middle school including Career Portals in Tech Systems, Career Portals in Pre-Agriculture and in Career Exploration.</p>	Formative			Summative
	Oct	Dec	Mar	June

**Strategy's Expected Result/Impact:** Teachers will continue to attend professional development to support transition to high school in areas of career and technical education.

**Staff Responsible for Monitoring:** Administration

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1:** Keefer Crossing will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 2:** Prioritize literacy on the campus and continue literacy initiatives such as take home library, monthly book club, writing and reading across content areas, and reading logs.

**Evaluation Data Sources:** Library system check out statistics.

Records of library materials by age, check out numbers, and relevant, current content. Data from reading logs and involvement in monthly book club.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze current library records, identify areas of need and purchase resources to update the campus library collections.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to check out library resources that are of high interest and relevant to help cultivate a culture of literacy to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Digital of Digital Learning, Campus Principal, Campus Media Specialist</p> <p><b>Funding Sources:</b> Updated print and digital library resources - ESSER III Grant ARP - \$16,666</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Keefer Crossing will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 3:** Keefer Crossing will prioritize rigor to better prepare our students for the challenges of high school and future opportunities.

**Evaluation Data Sources:** Meets and masters scores from district assessments as compared to 2021-2022 data on the same assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prioritize professional learning focusing on rigor during PLC. Model small group instruction during professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets and Masters scores on all district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** Keefer Crossing will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 1:** School Culture and Climate: The school will build a strong and supportive environment for both academic and personal growth that is conducive to student learning.

**High Priority**

**Evaluation Data Sources:** Attendance rates, discipline referrals, and student survey.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student Attendance: Attendance Committee will meet twice a month to address attendance concerns and tardies.</p> <p>Create incentives for students with high attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily Attendance Rate to be above 95.0% by May of 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Management and Operations: Implement campus wide MTSS (Multi-Tiered Systems of Support) and hold MTSS Tier one team meeting monthly to discuss progress and proactive measures to respond to student's social emotional well being, behavioral needs, and academic needs. Additionally training will be provided campus wide based on our campus Benchmark of Quality (a document used to address Positive Behavior Intervention Best Practices).</p> <p>Class meetings will be held once per semester to review student rules and highlight areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain office referral totals of 2022-2023.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Tier 1 Team, Assistant Principals, Counselors, AP secretary.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Safety: Emergency Operation plan is in place. Drills are conducted regularly. Signs are posted on exterior doors to emphasize not opening the doors. ID badges are worn by all staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Complete and successful participation in all drills.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students in Need: Address students in need by thorough implementation of identifying students; and servicing the students in need through the back pack program and other necessary services.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and support all students in need.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and campus administration.</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Keefer Crossing will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 2:** Staff Quality, Recruitment and Retention: 100% of the teachers on the campus are highly effective.

**Evaluation Data Sources:** Highly Qualified Teacher Compliance Report





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff Quality: Participate in regular professional development opportunities to grow and develop quality staff.  <b>Strategy's Expected Result/Impact:</b> 15% academic growth in all core subjects based on student CBA scores and state testing results.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach and Team Leads</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff Recruitment: Campus Administration will attend job fairs and work parallel with the Director of Recruitment and Retention to identify and hire quality staff.  <b>Strategy's Expected Result/Impact:</b> Recruit high quality experienced staff.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Team Leads</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff Retention: Campus Administration will work to develop a family oriented campus climate that highlights staff members quality performance and fosters a caring support group for those individuals who may be struggling.  <b>Strategy's Expected Result/Impact:</b> 95% retention of all staff.  <b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Keefer Crossing will engage in proactive planning and the vision of the district to respond to the changing educational needs of the district while maximizing our resources.

**Performance Objective 1: Student Scheduling Flexibility:** To increase student choice through maximizing our master schedule to provide additional class options to meet our students interest.

**Evaluation Data Sources:** Student surveys and course catalog

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development: Teachers and Administrators will attend high quality professional development for leadership, core academics and other professional development as needed to improve state assessments (7Mindsets, PBIS, MTSS).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in state assessment scores, decrease in discipline referrals, higher attendance rates, improved climate.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Instruction, Administration, Lead Teachers, ELL Instructional Coach, and Campus Instructional Coach</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Growth: Keefer Crossing Middle School will address the growing English Language Learner, 504, Dyslexia and Response to Intervention population through the implementation of the Google Read and Write program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students approach, meet, and masters level on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Instructional Coach, Campus Instructional Coach, Dyslexia Teacher, Counselor (RTi and 504 Campus Coordinator)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> EL Aides - Title III - \$17,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Keefer Crossing Middle School will address identification and resolution strategies associated with bully prevention and educating our students, staff and community stakeholders on how to report and resolve these issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating a safe learning environment for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Counselors</p> <p><b>Funding Sources:</b> RRR Conference - Title IV - \$900</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 4:** Keefer Crossing will increase opportunities for parent/community involvement in all educational processes of our district.


**Performance Objective 1:** Family and Community Engagement: Develop partnerships with community and parents to increase involvement and support of campus initiatives and activities.


**Evaluation Data Sources:** community partnerships, parent involvement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent and Community Involvement: Keefer Crossing Middle School will promote a family centered learning environment through consistently hosting school activities such as sporting events, concerts, information sessions, and academic events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement through opportunities for parents and the community to attend school events. Parent and Community Involvement will be measured through school calendars, documented evidence of events through pictures posted to social media and sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, ELL Instructional Coach, Athletic Staff, and Fine Arts Staff</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** Keefer Crossing will increase opportunities for parent/community involvement in all educational processes of our district.

**Performance Objective 2:** KCMS will increase parent communication by 10% and increase feedback from parents by 10% as compared to the previous school year.

**Evaluation Data Sources:** Engagment on Smore, Remind, all social media platforms, parent attendance at school events, parent participation in reflections sent home with students.



# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Prioritize professional learning focusing on rigor during PLC. Model small group instruction during professional learning.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will implement best teaching practices by using writing strategies in all core classes.
1	1	2	We will assess periodically to determine current levels of student readiness to drive instruction and continue to refine curriculum. We will offer staff development including training from contracted services (outside contractors or curriculum experts, who we bring in to work with specific teacher teams), provide materials, and web based programs in an effort to continue the growth in tested subjects.
1	1	3	Teachers will participate in face to face and hands on professional development opportunities throughout the school year. Teachers will implement differentiated instruction to meet the needs of all their students. Staff will attend training on new item types that will appear on 2022-2023 STAAR.
1	1	4	Keefer Crossing Middle School will develop a rich and varied offering of elective courses to expose and develop our middle school student interests and talents. Eighth graders work with counselors to better understand endorsement pathways before moving on to the high school.
1	1	5	All Instructional Coaches will assist teachers in team planning with strategies used in the classroom. Implement individual teacher professional development as identified. Work with teachers using student data to drive instruction.
1	1	6	Keefer Crossing Middle School will utilize a Response to Intervention (Rti) Specialist to ensure all students are progressing. Additionally we will use Aimsweb to screen students in grades 6-8 and target supports needed for intervention.
1	3	1	Prioritize professional learning focusing on rigor during PLC. Model small group instruction during professional learning.
2	1	1	Student Attendance: Attendance Committee will meet twice a month to address attendance concerns and tardies. Create incentives for students with high attendance rates.
2	1	2	Student Management and Operations: Implement campus wide MTSS (Multi-Tiered Systems of Support) and hold MTSS Tier one team meeting monthly to discuss progress and proactive measures to respond to student's social emotional well being, behavioral needs, and academic needs. Additionally training will be provided campus wide based on our campus Benchmark of Quality (a document used to address Positive Behavior Intervention Best Practices). Class meetings will be held once per semester to review student rules and highlight areas of need.
2	1	3	Campus Safety: Emergency Operation plan is in place. Drills are conducted regularly. Signs are posted on exterior doors to emphasize not opening the doors. ID badges are worn by all staff and students.
2	1	4	Students in Need: Address students in need by thorough implementation of identifying students; and servicing the students in need through the back pack program and other necessary services.
2	2	1	Staff Quality: Participate in regular professional development opportunities to grow and develop quality staff.
2	2	2	Staff Recruitment: Campus Administration will attend job fairs and work parallel with the Director of Recruitment and Retention to identify and hire quality staff.
2	2	3	Staff Retention: Campus Administration will work to develop a family oriented campus climate that highlights staff members quality performance and fosters a caring support group for those individuals who may be struggling.
3	1	1	Professional Development: Teachers and Administrators will attend high quality professional development for leadership, core academics and other professional development as needed to improve state assessments (7Mindsets, PBIS, MTSS).

Goal	Objective	Strategy	Description
3	1	2	Student Growth: Keefer Crossing Middle School will address the growing English Language Learner, 504, Dyslexia and Response to Intervention population through the implementation of the Google Read and Write program.
4	1	1	Parent and Community Involvement: Keefer Crossing Middle School will promote a family centered learning environment through consistently hosting school activities such as sporting events, concerts, information sessions, and academic events.

# State Compensatory

## Budget for Keefer Crossing Middle School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 7.85

**Brief Description of SCE Services and/or Programs**

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## Personnel for Keefer Crossing Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Garcia	ELA Block/SLAM	0.25
Alyssa Melkian	ELA	0.25
Amanda Devlin	Math Block	0.25
Amanda LaChapelle	ELA Block	0.25
Ashley Bennet	ELA Block	0.25
Caleb Adams	Math Block	0.25
Charlotte Schliten	ELA Block	0.25
Claudia Voyles	Math Block	0.25
Eric Santamaria	Math Block/SLAM	0.25
Erik Taylor	Soc. Studies SLAM	0.15
Fabian Munoz	Soc. Studies SLAM	0.25
Heather Dohse	ELA Block	0.25
Heather Joslin	ELA Block	0.25
Janet Plunkett	Math Block	0.25
Jessica Lowry	Science SLAM	0.5
Jose Villasenor	Math Block/SLAM	0.25
Karen Wilson	ELA Block	0.25
Kasey Murray	ELA Block	0.25
Kelly Corino	ELA Block	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly Holland	Instructional Coach	1
Kennedi Matthews	Math Block/SLAM	0.25
Lauren Plummer	Math Block	0.25
Nicol Nunez Rojas	Science SLAM	0.15
Nikki Jones	Science SLAM	0.2
Randal Stewart	Soc. Studies SLAM	0.1
Shelia Foy	ELA Block	0.25
Summer Fleming	ELA Block	0.25
Tara Gabbard	Math Block	0.25
Theresa Delafosse	Math Block	0.25

# 2022-2023 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jonathan Powell	
Administrator	Rodree Carlile	
Parent	Teresa Trevino	
Business Representative	Patricia Van Ostrand	
Parent	Joshua Crutchfield	
Classroom Teacher	Joey Voyles	
Classroom Teacher	Janet Plunkett	
Classroom Teacher	Sheila Foy	
Non-classroom Professional	Mariah Martinez	
Counselor	Jessica DeLorenzo	
Counselor	Yolanda Mora	

# Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funding for Professional Development		\$3,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Ellevation		\$3,393.00
3	1	2	EL Aides		\$17,500.00
<b>Sub-Total</b>					<b>\$20,893.00</b>
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Additional web based program.		\$0.00
1	1	4	Music Online Subscriptions		\$2,520.00
3	1	3	RRR Conference		\$900.00
<b>Sub-Total</b>					<b>\$3,420.00</b>
ESSER III Grant ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Updated print and digital library resources		\$16,666.00
<b>Sub-Total</b>					<b>\$16,666.00</b>
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	5	Instructional Coach and EL Coach		\$104,141.00
<b>Sub-Total</b>					<b>\$109,141.00</b>
RESTART Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PITSCO Updated lab and materials		\$81,325.00
1	1	4	PITSCO Updated lab and materials professional development training		\$875.00
<b>Sub-Total</b>					<b>\$82,200.00</b>