

Killeen Independent School District
Rancier Middle School
2020-2021 Campus Improvement Plan



Mission Statement

MISSION: At Rancier Middle School, we will ensure high levels of learning for every student.

Vision

VISION: We are morally responsible to ensure all students leave Rancier Middle School future ready.

Core Beliefs

We believe in collaboration, growth mindset, and accountability.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rancier Middle School is a sixth through eighth-grade public school in Killeen ISD, a fast growth school district. The campus has a 2019 Accountability Rating of C and Distinction Designation of Top 25 Percent: Comparative Academic Growth. During the 2019-2020 school year, staff members served approximately 700 students residing in the northern portion of the District. During the Spring 2020 semester, school board officials approved new attendance zones for the 2020-2021 school year. The District's demographer projects Rancier Middle School will serve approximately 150 additional students during the 2020-2021 school year. Rancier Middle School is part of the Killeen High School feeder matrix; students from Brookhaven, Cavazos, Hay Branch, and Peebles Elementary schools feed into Rancier Middle School. The school is located near Fort Hood; approximately 13% of parents are active military.

Grade Level Enrollment:

6 Grade: 251

7 Grade: 217

8 Grade: 218

General Student Demographic Data

	2018-2019 State	2018-2019 District	2018-2019 Rancier MS	2017-2018 Rancier MS
African American	12.6%	35%	37.3%%	40.8%
Hispanic	52.6%	30.5%	34.8%	31.2%
White	27.4%	21.7%	16.9%	17.4%
American Indian	.4%	.6%	.6%	.3%
Asian	4.5%	2.4%	1%	1.1%

	2018-2019 State	2018-2019 District	2018-2019 Rancier MS	2017-2018 Rancier MS
Pacific Islander	.2%	2.1%	2.7%	2.4%
Two or More Races	2.4%	7.7%	6.8%	6.8%

Student demographics are similar year to year, reflecting similar demographics of the District. The staff at Rancier Middle School serve a large minority population; 70% of the student population is African American and Hispanic.

Special Programs (2018-2019 TAPR Report)

	Campus	District	State
Economically Disadvantaged	76.1%	61.6%	60.6%
Non-Educationally Disadvantaged	23.9%	38.4%	39.4%
Section 504 Students	14%	9.8%	6.5%
English Learners	11.9%	10.5%	19.5%
Disciplinary Placements (17-18)	4.1%	2.2%	1.4%
Students with Dyslexia	8.6%	5%	3.6%
At-Risk	62.3%	51.6%	50.1%
Mobility (17-18)	25.1%	28.2%	15.4%
Bilingual/ESL Education	10.3%	9.5%	19.7%
Gifted & Talented Education	2.1%	3.2%	8.1%
Special Education	19.8%	12.5%	9.6%

Students with Disabilities by Type of Primary Disability

	Campus	District	State
Intellectual Disabilities	52.9%	40.5%	42.4%
Physical Disabilities	7.1%	22.1%	21.9%
Autism	11.4%	12.2%	13.7%
Behavioral Disabilities	28.6%	23%	20.6%

Rancier Middle School staff serve a larger percentage of students that are economically disadvantaged (76.1%), At Risk (62.3%), and Special Education (19.8%) than the District and State averages. Student mobility (25.1%), is similar to the District's mobility rate. ESL (11.5%) and Gifted & Talented students (2.1%) are reflective of the District's demographics; both student groups are lower than the State averages.

Staff serve a greater percentage of students identified with a intellectual disability and behavior disabilities than the district and state averages. Approximately half of the students at Rancier Middle School have an intellectual disability.

Teacher and Staff Demographics (2018-2019 TAPR)

Rancier Middle School employs 77 staff members to meet the needs of students: 14 Aides, 45 Teachers, & 18 office staff and school administrators. During the 2018-2019 and 2019-2020 school years, the campus was not fully staffed. Teacher and classroom aide positions were unfilled for extended periods of time. Many teachers teach two or more grade levels and/or courses.

Teacher Demographic Data

African American	25.3%
Hispanic	16.3%
White	52%
American Indian	0%
Asian	0%
Pacific Islander	0%
Two or More Races	6.4%
Male	29.3%
Female	70.7%

African American, Hispanic, and Two or More Races comprise about half of teacher ethnicity. There are more female teachers than male teachers.

Teachers Years of Experience (2018-2019 TAPR)

	Campus	District	State
Beginning Teachers	9%	9.8%	7%
1-5 Years Experience	44.5%	37.3%	28.9%
6-10 Years Experience	20.5%	17.7%	19%
11-20 Years Experience	16.5%	22.9%	29.3%
Over 20 Years Experience	9.5%	12.3%	15.7%

More than half, 53%, of the teaching staff at Rancier Middle School has 5 or less years' experience in the teaching profession. Many teachers are alternatively certified. New teachers are paired with a mentor teacher and new to KISD. teachers are paired with a buddy. Killeen ISD offers professional development that focuses on new hires.

Student Attendance and Annual Dropout Rate (2018-2019 TAPR)

	Attendance Campus	Attendance District	Attendance State	Dropout Rate (Gr 7-8) Campus	Dropout Rate (Gr 7-8) District	Dropout Rate (Gr 7-8) State
2017-2018	94%	94.3%	95.4%	1%	.5%	.4%
2016-2017	94.7%	95%	95.7%	1.3%	0.6%	0.3%
2015-2016	95.3%	95.1%	95.8%	0.5%	0.3%	0.4%

Students are attending school at approximately the district and state historic averages. However, the dropout rate for grades 7 and 8 are higher than District and State averages. The dropout rate more than doubled from the 2015-2016 to 2016-2017 school years, increasing from 0.5% to 1.3%.

Student Discipline (SRSS Report)

	Total Incidents
2019-2020	981
2018-2019	1810 (1333)
2017-2018	1422

Rancier Middle School was closed for the remainder of the school year after Spring Break due to COVID-19; 981 student discipline referrals were processed from the start of the school year until March 6. During that same time period the previous year, 1333 discipline referrals were processed. During the 2019-2020 school year, 49% (124) of 6 grade students received at least one referral. Thirty-five percent of 7 grade students and 39% of eighth grade students received a discipline referral.

Demographics Strengths

Rancier Middle School is part of a fast growth school district.

The staff serves a highly diverse student population.

26% of the teacher staff have 11 or more years of teaching experience.

Students are attending school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gifted and Talented students make up 2.1% of the student population which is lower than the District's 3.2%. **Root Cause:** The campus does not actively identify students for the Gifted and Talented program.

Problem Statement 2: The campus was not fully staffed the previous two years. **Root Cause:** Campus does not promote itself.

Problem Statement 3: Forty-nine percent of grade 6 students received a discipline office referral. **Root Cause:** Campus wide discipline program and expectations are not consistent.

Student Learning

Student Learning Summary

State Assessment Data

Grade 6

Grade 6 STAAR Reading							Grade 6 STAAR Math						
	Group	Admin	Did Not Meet	Approaches	Meets	Masters		Group	Admin	Did Not Meet	Approaches	Meets	Masters
State	State	2018	34	66	36	18	State	State	2018	24	76	43	17
	State	2019	34	66	35	17		State	2019	21	79	45	20
	ESL	2018	60	40	12	4		ESL	2018	39	61	23	6
	ESL	2019	59	41	13	4		ESL	2019	33	67	26	8
	Special Education	2018	77	23	7	3		Special Education	2018	57	43	12	3
	Special Education	2019	77	23	7	3		Special Education	2019	57	43	12	4
	Gifted/Talented	2018	3	97	82	57		Gifted/Talented	2018	2	98	87	59
	Gifted/Talented	2019	3	97	81	54		Gifted/Talented	2019	1	99	89	63
	At-Risk	2018	56	44	14	4		At-Risk	2018	39	61	21	5
	At-Risk	2019	56	44	13	4		At-Risk	2019	34	66	23	6
District	KILLEEN ISD	2018	40	60	29	12	District	KILLEEN ISD	2018	24	76	40	15
	KILLEEN ISD	2019	38	62	28	11		KILLEEN ISD	2019	19	81	45	19
	ESL	2018	59	41	15	6		ESL	2018	32	68	27	8
	ESL	2019	58	42	10	2		ESL	2019	31	69	31	9
	Special Education	2018	83	17	5	1		Special Education	2018	54	46	10	2
	Special Education	2019	77	23	5	2		Special Education	2019	52	48	13	3
	Gifted/Talented	2018	2	98	86	53		Gifted/Talented	2018	0	100	96	79
	Gifted/Talented	2019	1	99	85	48		Gifted/Talented	2019	0	100	93	76
	At-Risk	2018	60	40	11	4		At-Risk	2018	35	65	21	4
	At-Risk	2019	57	43	9	2		At-Risk	2019	30	70	26	6

Grade 6 STAAR Reading							Grade 6 STAAR Math						
Rancier	RANCIER M.S.	2018	49	51	20	9	Rancier	RANCIER M.S.	2018	27	73	32	9
	RANCIER M.S.	2019	48	52	21	6		RANCIER M.S.	2019	23	77	37	10
	ESL	2018	58	42	17	0		ESL	2018	29	71	33	0
	ESL	2019	55	45	14	9		ESL	2019	23	77	27	5
	Special Education	2018	91	9	0	0		Special Education	2018	44	56	15	0
	Special Education	2019	81	19	5	0		Special Education	2019	55	45	17	2
	Gifted/Talented	2018	-	-	-	-		Gifted/Talented	2018	-	-	-	-
	Gifted/Talented	2019	0	100	100	60		Gifted/Talented	2019	0	100	100	80
	At-Risk	2018	67	33	7	2		At-Risk	2018	37	63	17	0
At-Risk	2019	63	37	8	3	At-Risk	2019	29	71	23	1		

Grade 6 STAAR Reading scores have increased from the previous year, but students continue to score below State and District scores. Special Education students made the largest gains from the previous school year.

Grade 6 STAAR Math scores increased from the previous year, but students continue to score below State and District scores. There was an increase of number of students earning Masters in all sub groups.

Grade 7

Grade 7 STAAR Reading							Grade 7 STAAR Math						
	Group	Admin	Did Not Meet	Approaches	Meets	Masters		Group	Admin	Did Not Meet	Approaches	Meets	Masters
State	State	2018	28	72	45	27	State	State	2018	29	71	38	17
	State	2019	26	74	47	28		State	2019	27	73	41	16
	ESL	2018	59	41	14	5		ESL	2018	48	52	17	5
	ESL	2019	52	48	18	7		ESL	2019	44	56	21	5
	Special Education	2018	74	26	9	4		Special Education	2018	66	34	9	3
	Special Education	2019	71	29	10	4		Special Education	2019	66	34	10	2
	Gifted/Talented	2018	2	98	88	71		Gifted/Talented	2018	2	98	85	61
	Gifted/Talented	2019	2	98	90	73		Gifted/Talented	2019	2	98	88	59
	At-Risk	2018	48	52	20	8		At-Risk	2018	45	55	18	5
	At-Risk	2019	45	55	22	8		At-Risk	2019	42	58	20	4

Grade 7 STAAR Reading							Grade 7 STAAR Math						
District	KILLEEN ISD	2018	33	67	38	21	District	KILLEEN ISD	2018	30	70	39	19
	KILLEEN ISD	2019	32	68	37	20		KILLEEN ISD	2019	29	71	40	17
	ESL	2018	53	47	18	6		ESL	2018	44	56	25	9
	ESL	2019	51	49	21	11		ESL	2019	43	57	21	7
	Special Education	2018	73	27	7	4		Special Education	2018	62	38	10	2
	Special Education	2019	73	27	8	3		Special Education	2019	62	38	9	2
	Gifted/Talented	2018	1	99	92	73		Gifted/Talented	2018	0	100	96	81
	Gifted/Talented	2019	0	100	91	73		Gifted/Talented	2019	0	100	99	80
	At-Risk	2018	48	52	19	7		At-Risk	2018	43	57	21	5
	At-Risk	2019	47	53	18	7		At-Risk	2019	41	59	21	5
Rancier	RANCIER M.S.	2018	43	57	27	13	Rancier	RANCIER M.S.	2018	37	63	32	12
	RANCIER M.S.	2019	41	59	30	16		RANCIER M.S.	2019	33	67	35	13
	ESL	2018	68	32	9	5		ESL	2018	64	36	14	5
	ESL	2019	50	50	12	8		ESL	2019	46	54	31	4
	Special Education	2018	70	30	7	7		Special Education	2018	63	37	19	0
	Special Education	2019	79	21	0	0		Special Education	2019	64	36	11	2
	Gifted/Talented	2018	0	100	100	100		Gifted/Talented	2018	0	100	100	80
	Gifted/Talented	2019	0	100	100	57		Gifted/Talented	2019	0	100	100	57
	At-Risk	2018	56	44	13	6		At-Risk	2018	46	54	18	2
	At-Risk	2019	53	47	13	5		At-Risk	2019	42	58	20	3

Grade 7 STAAR Reading scores have increased from the previous year, but students continue to score below State and District scores. Special Education student scores decreased from the previous year. ESL student scores increased at all levels.

Grade 7 STAAR Math scores increased from the previous year, but students continue to score below State and District scores. At-Risk student scores increased at all levels. ESL student scores increased at the Approaches and Meets levels.

Grade 7 STAAR Writing						
Group	Admin	Did Not Meet	Approaches	Meets	Masters	

Grade 7 STAAR Writing						
State	State	2018	33	67	41	14
	State	2019	31	69	40	17
	ESL	2018	68	32	10	1
	ESL	2019	58	42	14	3
	Special Education	2018	82	18	6	1
	Special Education	2019	79	21	6	2
	Gifted/Talented	2018	3	97	86	47
	Gifted/Talented	2019	2	98	85	54
	At-Risk	2018	55	45	16	2
At-Risk	2019	53	47	16	3	
District	KILLEEN ISD	2018	38	62	32	7
	KILLEEN ISD	2019	39	61	29	9
	ESL	2018	61	39	15	1
	ESL	2019	56	44	14	2
	Special Education	2018	84	16	4	0
	Special Education	2019	81	19	5	1
	Gifted/Talented	2018	2	98	90	40
	Gifted/Talented	2019	0	100	88	53
	At-Risk	2018	56	44	14	1
At-Risk	2019	57	43	11	1	
Rancier	RANCIER M.S.	2018	46	54	25	4
	RANCIER M.S.	2019	45	55	26	6
	ESL	2018	73	27	9	0
	ESL	2019	50	50	8	0
	Special Education	2018	89	11	4	0
	Special Education	2019	81	19	2	0
	Gifted/Talented	2018	0	100	100	60
	Gifted/Talented	2019	0	100	86	43
	At-Risk	2018	60	40	10	1
At-Risk	2019	59	41	12	2	

Grade 7 STAAR Writing scores increased from the previous year, but students continue to score below State and District scores. 74% of students earned a writing score of 3, 4, or 5. At-Risk

student scores increased at all levels. Gifted and Talented student scores decreased at the Meets and Masters levels.

Grade 8

Grade 8 STAAR Reading							Grade 8 STAAR Math						
	Group	Admin	Did Not Meet	Approaches	Meets	Masters		Group	Admin	Did Not Meet	Approaches	Meets	Masters
State	State	2018	24	76	46	25	State	State	2018	22	78	49	15
	State	2019	23	77	53	27		State	2019	19	81	55	16
	ESL	2018	58	42	11	3		ESL	2018	38	62	28	5
	ESL	2019	53	47	17	4		ESL	2019	33	67	34	5
	Special Education	2018	71	29	9	3		Special Education	2018	63	37	13	2
	Special Education	2019	70	30	11	4		Special Education	2019	57	43	17	3
	Gifted/Talented	2018	1	99	90	69		Gifted/Talented	2018	2	98	89	51
	Gifted/Talented	2019	1	99	93	71		Gifted/Talented	2019	1	99	91	56
	At-Risk	2018	41	59	21	7		At-Risk	2018	33	67	30	5
	At-Risk	2019	40	60	26	7		At-Risk	2019	29	71	36	5
District	KILLEEN ISD	2018	26	74	39	19	District	KILLEEN ISD	2018	24	76	45	10
	KILLEEN ISD	2019	25	75	49	23		KILLEEN ISD	2019	20	80	52	12
	ESL	2018	50	50	16	4		ESL	2018	34	66	30	4
	ESL	2019	51	49	20	4		ESL	2019	32	68	35	9
	Special Education	2018	71	29	6	2		Special Education	2018	63	37	12	1
	Special Education	2019	68	32	14	3		Special Education	2019	54	46	21	4
	Gifted/Talented	2018	0	100	89	66		Gifted/Talented	2018	0	100	94	66
	Gifted/Talented	2019	0	100	96	80		Gifted/Talented	2019	0	100	91	61
	At-Risk	2018	39	61	19	6		At-Risk	2018	31	69	34	5
	At-Risk	2019	39	61	28	7		At-Risk	2019	26	74	40	5

Grade 8 STAAR Reading							Grade 8 STAAR Math						
Rancier	RANCIER M.S.	2018	37	63	24	13	Rancier	RANCIER M.S.	2018	25	75	41	4
	RANCIER M.S.	2019	38	62	37	19		RANCIER M.S.	2019	25	75	42	7
	ESL	2018	53	47	0	0		ESL	2018	18	82	29	0
	ESL	2019	64	36	0	0		ESL	2019	45	55	14	0
	Special Education	2018	79	21	3	3		Special Education	2018	61	39	12	0
	Special Education	2019	70	30	11	11		Special Education	2019	52	48	26	7
	Gifted/Talented	2018	-	-	-	-		Gifted/Talented	2018	-	-	-	-
	Gifted/Talented	2019	0	100	100	67		Gifted/Talented	2019	-	-	-	-
	At-Risk	2018	44	56	14	4		At-Risk	2018	27	73	36	3
	At-Risk	2019	50	50	20	8		At-Risk	2019	28	72	33	3

Grade 8 STAAR Reading scores increased at the Meets and Masters levels, but students continue to score below State and District scores. Special Education student scores increased at all levels.

Grade 8 STAAR Math scores increased at the Meets and Masters levels, but students continue to score below State and District scores. Special Education student scores increased at all levels.

Grade 8 STAAR Science							Grade 8 STAAR Social Studies						
	Group	Admin	Did Not Meet	Approaches	Meets	Masters		Group	Admin	Did Not Meet	Approaches	Meets	Masters
State	State	2018	26	74	50	27	State	State	2018	36	64	34	20
	State	2019	21	79	49	24		State	2019	33	67	35	20
	ESL	2018	55	45	18	5		ESL	2018	68	32	10	4
	ESL	2019	45	55	19	5		ESL	2019	62	38	11	4
	Special Education	2018	70	30	12	4		Special Education	2018	76	24	8	4
	Special Education	2019	62	38	12	4		Special Education	2019	73	27	9	4
	Gifted/Talented	2018	1	99	92	72		Gifted/Talented	2018	5	95	77	58
	Gifted/Talented	2019	1	99	90	67		Gifted/Talented	2019	4	96	77	58
	At-Risk	2018	43	57	25	8		At-Risk	2018	57	43	14	6
	At-Risk	2019	36	64	24	7		At-Risk	2019	54	46	14	5

Grade 8 STAAR Science							Grade 8 STAAR Social Studies						
District	KILLEEN ISD	2018	32	68	40	18	District	KILLEEN ISD	2018	49	51	20	10
	KILLEEN ISD	2019	26	74	39	17		KILLEEN ISD	2019	41	59	25	12
	ESL	2018	57	43	12	3		ESL	2018	78	22	3	1
	ESL	2019	51	49	13	4		ESL	2019	71	29	6	2
	Special Education	2018	75	25	8	2		Special Education	2018	85	15	4	1
	Special Education	2019	63	37	11	2		Special Education	2019	77	23	5	3
	Gifted/Talented	2018	0	100	94	76		Gifted/Talented	2018	6	94	68	43
	Gifted/Talented	2019	1	99	92	72		Gifted/Talented	2019	4	96	85	57
	At-Risk	2018	47	53	20	5		At-Risk	2018	67	33	7	2
At-Risk	2019	39	61	18	4	At-Risk	2019	59	41	9	3		
Rancier	RANCIER M.S.	2018	50	50	20	6	Rancier	RANCIER M.S.	2018	76	24	7	2
	RANCIER M.S.	2019	42	58	24	6		RANCIER M.S.	2019	61	39	14	8
	ESL	2018	63	38	6	0		ESL	2018	69	31	0	0
	ESL	2019	73	27	0	0		ESL	2019	90	10	0	0
	Special Education	2018	77	23	10	0		Special Education	2018	93	7	3	0
	Special Education	2019	76	24	10	3		Special Education	2019	81	19	8	8
	Gifted/Talented	2018	-	-	-	-		Gifted/Talented	2018	-	-	-	-
	Gifted/Talented	2019	0	100	83	83		Gifted/Talented	2019	17	83	83	67
	At-Risk	2018	59	41	12	1		At-Risk	2018	86	14	2	0
At-Risk	2019	53	47	11	1	At-Risk	2019	72	28	5	1		

Grade 8 STAAR Science scores increased at the Approaches and Meets levels, but students continue to score below State and District scores. Special Education student scores increased at all levels. ESL and At-Risk student scores decreased.

Grade 8 STAAR Social Studies scores increased, but students continue to score below State and District scores. Special Education and At-Risk student scores increased at all levels. ESL student scores decreased.

Algebra EOC						
Group	Admin	Did Not Meet	Approaches	Meets	Masters	

Algebra EOC						
State	State	2018	17	83	56	34
	State	2019	16	84	62	39
	ESL	2018	33	67	32	14
	ESL	2019	27	73	43	21
	Special Education	2018	55	45	14	5
	Special Education	2019	51	49	21	8
	Gifted/Talented	2018	1	99	94	80
	Gifted/Talented	2019	1	99	94	82
	At-Risk	2018	27	73	36	15
At-Risk	2019	27	73	43	20	
District	KILLEEN ISD	2018	26	74	43	25
	KILLEEN ISD	2019	31	69	43	26
	ESL	2018	43	57	21	9
	ESL	2019	44	56	21	9
	Special Education	2018	66	34	7	3
	Special Education	2019	67	33	10	3
	Gifted/Talented	2018	0	100	95	87
	Gifted/Talented	2019	0	100	97	87
	At-Risk	2018	36	64	26	9
At-Risk	2019	42	58	24	10	
Rancier	RANCIER M.S.	2018	0	100	100	86
	RANCIER M.S.	2019	0	100	86	76
	At-Risk	2018	0	100	100	67
	At-Risk	2019	0	100	83	67

Algebra 1 EOC scores decreased at the Meets and Masters levels. Student scores are above State and District scores.

Lead4ward Leadership Report Card: STAAR & Rancier Middle School Common Unit Assessment

6 Grade Math TEKS Cluster Analysis

TEK	STAAR 2015-2019	STAAR 2019	RMS CUA
6.2 Representation and Comparison of Rational Numbers	54	54	62

6 Grade Reading TEKS Cluster Analysis

TEK	STAAR 2015-2019	STAAR 2019	RMS CUA
6.2 Vocabulary	66	68	NT

6 Grade Math TEKS Cluster Analysis

6.3	All Operations with Rational Numbers	53	55	62
6.4, 6.5	Proportional Reasoning	47	42	45
6.7, 6.9, 6.10	Expressions, Equations, and Inequalities	49	53	58
6.6, 6.11	Algebraic Representations	57	62	57
6.8	Geometry and Measurement	43	48	37
6.12, 6.13	Data Analysis	49	52	NT
6.14	Personal Financial Literacy	51	62	NT

7 Grade Math TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
7.2, 7.3	Rational Number Representations and Operations	55	56	43
7.4, 7.7	Proportional Reasoning	58	53	40
7.6	Probability	52	52	52
7.10, 7.11	Equations and Inequalities	44	44	53
7.5, 7.8, 7.9	Geometry and Measurement	49	52	44
7.12	Data Analysis	52	53	63
7.13	Personal Financial Literacy	43	52	NT

8 Grade Math TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
8.2	Real Number Relationships	61	68	52
8.4, 8.5	Proportional and Non-Proportional Reasoning	57	59	58
8.8, 8.9	Equations and Inequalities	61	61	46
8.10	Geometry and Measurement - 2D	52	54	49
8.7	Geometry and Measurement - Pythagorean Theorem	50	55	56
8.6, 8.7	Geometry and Measurement - 3D	57	55	47
8.5, 8.11	Data Analysis	62	59	63
8.12	Personal Financial Literacy	44	38	NT

6 Grade Reading TEKS Cluster Analysis

6.2, 6.3, 6.5	Reading Process	64	52	49
6.5	Comprehension	60	57	60
6.7, 6.8, 6.9	Thinking about Meaning	58	51	56
6.9	Thinking about the Writing	52	57	52
6.6	Response Skills	60	56	54

7 Grade Reading TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
7.2	Vocabulary	70	77	NT
7.2, 7.3, 7.5	Reading Process	63	63	36
7.5	Comprehension	57	NT	66
7.7, 7.8, 7.9	Thinking about Meaning	59	56	53
7.9	Thinking about the Writing	65	59	51
7.6	Response Skills	58	57	55

8 Grade Reading TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
8.2	Vocabulary	65	75	NT
8.2, 8.3, 8.5	Reading Process	66	66	63
8.5	Comprehension	61	61	52
8.7, 8.8, 8.9	Thinking about Meaning	62	62	51
8.9	Thinking about the Writing	64	65	51
8.6	Response Skills	62	62	55

6 Grade Math TEKS Cluster Analysis

Algebra 1 TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
A.2, A.3	Linear Functions	78	77	63
A.2, A.3, A.5	Systems of Equations and Inequalities	77	88	72
A.10, A.11	Simplying Expressions	78	80	71
A.6, A.7, A.8	Quadratic Functions	80	80	78
A.9	Exponential Functions	74	87	82

8 Grade Science TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
8.5	Properties of Atoms	52	58	NT
8.5	Chemical Formulas, Equations, and Reactions	65	61	NT
8.6	Force, Motion, & Energy	55	46	56
8.7	Sun, Earth, and Moon	51	43	52
8.8	Characteristics of the Universe	65	64	64
8.9	Impact of Natural Events	53	60	55
8.1	Climatic Interactions	50	19	52
8.11	Interdependence of Living Systems	60	61	57

6 Grade Reading TEKS Cluster Analysis

7 Grade Writing TEKS Cluster Analysis

	STAAR 2015-2019	STAAR 2019	RMS CUA
Composition	21	31	55
Revision	63	59	47
Editing	63	59	47

8 Grade Science TEKS Cluster Analysis

TEK		STAAR 2015-2019	STAAR 2019	RMS CUA
8.2	Exploration and Colonization	47	47	45
8.4	American Revolution	50	50	46
8.15	Constitution	45	46	55
8.5	Early Republic	48	44	50
8.5	Age of Jackson	45	41	50
8.6	Westward Expansion	47	48	54
8.13	Industrialization	44	41	49
8.24, 8.26	Reform and Culture	50	61	47
8.7, 8.8	Civil War	46	49	55
8.9	Reconstruction	50	48	50

Analyzing the data of historical student achievement on STAAR and Common Unit Assessments from the 2019-2020 school year. Areas of focus were determined by TEKS clusters that require additional time and focus on the curriculum and student performance.

Math: Decreasing student performance in more than one grade level in the areas of Proportional Reasoning and Geometry & Measurement.

Reading: Decreasing student performance in more than one grade level in the areas of Reading Process, Response Skills, and Thinking About Writing

Writing: Revising and Editing have low common unit assessment scores. Composition scores from common unit assessments are scored higher than state assessments.

COVID-19

As a result of COVID-19, Killeen ISD closed all campuses and district offices for the final nine-week grading period of the 2019-2020 school year. To support students while district buildings were closed, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. Approximately 90% of our students participated in distance learning. Student achievement using the online learning platform varied greatly.

Student Learning Strengths

Students identified as At-Risk, ESL, and Special Education indicated increased achievement.

Algebra 1 EOC scores are higher than State and District scores.

Grade 8 STAAR Science and Social Studies scores improved from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing Scores increased from 54% to 55% at Approaches and similar gains at Meets and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause:** The campus has not fully implemented a systematic approach to teaching revising and editing across all grade levels.

Problem Statement 2: Science scores increased at Approaches, 50% to 58%, and Meets, 20% to 24%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause:** Teachers struggle to develop differentiated lessons with clear learning targets and aligned tasks.

Problem Statement 3: Social Studies scores increased at Approaches, 24 to 39%, Meets, 7 to 14%, and Masters, 2% to 8%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause:** Teachers struggle to develop differentiated lessons with clear learning target and aligned tasks.

Problem Statement 4: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause:** The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.

Problem Statement 5: Grades 6, 7, and 8 Math scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause:** A review of individual teacher results revealed inconsistent performance across the math department.

Problem Statement 6: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels. **Root Cause:** Teachers possess limited proficiency of designing lessons for ELL students.

Problem Statement 7: All students have experienced gaps in learning due to COVID-19. **Root Cause:** The school was closed during the last 9-week grading period.

School Processes & Programs

School Processes & Programs Summary

Programs

Title 1 & Parents of Eco. Dis.

Rancier Middle School is a Title 1 campus. All students receive free breakfast and lunch. Several staff positions are funded through the Title 1 program to provide interventions and counseling. Student access to technology, Capturing Kids Hearts, and teacher professional development are also funded through Title 1. All activities provided through Title 1 focus on providing a high-quality education. A parent and family engagement policy outlines opportunities for parents to be involved at the school. A public hearing and meetings were also scheduled throughout the year to disseminate information and answer and parent/community concerns. Parents are encouraged to participate in their student's education. Killeen ISD offers additional support and learning opportunities for parents at the Jackson Professional Learning Center.

State Comp Ed

The purpose of the State Compensatory Education program is to supplement the regular education program with compensatory, intensive, and/or accelerated instruction. Funds during the 2019-2020 school year provided after school tutorials in the IXL Lab, online supports, professional development for teachers, summer reading program, and the continuation of the Capturing Kids Hearts program.

Gifted & Talented

Students in the Gifted and Talented program represent 2.1% of the student population. Gifted and Talented students are provided with the opportunity to participate in independent study and the Texas Performance Standards Project at the campus and district level. During the 2017-18 school year, zero students completed a project. During the 2018-19 school year, all gifted and talented students completed a project and a GT Project Night was hosted. Due to the school building closure during the COVID-19 pandemic, students were unable to complete the Texas Performance Standards Project.

English Language Learners

Rancier Middle School employs one ESL teacher. Students receive services in their core classes with a push in/out model of instruction for ESL learners.

At Risk

Rancier Middle School supports students who are At-Risk through the State Compensatory Education program in addition to programs such as Community in School and Gear Up.

Special Education

19.8% of students at Rancier Middle School are served by Special Education. A wide array of services and support are available for these students and families. Special education students may be enrolled in Skills, Resource or Inclusion classes. Students enrolled in inclusion receive instruction in a co-teaching classroom. Special Education students who are enrolled in regular education courses are supported by paraprofessionals.

Career Technology Education

Grade 8 Students are supported by the Counseling Department and Gear Up. Grade 8 students are required to take Technology Applications and Exploring Career courses. During their class, students develop a 4-year college education plan and engage in project-based learning activities. Seven and eighth grade students are given the opportunity to attend a field trip to the KISD Career and Technology Center.

Advancement Via Individual Determination (AVID)

The AVID program received a reboot during the 2019-2020 school year. A new teacher took over the program and has implemented the AVID program in three classes. The AVID program is designed to be a school-wide program with an AVID Elective course. The AVID Site Team meets monthly and will seek to implement WICOR and other student success programs school-wide during the 2020-2021 school year.

Technology

There are three computer labs on campus in addition to technology carts that include laptop computers or iPads. In previous school years, teachers preplan technology use and reserve the lab or cart. This school year, students are engaged in face-to-face and remote learning. Killeen Independent School District issues each teacher a laptop computer. Teachers have document cameras and projectors in their classrooms. Teachers incorporated programs such as IXL, Edgenuity, Flocabulary, and Schoology during the 2018-2019 school year. This year, teachers will also have access to programs such as Nearpod, Playposit, and Discovery Education to incorporate into their lessons; all students will have a technology device to use at home or in the classroom. Teachers are able to access student information, learning management system, and grade-book online on and off campus. Students and staff are able to collaborate and store information in the cloud. Students who do not have access to a computer at home can check out a laptop from the school library. Professional development throughout the year is provided by the district and our campus technologist. Staff and students complete a survey at the end of each year to identify technology strengths and areas of need. Student and staff skills are ranked beginning, emerging, proficient, advanced, or exemplary in four areas, classroom, access, skills, and environment.

Classroom: Emerging	Access: Exemplary	Skills: Advanced	Environment: Proficient
Teacher use of 4 Cs: Beginning	Teacher Access: Exemplary	Teacher foundational: Exemplary	The 3Ps: Proficient
Student use of 4 Cs: Emerging	Student Access: Advanced	Student foundational: Advanced	Support: Proficient
Teacher Digital Citizenship: Proficient	Teacher access at home: Exemplary	Teacher Online: Advanced	Professional Learning: Proficient
Student Digital Citizenship: Emerging	Student Access at home: Advanced	Students online: Proficient	Beliefs: Advanced

Classroom: Emerging	Access: Exemplary	Skills: Advanced	Environment: Proficient
Assessment: Emerging		Teachers Multimedia: Advanced	
Assistive Technology: Proficient		Students Multimedia: Advanced	

Response to Intervention

Tier one classroom interventions include differentiated Instruction, Small Group, Questioning Strategies, Tutorials, additional practice, and direct feedback. Tier 2 interventions include ACC Reading, Small Group instruction, iLit, and Imagine Learning. Tier 3 interventions include small group instruction, content area pullout, and targeted tutorials. Two interventionists are providing math and reading support to students.

Intervention and tutoring

Teachers provide before and after school tutorials. Students participate in Roo Round Up on Tuesdays and Thursdays, a period built into the daily schedule, to complete missing assignments or receive instruction in targeted areas. During the Spring Semester, students engaged in school-wide instructional activities in Math and ELA during Roo Round Up.

Staff recruitment and retention

Rancier Middle School employs 70 staff to meet the needs of students. However, during the 2018-2019 and 2019-2020 school year, the campus was not fully staffed. Teacher and aide positions were unfilled for extended periods of time. Many teachers teach two or more grade levels and/or courses.

Teachers are supported throughout the year by campus and district staff who provide professional development and instructional guidance. New teachers engage with the Curriculum Instructional Specialist monthly as well as participate in a district new teacher induction program. All teachers have professional development opportunities throughout the year. Some summer professional development was canceled due to COVID-19.

Administrators recognize teachers and staff throughout the year with KaRoo Brag cards, Brag Board posts, special treats, Teacher of the Year award, and KaRoo of the Year award.

There are a high number of staff absences each day. Providing coverage for staff who are unable to obtain a sub in conjunction to requirements for staff to attend ARDs and other meetings result in a strained instructional system. Inconsistent classroom environments are fostered by absent staff who are absent from campus for personal or sick leave and professional development.

PLC and Planning

The gradual release of responsibility model was implemented during the 2017-18 school year; the instructional model includes teacher modeling, guided instruction, productive group work, and independent learning. Throughout the instructional process, teachers check for student understanding. In addition, teachers preplan questions utilizing Blooms Taxonomy and Webb's Depth of Knowledge to increase rigor. Teachers have a daily conference period. Teachers meet biweekly in their professional learning communities and are encouraged to meet weekly to plan together.

Killeen ISD has a data management software program, Eduphoria. Teachers monitor student progress during their planning time and Professional Learning Community meetings by using data from common and formative assessments in Eduphoria. Grade level teams present student data using a data protocol in their PLC meetings. Teachers analyze data from previous STAAR assessments during summer professional development to identify TEKS that students have traditionally performed well or needs improvement. The use of the universal screener, MAP, was discontinued after the first grading period due to concerns around the loss of instructional time to administer the assessment.

Instructional Rounds & Coaching

Rancier Middle School is part of the District Network for Instructional Rounds, a process used to better understand teaching and learning. The school has adopted a problem of practice and momentum plan to focus on increasing rigor in the classroom. The problem of practice is "students struggle to achieve at high cognitive levels." The internal network team observed that 29% of targets are misaligned with the task. Campus and district administrators are using the gradual release of responsibility framework to coach the instructional framework. The campus implemented Sibme, a video coaching platform during the 2019-2020 school year to engage teachers in self-reflection after the coaching walk.

Counseling

The counseling department addresses personal/social, academic, and career development needs for students. Rancier Middle School employees two counselors. The Counselors assist teachers with parent-team conferences, parent-teacher conferences, provide records, social and emotional development, and consult with teachers as needed. They assist students with academic, social and personal issues in individual and group counseling settings. Monthly lessons are taught in the classroom by one counselor.

Discipline

New staff members to the campus had the opportunity to attend training in Capturing Kid's Hearts. Several staff members were unable to attend the overnight training. A Capturing Kid's Hearts consultant provided training to the entire staff in January to help staff foster positive relationships and develop self-managing classrooms. The staff continued the use of the Hero system that was implemented January 2019 to track and manage student tardies. The student discipline framework includes Capturing Kid's Hearts, Minor Offense Report, and Office Referrals.

Chart below indicates student referrals from the start of the school year until March 6. March 6, 2020 was the last day students were on campus for instruction due to COVID-19. Student referrals overall, decreased from the previous year by 352. However, the areas of assault, computer violation, defiance, disruption, harassment, insubordination, and fighting remain areas for improvement.

SERIOUS OFFENSES	2019-2020	2018-2019
Other Serious	109	136
Assault	61	89
Bullying	1	5
Computer Violation	4	1

SERIOUS OFFENSES	2019-2020	2018-2019
Conduct Toward Others	9	15
Defiance	118	162
Disruption	236	275
Harassment	3	2
Insubordination	25	12
Lewd Conduct	1	6
Medication Violation	1	0
Persistent Misconduct	17	19
Persistent Minor	2	17
Profanity	29	58
Property Damage	6	6
School Bus Safety	0	2
School Bus Serious	7	8
Theft	5	6
Threat	8	22
Tobacco	1	8
Truancy	58	76
Violation of Probation	0	2
 MINOR OFFENSES		
Horseplay	8	15
Inappropriate Language	9	18
School Bus Rule	1	0
Dress Code	12	19

SERIOUS OFFENSES	2019-2020	2018-2019
Tardy	187	227
Telecomm	1	2
Persistent Minor		13
Other Minor	20	19
TEC VIOLATIONS		
Assault With Injury	1	0
Fighting	41	80
Felony	0	1
Controlled Substance	0	5
Public Lewdness	0	7
Total Referral	981	1333
Campus Hearings	17	33

Forty-three percent of all referrals are teacher initiated. Sixty-one percent are submitted by teachers with 0-5 years experience; 39% are submitted by teachers 6 or more years teaching experience.

Teacher Experience	Number of Referrals	Percentage by teacher-initiated referrals
Beginning	14	3%
1-5	238	58%
6-10	85	20%
11-20	77	18%
20+	4	1%

Students Activities and Events

During the school year, 8 grade students participated in Gear Up activities. All students had opportunities to participate in Community In School Activities, Boys and Girls Club, and teacher sponsored clubs such as Aviation, Dance, and Chess clubs. The school hosted several dances.

Parent Program & Volunteers

Rancier Middle School provides opportunities for parent involvement through volunteering. A new PTA was started during the 2018-2019 school year; however, the group was not active during the 2019-2020 school year. KISD offers parent classes at JPLC in the evenings. Throughout the year, 17 people volunteered 151 times. Volunteer work included student mentoring and office tasks.

School Processes & Programs Strengths

Professional Learning Communities were redesigned to focus on planning and student learning.

Teachers are provided time with colleagues and district staff to plan lessons.

Common formative and summative assessments are proctored to students.

The campus has technology readily available for staff and students.

There are multiple programs that serve students to prepare them for college and career: AVID, CIS, and Gear Up.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher and student computer access and skills are high (Exemplary and Advanced), classroom technology usage remains low (Emerging). **Root Cause:** Teachers have not received professional development in blended learning.

Problem Statement 2: 29% of learning targets are misaligned with student tasks. **Root Cause:** Teachers struggle to plan lessons using student performance data and district planning documents.

Problem Statement 3: High frequency offenses remain the same from the previous year. **Root Cause:** The Campus does not provide a tier 1 social emotional learning program.

Perceptions

Perceptions Summary

Progressive implementation of the Capturing Kid's Hearts (CKH) program developed by the Flippen Group began in January 2015. Teachers are encouraged to develop positive student/teacher, student/student, and teacher/teacher relationships to facilitate a healthy school climate. Many teachers were unable to attend Capturing Kid's Hearts training this past school year due to personal circumstances.

Opportunities exist for families and community involvement throughout the school year. Our campus participates in campaigns for United Way, the KISD Education Foundation, and other community efforts. Campus events are open to parents and community including Meet the Teacher Night, fine art performances, awards assemblies, Gear Up and Title 1 meetings. Parent and community members volunteer throughout the school year. In 2016, a boy's leadership group was created called Parts of Many. The group targets young men: leadership skills are fostered through mentoring partnerships with prominent community members. At the end of the 2017-18 school year, the RMS PTA reestablished. However, the newly formed PTA was not active during the 2019-2020 school year.

Volunteer Log Entries:

During the 2018-2019 school year, individuals volunteered 122 times. Seventeen individuals volunteered throughout the 2019-2020 school year 151 times prior to the school building closure in April.

Parent attendance at Title 1 Meetings:

During the 2018-2019 school year, 19 parents participated in the Title 1 meeting. The meetings were offered twice during the school year. During the 2019-2020 school year, a Title 1 meeting was held prior to Open House. There was a large turnout. Two meetings were held virtually; 4 parents attended.

Communication

The school communicates with stakeholders through social media, Connect Ed calls, handouts, and school marquee. 48 Connect Ed calls were made during the school year. During the Spring semester, a Facebook account was created.

Students have opportunities for involvement through clubs and extra-curricular groups. These opportunities include athletics, fine arts, chess, flight club, yearbook, academic UIL teams, dance team, cheer, boy's and girl's leadership groups, and Communities in Schools. Administrators conducted an informal poll of club sponsors for student participation and participation is low. For example, Cheer teams has 6 members, Dance team has 3 members, and Flight Club has 5 members. Many clubs had zero regular participating members by the Spring semester. Some planned events were canceled due to lack of interest and participation.

Perceptions Strengths

The Capturing Kid's Hearts program has improved campus culture by creating some campus norms.

There are opportunities for parents and students to be involved at the school during and after school hours.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A small percentage of parents engage in volunteer opportunities or Title 1 meetings. **Root Cause:** The campus does not have systems in place to engage families on a regular basis.

Priority Problem Statements

Problem Statement 1: Gifted and Talented students make up 2.1% of the student population which is lower than the District's 3.2%.

Root Cause 1: The campus does not actively identify students for the Gifted and Talented program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus was not fully staffed the previous two years.

Root Cause 2: Campus does not promote itself.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Forty-nine percent of grade 6 students received a discipline office referral.

Root Cause 3: Campus wide discipline program and expectations are not consistent.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Writing Scores increased from 54% to 55% at Approaches and similar gains at Meets and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages.

Root Cause 4: The campus has not fully implemented a systematic approach to teaching revising and editing across all grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Science scores increased at Approaches, 50% to 58%, and Meets, 20% to 24%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages.

Root Cause 5: Teachers struggle to develop differentiated lessons with clear learning targets and aligned tasks.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Social Studies scores increased at Approaches, 24 to 39%, Meets, 7 to 14%, and Masters, 2% to 8%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages.

Root Cause 6: Teachers struggle to develop differentiated lessons with clear learning target and aligned tasks.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages.

Root Cause 7: The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Grades 6, 7, and 8 Math scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages.

Root Cause 8: A review of individual teacher results revealed inconsistent performance across the math department.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels.

Root Cause 9: Teachers possess limited proficiency of designing lessons for ELL students.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 29% of learning targets are misaligned with student tasks.

Root Cause 10: Teachers struggle to plan lessons using student performance data and district planning documents.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: High frequency offenses remain the same from the previous year.

Root Cause 11: The Campus does not provide a tier 1 social emotional learning program.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: A small percentage of parents engage in volunteer opportunities or Title 1 meetings.

Root Cause 12: The campus does not have systems in place to engage families on a regular basis.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: All students have experienced gaps in learning due to COVID-19.

Root Cause 13: The school was closed during the last 9-week grading period.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Teacher and student computer access and skills are high (Exemplary and Advanced), classroom technology usage remains low (Emerging).

Root Cause 14: Teachers have not received professional development in blended learning.

Problem Statement 14 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- 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
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: August 17, 2020


Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2020-2021 school year, Gifted and Talented students will improve STAAR scores in the Meets and Masters categories to score at or above State and District averages in all tested areas.


Evaluation Data Source(s) 1: Map Data & STAAR Scores

Summative Evaluation 1:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Advertise and publicize the KISD GT screening window. Provide parents and staff with information about the characteristics of GT students to widen efforts to correctly identify students who should be served in GT.	2.4, 2.5	Academic Advisor	Increase number of student participating in the Gifted and Talented program.				
2) Gifted & Talented students will receive differentiated instruction, preparing them to participate in the Texas Performance Standards Project.	2.4, 2.5	Academic Advisor	Students participate in activities that challenge their thinking and foster academic growth.				
3) Gifted & Talented students will engage in hands-on enrichment activities through a makerspace .		Academic Advisor	Students participate in activities that challenge their thinking and foster academic growth.				
4) Gifted & Talented students will engage in field-based instruction.		Academic Advisor					




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By the end of the 2020-2021 school year, English Second Language students increase STAAR scores by 10% at the approaches category and 5% in the Meets and Masters categories in all tested areas.

Evaluation Data Source(s) 2: Map Data & STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ELL students will participate in Math and ELA after school tutorials.	2.4, 2.5, 2.6	Academic Advisor Curriculum Instructional Coach ESL Teacher	ELL students will increase proficiency in academic vocabulary and number sense.				
	Problem Statements: Student Learning 6, 7 Funding Sources: 165/ES0 - ELL - 3865.00						
2) ELL students will engage in differentiated instruction to build vocabulary and make real world connections.		ESL Teacher	Increased academic achievement.				
	Funding Sources: 263 - ESEA, Title III Part A - 2000.00, 165/ES0 - ELL - 7013.00						
							

Performance Objective 2 Problem Statements:


Student Learning
Problem Statement 6: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels. Root Cause 6: Teachers possess limited proficiency of designing lessons for ELL students.
Problem Statement 7: All students have experienced gaps in learning due to COVID-19. Root Cause 7: The school was closed during the last 9-week grading period.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: By the end of the 2019-2020 school year, At Risk students will increase their STAAR scores by 10% at the Approaches category and 5% at the Meets and Masters categories in Math, Reading and Writing. Grade 8 At-Risk students will increase Science and Social Studies scores by 10% in the approaches category and 5% in the Meets and Masters Categories.

Evaluation Data Source(s) 3: Common Unit Assessments
Map Universal Screener
STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will promote literacy through WICOR strategies and promotion of library events.	2.4, 2.6	Librarian Curriculum Instructional Specialist	Increased target- task alignment.				
2) Staff will plan differentiated lessons with real world connections.		Administration Curriculum Instructional Specialist	Increased academic achievement.				
3) Teachers will engage students in blended /station teaching instruction.		Administration Curriculum Instructional Specialist	Increased small group instruction to target student needs.				
							

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Writing Scores increased from 54% to 55% at Approaches and similar gains at Meets and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 1:** The campus has not fully implemented a systematic approach to teaching revising and editing across all grade levels.

Problem Statement 2: Science scores increased at Approaches, 50% to 58%, and Meets, 20% to 24%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 2:** Teachers struggle to develop differentiated lessons with clear learning targets and aligned tasks.

Problem Statement 3: Social Studies scores increased at Approaches, 24 to 39%, Meets, 7 to 14%, and Masters, 2% to 8%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 3:** Teachers struggle to develop differentiated lessons with clear learning target and aligned tasks.

Problem Statement 4: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 4:** The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.

Problem Statement 5: Grades 6, 7, and 8 Math scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 5:** A review of individual teacher results revealed inconsistent performance across the math department.

Problem Statement 6: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels. **Root Cause 6:** Teachers possess limited proficiency of designing lessons for ELL students.

Problem Statement 7: All students have experienced gaps in learning due to COVID-19. **Root Cause 7:** The school was closed during the last 9-week grading period.

School Processes & Programs

Problem Statement 2: 29% of learning targets are misaligned with student tasks. **Root Cause 2:** Teachers struggle to plan lessons using student performance data and district planning documents.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: By the end of the 2020-2021 school year, all students will participate in an intervention and/or enrichment activity during or after the school day.

Evaluation Data Source(s) 4: Data Sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Rancier Staff will participate in weekly PLC meetings to address the 4 questions of PLCS: What do we expect our students to learn?, How will we know they are learning?, How will we respond when they don't learn?, & How will we respond if they already know it?.	2.5, 2.6	Administration Curriculum Instructional Specialist Academic Advisor	Increased student achievement.				
	Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7						
2) Online resources will be used to reinforce or accelerate grade-level knowledge and skills in Math and Reading.	2.4, 2.5	Administration Curriculum Instructional Specialist Academic Advisor	Increased student achievement.				
	Problem Statements: Student Learning 4, 5, 7 Funding Sources: 166 - State Comp Ed - 9260.00						
3) Celebrate and recognize student academic improvement.	2.4	Academic Advisor	Growth indication on IXL/MyPath diagnostic report.				
	Problem Statements: Student Learning 4, 5, 6, 7						
4) Identified At-Risk students will engage in targeted after school tutorials.	2.4, 2.5, 2.6	Administration Curriculum Instructional Specialist Academic Advisor	Increased student achievement indicated by passing averages each grading period.				
	Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 Funding Sources: 166 - State Comp Ed - 10023.64, 211 - ESEA, Title I Part A - 8141.60						
5) Implement Zeros Aren't Permitted program to encourage students to turn in quality work.	2.4, 2.5	Administration, Academic Advisor.	Decrease failure rate.				
	Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) One Aide allocation will be used to provide target interventions in the core content areas.	2.4, 2.5, 2.6	Administration	Small group interventions will increase student achievement in the core subjects.				
	Problem Statements: Student Learning 7 Funding Sources: 166 - State Comp Ed - 23573.50						
7) Two Interventionist will provide math and reading interventions to identified students.	2.4, 2.5, 2.6	Curriculum Instructional Specialist Counselors Academic Advisor	Increase on the Student Growth domain on STAAR.				
	Problem Statements: Student Learning 1, 4, 5, 7 Funding Sources: 211 - ESEA, Title I Part A - 145213.40						

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Writing Scores increased from 54% to 55% at Approaches and similar gains at Meets and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. Root Cause 1: The campus has not fully implemented a systematic approach to teaching revising and editing across all grade levels.
Problem Statement 2: Science scores increased at Approaches, 50% to 58%, and Meets, 20% to 24%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. Root Cause 2: Teachers struggle to develop differentiated lessons with clear learning targets and aligned tasks.
Problem Statement 3: Social Studies scores increased at Approaches, 24 to 39%, Meets, 7 to 14%, and Masters, 2% to 8%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. Root Cause 3: Teachers struggle to develop differentiated lessons with clear learning target and aligned tasks.
Problem Statement 4: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. Root Cause 4: The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.
Problem Statement 5: Grades 6, 7, and 8 Math scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. Root Cause 5: A review of individual teacher results revealed inconsistent performance across the math department.
Problem Statement 6: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels. Root Cause 6: Teachers possess limited proficiency of designing lessons for ELL students.
Problem Statement 7: All students have experienced gaps in learning due to COVID-19. Root Cause 7: The school was closed during the last 9-week grading period.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: 100% of staff will engage in personalized professional development during the 2020-2021 school year.

Evaluation Data Source(s) 1: Sign In Sheets
Eduphoria Workshop Credit

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop instructional coaching model to provide individualized professional development to increase teacher instructional effectiveness in the core subjects: PLC, Target-Task Alignment, Differentiation, Gradual Release of Responsibility, Effective Feedback, Improving Classroom Discussions, Total Participation Techniques, and Classroom Management.	2.4, 2.5, 2.6	Administration Curriculum Instructional Specialist Team Leads	Increased student achievement Increased effectiveness of instruction Increased effectiveness of PLC teams				
	Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 Funding Sources: 166 - State Comp Ed - 3300.00, 211 - ESEA, Title I Part A - 8700.00, 263 - ESEA, Title III Part A - 1600.00						
2) Provide Lead Teacher professional development through book study and leadership opportunities.	2.5	Administration	Lead teachers will lead PLC and professional development on campus.				
	Problem Statements: Demographics 2 - School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - 250.00						
3) Staff will be recognized through KaRoo Brags, Teacher of the month spotlight, and the Maroon Heart Award.		Administration	95% staff retention.				
	Problem Statements: Demographics 2						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The campus was not fully staffed the previous two years. Root Cause 2: Campus does not promote itself.

Student Learning

Problem Statement 1: Writing Scores increased from 54% to 55% at Approaches and similar gains at Meets and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 1:** The campus has not fully implemented a systematic approach to teaching revising and editing across all grade levels.

Problem Statement 2: Science scores increased at Approaches, 50% to 58%, and Meets, 20% to 24%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 2:** Teachers struggle to develop differentiated lessons with clear learning targets and aligned tasks.

Problem Statement 3: Social Studies scores increased at Approaches, 24 to 39%, Meets, 7 to 14%, and Masters, 2% to 8%. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 3:** Teachers struggle to develop differentiated lessons with clear learning target and aligned tasks.

Problem Statement 4: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 4:** The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.

Problem Statement 5: Grades 6, 7, and 8 Math scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 5:** A review of individual teacher results revealed inconsistent performance across the math department.

Problem Statement 6: Except for 6th grade math, the percentage of ELL students scoring at Approaches Grade Level and above is below the All Student group percentage in all subjects and at all grade levels. **Root Cause 6:** Teachers possess limited proficiency of designing lessons for ELL students.

Problem Statement 7: All students have experienced gaps in learning due to COVID-19. **Root Cause 7:** The school was closed during the last 9-week grading period.

School Processes & Programs


Problem Statement 2: 29% of learning targets are misaligned with student tasks. **Root Cause 2:** Teachers struggle to plan lessons using student performance data and district planning documents.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: By the end of 2019-2020, 25% of student parents will attend at least one campus function during the school year.

Evaluation Data Source(s) 1: Sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use communication tools such as social media and electronic newsletter to engage with stakeholders to determine community values, encourage attendance at school events, and increase positive media coverage.	3.1, 3.2	Administration	Increased parent awareness of resources and school events.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 149.00						
2) Rancier Middle School departments will co host family events throughout the year such as Family Night and STEAM Night.	2.5, 3.1, 3.2	Administration	Increased parental involvement.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2700.00						
3) Host ELL parent nights to increase involvement in the classroom and to provide parents with strategies they can use to help their children academically at home.	2.4, 2.6, 3.1, 3.2	Curriculum Instructional Specialist	Increased parental involvement.				
	Problem Statements: Student Learning 4 Funding Sources: 263 - ESEA, Title III Part A - 100.00						
4) Administration will engage with stakeholders through virtual and face-to-face desert/coffee talks throughout the year to foster school-community communication.	3.1, 3.2	Administration	Increased parent volunteer and event attendance.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 150.00						
5) Rancier Middle School will partner with local organizations and families to create lunch mentor groups.	2.5	Counselors	Decrease student discipline referrals.				
	Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 540.00						
							

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: Grades 6, 7, and 8 Reading scores increased at the Approaches, Meets, and Masters. The percentage of students meeting the standard at Approaches Grade Level and above is below the district and state averages. **Root Cause 4:** The campus has not fully implemented a systematic approach to teaching close reading and academic vocabulary across all grade levels.

Perceptions

Problem Statement 1: A small percentage of parents engage in volunteer opportunities or Title 1 meetings. **Root Cause 1:** The campus does not have systems in place to engage families on a regular basis.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: By the end of the 2020-2021 school year, student discipline referrals will decrease by 10%.

Evaluation Data Source(s) 1: eSchool Plus Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A counselor allocation will be used to provide targeted interventions in the areas of academics, discipline, and attendance to At-Risk students.	2.5, 2.6	Administration	Improved grades Reduced discipline referrals Increased academic achievement				
	Funding Sources: 211 - ESEA, Title I Part A - 84000.00						
2) Develop and implement a Behavior RTI to support social emotional learning for At-Risk students.	2.5	Administration Counselors	Positive campus culture. Reduced discipline referrals. Increased Student Achievement.				
	Problem Statements: Demographics 3 - School Processes & Programs 3 Funding Sources: 211 - ESEA, Title I Part A - 20900.00						
3) Staff members of at-risk students will utilize strategies from Safe & Civil Schools to foster a positive school climate.	2.4, 2.5, 2.6	Administration Curriculum Instructional Specialist Counselors	Reduction in discipline referrals. Campus-wide consistency of student behavior expectations.				
	Problem Statements: Demographics 3 - School Processes & Programs 3 Funding Sources: 211 - ESEA, Title I Part A - 5000.00						
4) Staff will engage students in building a positive school community through clubs that focus on service such as Student Council, National Jr. Honor Society, Fellowship of Christian Athletes, Chess, Aviation, Anime, & Robotics.	2.6	Academic Advisor	Students will participate in after school extracurricular activities.				
	Problem Statements: Perceptions 1						
5) Staff will recognize students who exhibit positive character through No Referral Squad, Student of the Month, and RooBrag post cards.	2.6	Administration	Decreased student referrals.				
	Problem Statements: Demographics 3 - School Processes & Programs 3						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Forty-nine percent of grade 6 students received a discipline office referral. Root Cause 3: Campus wide discipline program and expectations are not consistent.
School Processes & Programs
Problem Statement 3: High frequency offenses remain the same from the previous year. Root Cause 3: The Campus does not provide a tier 1 social emotional learning program.
Perceptions
Problem Statement 1: A small percentage of parents engage in volunteer opportunities or Title 1 meetings. Root Cause 1: The campus does not have systems in place to engage families on a regular basis.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: FitnessGram will be administered to 6 and 7 grade students.

Evaluation Data Source(s) 2: Students will be successful on their FitnessGram and overall wellness will increase.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will be assessed for wellness under the state FitnessGram program.	2.5	P.E. Teachers Curriculum Instructional Specialist	Students will learn the importance of staying healthy and being physically fit.				


Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: By the end of the 2020-21 school year, Rancier Middle School will provide effective management of available resources (People, Money, Instructional Supplies) to impact instruction.


Evaluation Data Source(s) 1: Sign In Sheet
Financial Audit Results
Library Check Out

Summative Evaluation 1:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) SBDM will review campus progress and needs throughout the year, adjusting the Campus Improvement Plan as needed.	2.4	Administration	Campus goals and CIP are aligned to support the instructional process.				
2) All staff members who deposit activity money and/or order materials will attend activity fund training.	2.4	Administration	District financial policies are followed. No audit findings.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Rancier Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tollette, Domeka	Aide PCN 22142	Intervention	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Rancier Middle School Site-Based Decision-Making Committee collects data from a wide variety of sources to complete our comprehensive needs assessment plan. To accomplish this task, we analyzed universal screening results and STAAR scores. Furthermore, the committee examines attendance rates, grade-level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. BrightBytes data helps us ascertain how technology is utilized on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is created by department focus groups and then reviewed by the SBDM committee. The committee is comprised of the principal, assistant principal, professional staff members, teachers, parent and a community member. All members that are a part of the committee were chosen according to the guidelines set out by Texas Education Code 11.252. Majority of the committee members are teachers, elected by the campus staff. Our parent representative is not an employee of our school district, resides within the school district boundaries, and is over the age of 18.

2.2: Regular monitoring and revision

Rancier Middle School SBDM members complete a formative review of CIP strategies in November, January, and March each year. Amendments to strategies are made when they are needed. SBDM members examine strategies in terms of progress of implementation, the impact the strategy has on student achievement, and the needs of the campus. Goals are adjusted, redirected, or terminated so that the needs of students and teachers are fulfilled.

2.3: Available to parents and community in an understandable format and language

Rancier Middle School's Campus Improvement Plan is posted on the school's website. A hard copy is provided if requested. A translated document will be made available upon request.

2.4: Opportunities for all children to meet State standards

Interventions are available for all students. A holistic approach was taken to foster student social, emotion, and academic growth. Title funds are utilized to employ additional staff members as well as online and in person intervention and enrichment opportunities.

2.5: Increased learning time and well-rounded education

Students identified through the data protocol have resources allocated to them for accelerated instruction. After school tutorials are all available for students. Social emotional learning opportunities are also provided for students.

2.6: Address needs of all students, particularly at-risk

Needs of at-risk students are provided through staff, online resources, tutoring, and parent involvement activities. A partnership with Community in Schools also addresses the needs of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Annual Meeting: A public hearing held at the beginning of the school year. Parents and family members will receive information about Title 1 guidelines, the Campus Improvement Plan, and the Parent and Family Engagement Policy, and Rancier Home-School Compact

Site-Based Decision-Making Committee (SBDM): Rancier's SBDM hosts monthly meetings throughout the school year. The committee members include the principal, administrative staff, elected members, parent representatives, and a business representative.

Volunteer Program: Each school year and as needed throughout the year, Rancier will host a volunteer orientation to inform potential volunteers with the processes and procedures that promote a successful volunteer program on campus.

Communication: Rancier Middle School promotes open lines of communication between parents, guardians, and community members. RMS provides communication through the following sources: campus website, email, Rancier Middle School Facebook, letters, outdoor marquee, parent/teacher conferences, phone calls, ConnectEd.

All parents, guardians, and community members are encouraged to contact their student's teacher if there is a concern. Conferences can be scheduled and held via phone or at RMS.

Types of Parent and Family Engagement: Rancier Middle School provides opportunities for guardians/parents and the community to be involved in their student's education in the following capacities: Parent Teacher Organization (PTO) membership, supporting students at home, reinforcing KISD student expectations, and volunteering.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, Rancier Middle School offer activities on a variety of days throughout the year. Events are publicized well in advance and posted on school marquee, connect ed, and social media.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mitchell, Miranda	Teacher PCN 22150	Instructional Coach	1.0
Rhodes, Lorin	Teacher PCN 22149	Instructional Coach	1.0
Romine, Shawn	Counselor PCN 19435	Counseling	1.0

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Scholastic Magazine: Science World, Scholastic Jr., Scholastic Math, Scope	166.11.6329.00.043.30.AR0	\$7,250.00
1	3	2	Newsela	166.11.6299.OL.043.30.AR0	\$13,200.00
1	3	3	Scientific Minds: Science Starters	166.11.6299.OL.043.30.AR0	\$1,200.00
1	3	3	ScienceSaurus Books	166.11.6329.00.043.30.AR0	\$1,471.86
1	3	3	1 iPad Cart	166.11.6398.00.043.30.AR0	\$12,621.00
1	4	2	MyPath	166.11.6299.OL.043.30.AR0	\$8,000.00
1	4	2	Formative Loop	166.11.6299.OL.043.30.AR0	\$460.00
1	4	2	Scholastic Magazines - Math, Action, New1, Science Spin	166.11.6329.00.043.30.AR0	\$800.00
1	4	4	Homework Lab - 2 Teachers, 116 Days	166.11.6118.CA.043.30.AR0	\$5,223.64
1	4	4	STAAR Academy - 6 Teachers, 30 Days	166.11.6118.CA.043.30.AR0	\$4,100.00
1	4	4	Transportation for STAAR Academy	166.11.6494.00.043.30.AR0	\$700.00
1	4	6	1 FTE Aide	166.11.6129.00.043.30.AR0	\$23,573.50
2	1	1	Math Department - Region 12 Consultant	166.13.6239.00.043.30.AR0	\$3,300.00
Sub-Total					\$81,900.00
Budgeted Fund Source Amount					\$81,900.00
+/- Difference					\$0
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	1 ESL Certified Teacher Tutoring 116 Days	165.11.6118.CA.043.25.ES0	\$2,700.00
1	2	1	Tutoring Supplies	165.11.6399.00.043.25.ES0	\$1,165.00
1	2	2	28 Lingo-pens	165.11.6398.00.043.25.ES0	\$7,013.00

165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$10,878.00
Budgeted Fund Source Amount					\$10,878.00
+/- Difference					\$0
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$916.63
+/- Difference					\$916.63
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	IXL	211.11.6299.OL.043.30.000	\$17,850.00
1	3	3	Stemscopes for Grades 6 & 7	211.11.6299.OL.043.30.000	\$4,570.00
1	3	3	2 iPad Carts	211.11.6398.00.043.30.000	\$25,400.00
1	4	4	Snacks	211.11.6499.00.043.30.000	\$1,800.00
1	4	4	Instructional Supplies	211.11.6399.00.043.30.000	\$6,341.60
1	4	7	1 Math Teacher	211.11.6119.00.043.30.000	\$73,730.70
1	4	7	1 ELA Teacher	211.11.6119.00.043.30.000	\$71,482.70
2	1	1	Book Study Books	211.13.6329.00.043.30.000	\$700.00
2	1	1	Core Content Professional Development	211.13.6411.00.043.30.000	\$8,000.00
2	1	2	Book Study - Cultures Built to Last	211.13.6329.00.043.30.000	\$250.00
4	1	1	One counselor targeting at-risk students	211.31.6119.00.043.30.000	\$84,000.00
4	1	2	Tier 1 - Character Strong Lessons	211.11.6299.OL.043.30.000	\$5,000.00
4	1	2	Tier 2 - Ripple Effects Intervention	211.11.6299.OL.043.30.000	\$15,900.00
4	1	3	CHAMPS Professional Development	211.13.6239.00.043.30.000	\$5,000.00

211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$320,025.00
Budgeted Fund Source Amount					\$320,025.00
+/- Difference					\$0
211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	smore newsletter	211.61.6299.OL.043.30.PAR	\$149.00
3	1	2	STEAM Night - Perot Museum Science Family Night	211.61.6399.00.043.30.PAR	\$700.00
3	1	2	Family Night	211.61.6399.00.043.30.PAR	\$700.00
3	1	2	STAAR Night	211.61.6399.00.043.30.PAR	\$700.00
3	1	2	Snacks	211.61.6499.00.043.24.PAR	\$600.00
3	1	4	Refreshments	211.61.6499.00.043.24.PAR	\$150.00
3	1	5	Reading Materials	211.61.6329.00.043.30.PAR	\$300.00
3	1	5	Supplies	211.61.6399.00.043.30.PAR	\$240.00
Sub-Total					\$3,539.00
Budgeted Fund Source Amount					\$3,991.00
+/- Difference					\$452.00
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Flocabulary	263.11.6299.LE.043.25.000	\$2,000.00
2	1	1	ESL Training	263.13.6411.LE.043.25.000	\$1,600.00
3	1	3	Food for parents of ELL students	263.61.6499.LE.043.25.000	\$100.00
Sub-Total					\$3,700.00
Budgeted Fund Source Amount					\$3,700.00
+/- Difference					\$0
Grand Total					\$420,042.00

Addendums

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Killeen ISD	Campus Name	Rancier Middle School	Superintendent	John Craft	Principal	Alan Gawryszewski
District Number	014906	Campus Number	014906043	District Coordinator of School Improvement (DCSI)	David Manley	ESC Number	12
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	2019-20	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dagmar Harris
Principal Supervisor <i>*Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dagmar Harris
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Alan Gawryszewski
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2A and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptstr1.tea.texas.gov/perfreport/tape/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Increase the scaled score to 75. Rationale: Increasing students in the meets and masters performance categories will also improve academic growth goal. Domain 2B: Increase student academic growth scaled score to 80. Rationale: increasing the scaled score will change campus rating from D to C. Domain 3: Increase Closing the Gaps scaled score to 70. Rationale: increasing the scaled score will change campus rating from D to C.
	What changes in student group and subject performance are included in these goals?	Reading and Mathematics. Targeted Support for African American, White, and Economically Disadvantaged.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasef.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasef.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.3	
Rationale	Refine the roles and responsibilities of the school's administration team. Campus leaders meet regularly to focus on student progress and formative data.	Create a system for campus instructional leaders to lead data analysis and monitor student progress.	
How will the campus build capacity in this area? Who will you partner with?	Develop lead teacher instructional responsibilities. Professional Development for campus instructional leaders to lead PLC with a focus on data and instructional strategies.	Partner with the Region 12 Center or Lead4ward to effectively utilize data from CFA and CUA. Departments will use data to plan during PLC. Academic Advisor will host grade level RTI meetings.	
Barriers to Address throughout this year	Administrative personnel changes and job description changes over the last few years has led to staff assumptions being made regarding roles and responsibilities, creating system inefficiencies and confusion.	Admin and Lead Teacher understanding of CUAs and other student performance data and how to use the data to make instructional adjustments. Bridge days are at the end of the unit; teacher mindset how to use days and CFA/CUA data.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Staff Meetings and PLC Time, SBDM, Title 1 Meeting	Staff Meetings and PLC Time, SBDM, Title 1 Meeting	
Desired Annual Outcome	Structure and clarity of the roles and responsibilities of the leadership team will foster campus leadership and planning	The campus will be able to establish strong data-driven instructional practices, identifying and addressing areas of potential student growth.	
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to establish strong data-driven instructional practices.	If the district has effective systems for identifying and supporting struggling learners, then the campus can identify students with learning gaps.	If...then,

