

Killeen Independent School District

Rancier Middle School

2024-2025

Accountability Rating: F



Mission Statement

MISSION: We will inspire our students on a path of life-long learning, meeting the needs of our future leaders

Vision

VISION: We are dedicated to fostering the emotional, social, and intellectual growth of each member of the KaRoo family.

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Student Success 5
 - Human Capital 8
 - Financial Stewardship 10
- Priorities 12
 - Priority 1: Student Success 12
 - Priority 2: Human Capital 24
 - Priority 3: Financial Stewardship 28
- SBDM & Title I Stakeholders (SEC) 32

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Rancier Middle School Site-Based Decision Making Committee (SBDM) gathers data from various sources to conduct the comprehensive needs assessment. We analyze STAAR, MAP, Interim, and TELPAS scores and conduct surveys to gather feedback from parents, students, and staff on programs and opinions. Walkthroughs and formal observations, along with input from parents and students, help determine the use of technology on campus and its support for student learning. Formative and summative evaluations of the current CIP provide data and insights into the CNA. The SBDM then reviews all needs assessments and creates problem statements to address areas of concern on the Rancier campus.

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Goal 2: All student meet or exceed the Texas grade-level standards in reading and writing

Goal 3: All student meet or exceed the Texas grade-level standards in math

Goal 4: All student will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

Student Success Strengths

Goal 1: Pathways for All students to build connections

- Boys and Girls After School Program
- Numerous Family Engagement Events Hosted
- Community Volunteers from Phi Beta Sigma Fraternity Inc. and District Community Volunteers
- Implementation of the Communities in School Program
- Social Emotional Learning Counselor provided opportunities for students to connect and interact appropriately

Goal 2: All students meet or exceed the Texas grade-level standards in reading and writing

Reading Language Arts (Grade 8)

- A significant percentage (71.35%) of students approached the grade level, indicating strong foundational skills in reading and language arts.
- The Meets Grade Level percentage is relatively high at 32.81%, showing a good proportion of students are performing at or above the expected level.
- 8th Grade Reading Mastery increased from 9% to 12%.

Reading Language Arts (Grade 7)

- 58% of students approached the grade level, with 32% meeting the grade level.

Reading Language Arts (Grade 6)

- 56% of students approached the grade level, with 27% meeting the grade level.

Goal 3: All students meet or exceed the Texas grade-level standards in math

Algebra 1 EOC scores outperformed both District and State scores in the Meets and Approaches categories.

- Approaches increased from 96% to 100%
- Mastery increased from 19% to 40%.

Mathematics (Grade 7):

High percentages of students approaching (57.77%) and meeting (32.04%) the grade level indicate effective math instruction and student proficiency in this grade.

Special Education Students (Grade 7 Mathematics):

- 30.56% of special education students approached the grade level, and 13.89% met the grade level, showing notable achievement within this subgroup.

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

Subgroup Strengths

1. Hispanic Students:

- In Grade 8 Reading Language Arts, 72.84% of Hispanic students approached the grade level, and 40.74% met the grade level, showcasing strong performance.
- In Grade 6 Reading Language Arts, 52.08% of Hispanic students approached the grade level, with 25% meeting the grade level.
- In Grade 7 Reading Language Arts, 53% of Hispanic students approached the grade level, with 31% meeting the grade level.

2. Economically Disadvantaged Students:

- In Grade 8 Reading Language Arts, 70.66% of economically disadvantaged students approached the grade level, with 29.94% meeting the grade level.
- In Grade 7 Reading Language Arts, 62.43% of economically disadvantaged students approached the grade level, with 32.95% meeting the grade level.
- This subgroup shows resilience and strong performance despite economic challenges.

3. Currently Emergent Bilingual Students:

- In Grade 8 Reading Language Arts, 64.58% of currently emergent bilingual students approached the grade level, with 29.17% meeting the grade level.
- In Grade 7 Reading Language Arts, 48.15% of currently emergent bilingual students approached the grade level, with 24.07% meeting the grade level.
- Demonstrates strong support and performance among emergent bilingual students, particularly in reading and language arts.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The performance across all subjects shows a relatively high percentage of students approaching grade level but a significant drop in those meeting and mastering grade-level expectations. **Root Cause:** Student Engagement: Increasing student engagement through interactive and culturally responsive teaching methods could help improve scores, especially in subjects where students traditionally under-perform.

Problem Statement 2: Low Performance in Mathematics Across Grades - Grade 6 Mathematics: Only 34.72% Approaches, 10.75% Meets, and 2.8% Masters grade level. - Grade 7 Mathematics: Only 39.76% Approaches, 15.64% Meets, and 1.42% Masters grade level. - Grade 8 Mathematics: Only 37.76% Approaches, 13.22% Meets, and 0.57% Masters grade level. **Root Cause:** Lack of Targeted Interventions and Support in Mathematics - Insufficient differentiated instruction to meet diverse student needs. - Lack of engaging and effective mathematics curriculum and instructional strategies.

Problem Statement 3: Under performance in Reading Language Arts (RLA) for Specific Demographics - Grade 8 RLA: African American students have only 27.16% meeting grade level. - Grade 6 RLA: Economically Disadvantaged students have only 29.94% meeting grade level. **Root Cause:** The under performance in Reading Language Arts for Grade 8 African American students and Grade 6 economically disadvantaged students at Rancier Middle School can be attributed to factors such as a lack of culturally relevant curriculum, insufficient support systems, implicit biases, limited access to resources, and family and community engagement gaps. Addressing these issues through culturally res

Problem Statement 4: Significant Achievement Gaps Among Ethnic Groups - Hispanic students in Grade 8 Mathematics have only 12.68% meeting grade level compared to other ethnic groups. - White students consistently perform better in RLA and Mathematics across all grades compared to other ethnic groups. **Root Cause:** The significant achievement gaps among ethnic groups, particularly with Hispanic students in Grade 8 Mathematics having only 12.68% meeting grade level and White students consistently outperforming in RLA and Mathematics across all grades, can be attributed to disparities in access to quality educational resources, implicit biases, and a lack of culturally responsive teaching practices.

Problem Statement 5: Special Education Students' Performance - Low performance across all subjects and grades, with no students meeting or mastering grade level in multiple subjects. **Root Cause:** Inconsistent Implementation of Special Education Programs - Inadequate training for general education teachers on how to support special education students. - Insufficient collaboration between general and special education staff.

Problem Statement 6: The high rate of disciplinary incidents at Rancier Middle School undermines the educational experience and well-being of students and teachers. Weak teacher-student relationships and ineffective behavior management strategies contribute to classroom disruptions, a negative school climate, and reduced academic performance. Addressing this issue is essential for creating a safe environment. **Root Cause:** The root cause of the high disciplinary incidents is the lack of training and support for teachers in building strong relationships with students and managing classroom behavior effectively.

Problem Statement 7: Rancier Middle School faces challenges in maintaining consistent participation and retention rates among students in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities. The current rates may not meet the desired levels, impacting the overall engagement and involvement of students in these areas. **Root Cause:** The root cause of the inconsistent participation and retention rates in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities at Rancier Middle School could be attributed to limited awareness, inadequate promotion, or lack of variety and appeal in the offerings, leading to reduced student interest and engagement over time..

Human Capital

Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Human Capital Strengths

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

1. Culturally Competent Staff: The school boasts a relatively high proportion of minority staff (40%), surpassing district and state averages, which fosters a culturally rich environment conducive to inclusive teaching practices and better meeting the needs of diverse student populations.

2. Gender Diversity Leadership: The leadership team is comprised of all ethnic make-ups, with 50 % percent female leads and 50% male leads, the school serves as a model of gender diversity, providing students with a balanced representation of role models and promoting inclusivity and equality within the teaching profession.

3. Investment in Professional Growth: The school's commitment to ongoing professional development, including targeted programs for beginning teachers and job-embedded opportunities for all staff, demonstrates a proactive approach to staff support and enhancement of teaching quality, ultimately contributing to higher job satisfaction and retention rates. Additionally, the mentorship program for new teachers serves as a supportive mechanism, fostering collaboration and skill development, thereby reducing turnover and ensuring continuity in teaching effectiveness.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

ms and support structures for beginning and alternatively certified teachers, indicating recognition of their unique needs and a commitment to their professional growth.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Staffing Shortage: Rancier Middle School has experienced consistent staffing shortages over the past four years, leading to unfilled teacher, counselor, and aide positions. **Root Cause:** Attrition and Retention Challenges: Factors such as insufficient incentives, limited professional growth opportunities, and demanding work conditions may contribute to the high turnover rate and staffing shortages.

Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. **Root Cause:** Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.

Problem Statement 3: Underrepresentation of Minority Staff: While the student body is diverse, the instructional staff does not proportionally represent this diversity, with minority staff constituting only 40% of the workforce. **Root Cause:** The underrepresentation of minority staff within the instructional workforce at Rancier Middle School may be attributed to a lack of comprehensive recruitment strategies specifically aimed at attracting minority candidates, despite the school serving a diverse student body. Traditional recruitment methods may not effectively reach or appeal to qualified minority educators.

Problem Statement 4: Gender Disparity: There is a significant gender disparity among teachers, with a higher percentage of female teachers compared to male teachers. **Root Cause:** The gender disparity among teachers, where female teachers outnumber their male counterparts, might result from ingrained biases in hiring and retention practices within the education sector. These biases, influenced by societal norms and perceptions of teaching as a predominantly female occupation, could hinder male candidates' recruitment and career progression.

Financial Stewardship

Financial Stewardship Summary

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Financial Stewardship Strengths

1. Goal 3.1: Data-Driven Planning for Resource Allocation

- The funding summary shows a clear prioritization of resources towards areas that address specific needs identified through data analysis. For instance, significant funds are allocated for at-risk aides, supplemental classroom materials, and professional development (e.g., \$24,011 for at-risk aide salaries and \$3,000 for supplemental reading resources). This indicates data-driven decision-making in allocating resources to address academic gaps and support at-risk students.

2. Goal 3.2: Transparent Budget Preparation and Communication

The detailed breakdown of funds, including specific account codes and amounts for various initiatives, reflects transparent budget preparation. For example, the budget lists amounts for teacher professional development, instructional materials, and intervention resources, which are communicated clearly to stakeholders through the document. This transparency helps ensure all stakeholders are informed about how funds are being utilized to support campus goals.

3. Goal 3.3: Continuous Evaluation and Policy Updates

The allocation for professional development (\$10,000 for PLC at Work Institute, \$8,000 for PD to support teachers) and instructional resources demonstrates a commitment to continuous evaluation and improvement. The school's policies and procedures are regularly updated to foster a positive culture and climate, as seen in the ongoing investment in training and materials to enhance teaching practices and student support systems.

Goal 3.4: Effective and Sustainable Use of Resources

The funding summary includes allocations for specific training and materials that promote sustainable resource use, such as instructional supplies for the student mentor program and materials for restorative practices support. These investments indicate a focus on sustainable practices that ensure resources are used effectively to achieve long-term benefits for both staff and students.

Rancier Middle School demonstrates a commitment to responsible financial stewardship, ensuring resources are used efficiently and transparently to support its mission and vision.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Rancier Middle School needs a more data-driven approach to optimize resource allocation and support student achievement. Effective financial stewardship is crucial for maximizing resource impact and aligning investments with educational goals. **Root Cause:** Rancier Middle School lacks a robust, data-driven framework for planning and prioritizing resource allocations, leading to sub optimal investment decisions that do not fully support educational goals and student needs.

Problem Statement 2: Rancier Middle School needs a more transparent budget process with open stakeholder communication to build trust and ensure effective financial decisions. **Root Cause:** The primary issue behind the lack of budget transparency at Rancier Middle School stems from insufficient clarity around the allocation and utilization of funds, preventing stakeholders from fully comprehending budgetary constraints and priorities. This results in misunderstandings and mistrust, hindering effective collaboration and informed financial decisions.

Problem Statement 3: Rancier Middle School's failure to regularly update policy hampers efforts to foster a positive climate. Outdated policies may not meet evolving needs, leading to disengagement among staff and students. Addressing this is vital for policies to align with best practices and promote inclusivity. **Root Cause:** Rancier Middle School lacks established procedures for regular policy review and update, resulting in outdated policies that fail to address evolving needs. This disconnect impacts efforts to foster a positive school climate and culture.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: By the end of the 24-25 school year, ensure all teachers are trained in the Capturing Kids' Hearts program to build stronger teacher-student connections and decrease discipline rates.</p> <p>Progress Measure (Lead): The leadership team will incorporate weekly fidelity checks to support CKH implementation.</p> <p>Outcome Measure (Lag): Lower Discipline Rates</p> <p>Dates/Timeframes: 24-25 Academic School Year</p> <p>Staff Responsible for Monitoring: Administrative Team and Support Staff</p> <p>Collaborating Departments: Math, Science, English, Social Studies, Fine Arts, PE</p> <p>Problem Statements: Student Success 6</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Develop and implement a structured Reflection and Refocus Room program led by a dedicated teacher's aide, incorporating Capturing Kids' Hearts strategies. This program will include individualized support plans for students, regular reflection sessions, and Capturing Kids Heart strategies to address behavioral issues. The program will focus on building positive relationships, setting personal goals, and providing targeted interventions to help students develop self-regulation skills and improve their behavior, ultimately aiming to reduce overall discipline rates and support students' pathways to success.

Progress Measure (Lead: Implementation Metrics: Track the development and roll-out of the Reflection and Refocus Room program, including the completion of individualized support plans for students, the frequency of reflection sessions, and the integration of Capturing Kids' Hearts strategies.

Participation Rates: Monitor the number of students attending the Reflection and Refocus Room and their engagement in reflection sessions and goal-setting activities.

Behavioral Data: Collect and analyze data on behavioral incidents and referrals before and after the implementation of the program to measure changes in discipline rates.

Student Feedback: Conduct regular surveys or feedback sessions with students who participate in the program to assess their perceptions of its effectiveness and their personal growth.

Teacher and Staff Feedback: Gather input from teachers and staff on the program's impact on classroom behavior and overall school climate.

Outcome Measure (Lag): By the end of the academic year, the Reflection and Refocus Room program will achieve a 25% reduction in overall discipline rates, as indicated by a decrease in behavioral incidents and referrals. Additionally, student feedback will show a 30% increase in positive self-reported changes in behavior and self-regulation skills. Teacher and staff feedback will reflect an improvement in classroom management and a more positive school climate, demonstrating the program's effectiveness in supporting student pathways to success.

Dates/Timeframes: 24-25 School Year

Staff Responsible for Monitoring: Administrative Staff

Collaborating Departments: All Department

Problem Statements: Student Success 6

Key Strategic Action 3 Details

Key Strategic Action 3: By the end of the 2024-2025 school year, At Risk students will increase STAAR scores by 10% in the approaches category and 5% in the Meets and Masters categories in all tested areas.

Progress Measure (Lead: Benchmarks, MAP data, Interim Assessment Data

Outcome Measure (Lag): STAAR Assessment Scores

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: All Departments (Core and Electives)

Collaborating Departments: Math, English, Science and Social Studies

Problem Statements: Student Success 2, 3

Funding Sources: Student Resources to include spiral review materials, rigorous materials that address the depth and complexity of the TEKS for After School Tutoring and Saturday Boot Camps - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$3,000, Nutritional snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.043.30.000 - \$1,000, Supplemental student resources to include spiral review materials, rigorous materials that address the depth and complexity of the TEKS for After School Tutoring and Saturday Boot Camps - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$10,000

Key Strategic Action 4 Details

Key Strategic Action 4: By the end of the 24-25 school year, Rancier Middle School aims to increase the percentage of students meeting and mastering grade-level expectations across all subjects by 15%, and increase the rate of students approaching grade level by 10%. This will be achieved through targeted instructional strategies, enhanced teacher professional development, and focused student support programs.

Progress Measure (Lead): Benchmarks, MAPs - BOY, MOY and EOY, I-iReady Progress Checks, Mathea Progress Checks.

Parent Event Name: Core Classes & Title I Family Night **Event Description:** Invite parents to a special evening at school where they will learn about core classes (Math, Science, Social Studies, and Reading) and gain valuable insights into Title I programs that support their children's education. The event will feature interactive sessions, demonstrations, and information booths. **Agenda:** 1. Welcome & Introduction: Brief overview of the evening's agenda and objectives. 2. Breakout Sessions: - Math: Hands-on activities and strategies to support students' math skills at home. - Science: Interactive experiments and tips for fostering curiosity in science. - Social Studies: Overview of the curriculum and ways to engage with history and geography topics. - Reading: Techniques for supporting reading development and comprehension. 3. Title I Overview: Presentation on Title I programs, including how they benefit students and how parents can get involved. 4. Q&A Session: Opportunity for parents to ask questions and interact with teachers and Title I staff. 5. Resource Booths: Information on additional resources, support services, and educational materials. 6. Networking & Refreshment Time for parents to mingle with teachers and other parents while enjoying light refreshments. This event will help parents understand the core curriculum and Title I support while fostering a stronger home-school connection.

Outcome Measure (Lag): STAAR Assessment Scores

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Academic Dean

Collaborating Departments: Math, English, Science and Social Studies

Problem Statements: Student Success 1

Funding Sources: Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.043.30.000 - \$99,376, Materials needed for parent engagement events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.043.30.PAR - \$1,500, Refreshments for parent engagement events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.043.24.PAR - \$402

Key Strategic Action 5 Details

Key Strategic Action 5: By the end of the 24-25 school year, Rancier Middle School aims to increase the percentage of students meeting and mastering grade-level expectations in Social Studies and Science by 20%, and increase the percentage of students approaching grade level by 15%. This will be achieved through targeted instructional strategies, differentiated instruction, and ongoing assessment and feedback to support student learning and achievement in these subjects.

Progress Measure (Lead): Benchmarks, MAPs assessments, Unit Assessments

Outcome Measure (Lag): Increased Percentage of Students Meeting Grade-Level Expectations:

Increase the percentage of students meeting grade-level expectations in Social Studies and Science by 20% by the end of the 24-25 school year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Science and Social Studies Teachers, Campus instructional Coach and Administration

Collaborating Departments: Math, Science, Reading and Social Studies

Problem Statements: Student Success 1

Funding Sources: Lowman Education for Social Studies - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$450, Science Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$75,201, Professional Curriculum and Planning Days for Social Studies - 211 - ESEA, Title I Part A - 211.13.6299.00.043.30.SUB - \$2,500, Professional Curriculum and Planning Days for Science - 211 - ESEA, Title I Part A - 211.13.6299.00.043.30.SUB - \$2,500, Science Classroom Resources - Calculators, Beakers, test tubes, graduated cylinders, and flasks, multimedia resources, safety goggles, pH strips, thermometers, rulers, magnets, compasses, lens, whiteboard, clipboards, notebooks, binders, Plant growth kits, seeds, and soil for botany experiments, Paper towels, sponges, and cleaning supplies, Plastic pipettes, droppers, and petri dishes - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$4,000, Social Studies Classroom - Maps, Globes, posters, markers, papers for Reproductions of historical artifacts, photographs, costumes for different time periods - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$4,000

Key Strategic Action 6 Details

Key Strategic Action 6: Ensure continuous enrollment and sustained participation in Fine Arts, Athletics, scholastic events, as well as clubs and extracurricular activities at Rancier Middle School.

Progress Measure (Lead): Increase Fine Arts participation by increasing the number of clubs associated with Fine Arts, Participation and Retention Rates:

Fine Arts Parent Engagement Workshops: Interactive sessions where parents and students can create art together, participate in music and drama activities, and explore different forms of artistic expression. Examples include painting, sculpture, music composition, and drama skits.

Title I Information Sessions: Presentations and Q&A sessions about Title I funding, its impact on the school, and how it benefits students. Include information on available resources, support services, and ways parents can get involved. Showcase of Student Work: Display art, music, and performance pieces created by students, showcasing their talents and achievements. Opportunity for parents to see firsthand how Title I funds have supported school programs. Family Engagement Activities: Fun, family-oriented activities related to impacting academics through the arts, such as family art challenges, musical games, and interactive storytelling. Provide light snacks and beverages for families to enjoy during the event. Distribute informational brochures, resource packets, and community resource information. Funding Needs: Art Supplies: Paints, brushes, canvases, clay, and other materials for the collaborative art projects. Music and Drama Equipment: Musical instruments, props, and costumes for the workshops and performances. Refreshments: Budget for purchasing snacks, beverages, and utensils for serving. Event Materials: Printing costs for brochures, flyers, and Title I informational packets.

Outcome Measure (Lag): The percentage of students enrolled in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities will increase by the end of the school year.

- Aim for a 15% increase in overall participation and retention rates by the end of the school year compared to the previous year.

Dates/Timeframes: 2024-2025 Academic Year

Staff Responsible for Monitoring: Band Director, Choir Director, Dance Director and Athletics Director.

Collaborating Departments: Fine Arts Department

Additional Targeted Support Key Strategic Action

Problem Statements: Student Success 7

Funding Sources: Resources Needed for Parent Engagement Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.043.24.PAR - \$1,000, In-District Printing for Parent Brochures - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.043.30.PAR - \$500

Key Strategic Action 7 Details

Key Strategic Action 7: Reduce disciplinary incidents at Rancier Middle School by improving teacher-student relationships and implementing effective behavior management strategies.

Progress Measure (Lead): Fidelity Checks on Capturing Kid's Heart Strategies, Weekly Discipline Reports

Outcome Measure (Lag): Decrease the number of disciplinary incidents by 20% compared to the previous school year by the end of the academic year, as tracked through disciplinary records and incident reports.

Dates/Timeframes: 2024-2025 Academic Year

Staff Responsible for Monitoring: Assistant Principals

Collaborating Departments: All core and Fine Arts Department

Problem Statements: Student Success 6

Funding Sources: Hero Store with student Incentives, Awards for Good Student Behavior. - 211 - ESEA, Title I Part A - 211.11.6498.00.043.30.000 - \$2,000

Key Strategic Action 8 Details

Key Strategic Action 8: To improve student attendance, we will implement a comprehensive attendance improvement plan that includes early identification of at-risk students, regular communication with parents, and positive reinforcement strategies. This plan will involve monitoring attendance data weekly, conducting personalized outreach by a dedicated attendance team, and creating incentives and recognition programs to celebrate consistent attendance. Additionally, we will collaborate with community partners to address barriers to attendance and provide support services for students and families in need.

Progress Measure (Lead): We will utilize Rawee attendance information and data provided by the attendance Secretary and the Attendance Officer.

Outcome Measure (Lag): Increased student attendance.

Dates/Timeframes: 24-25 Academic School Year

Staff Responsible for Monitoring: Attendance AP, Attendance Secretary, Attendance Officer, Teachers

Collaborating Departments: Math, Science, English, Social Studies, Fine Arts, PE

Targeted Support Key Strategic Action

Problem Statements: Student Success 1, 7

Key Strategic Action 9 Details

Key Strategic Action 9: Integrate culturally relevant teaching practices and bilingual resources into the curriculum by providing teachers with ongoing professional development focused on effective strategies for supporting Emergent Bilingual Students. Utilize data to identify specific needs, incorporate technology tools like language learning apps, and create opportunities for collaborative learning projects that connect students' linguistic and cultural backgrounds with the curriculum, promoting both academic success and meaningful connections among all students.

Progress Measure (Lead): Track the implementation of culturally relevant teaching practices and bilingual resources through classroom observations, lesson plan reviews, and teacher self-assessments each semester. Monitor student progress by analyzing performance data for Emergent Bilingual Students, including grades, language proficiency scores, and participation rates in collaborative learning activities.

Outcome Measure (Lag): By the end of the school year, 85% of teachers will consistently use culturally relevant teaching strategies and bilingual resources in their instruction, leading to a 15% increase in academic performance and language proficiency scores for Emergent Bilingual Students, as well as greater student engagement and participation in classroom activities.

Increased TELPAS Scores

Dates/Timeframes: 24-25 Academic Year

Staff Responsible for Monitoring: Leadership Team and ELL Teacher

Collaborating Departments: All Core and Elective Teachers

Problem Statements: Student Success 1

Funding Sources: Printer for providing printed supplemental materials for EB students - 165/ES0 - ELL - 165.11.6398.00.043.25.ES0 - \$3,000, EB instructional supplies to support language acquisition - 165/ES0 - ELL - 165.11.6399.00.043.25.ES0 - \$4,000, EB Reading materials to support language acquisition - 165/ES0 - ELL - 165.11.6329.00.043.25.ES0 - \$2,940

Key Strategic Action 10 Details

Key Strategic Action 10: To create a robust system of enrichment pathways designed specifically for gifted students, providing them with advanced content, problem-solving opportunities, and critical thinking challenges that align with state standards and promote Mastery-level performance

Progress Measure (Lead): Bi-monthly data reviews on student performance, focusing on formative assessments and benchmarks.

Outcome Measure (Lag): Short-Term: Increase in the number of GT students scoring at or above mastery on formative and benchmark assessments within 3 months.

Long-Term: All GT students achieve the Mastery level on state assessments by the end of the academic year.

Dates/Timeframes: Ongoing; begin initial implementation in the next 2 weeks.

Staff Responsible for Monitoring: Curriculum Specialists, Gifted Program Coordinator, and Teachers

Collaborating Departments: All Departments

Problem Statements: Student Success 1

Funding Sources: College Field Trip - 177 - Gifted/Talented - 177.11.6412.TR.043.21.000 - \$4,000, Materials for Innovative Gifted End of Year Project - 177 - Gifted/Talented - 177.11.6399.00.043.21.000 - \$967

Goal 1 Problem Statements:

Student Success

Problem Statement 1: The performance across all subjects shows a relatively high percentage of students approaching grade level but a significant drop in those meeting and mastering grade-level expectations. **Root Cause:** Student Engagement: Increasing student engagement through interactive and culturally responsive teaching methods could help improve scores, especially in subjects where students traditionally under-perform.

Problem Statement 2: Low Performance in Mathematics Across Grades - Grade 6 Mathematics: Only 34.72% Approaches, 10.75% Meets, and 2.8% Masters grade level. - Grade 7 Mathematics: Only 39.76% Approaches, 15.64% Meets, and 1.42% Masters grade level. - Grade 8 Mathematics: Only 37.76% Approaches, 13.22% Meets, and 0.57% Masters grade level. **Root Cause:** Lack of Targeted Interventions and Support in Mathematics - Insufficient differentiated instruction to meet diverse student needs. - Lack of engaging and effective mathematics curriculum and instructional strategies.

Problem Statement 3: Under performance in Reading Language Arts (RLA) for Specific Demographics - Grade 8 RLA: African American students have only 27.16% meeting grade level. - Grade 6 RLA: Economic Disadvantaged students have only 29.94% meeting grade level. **Root Cause:** The under performance in Reading Language Arts for Grade 8 African American students and Grade 6 economically disadvantaged students at Rancier Middle School can be attributed to factors such as a lack of culturally relevant curriculum, insufficient support systems, implicit biases, limited access to resources, and family and community engagement gaps. Addressing these issues through culturally res

Problem Statement 6: The high rate of disciplinary incidents at Rancier Middle School undermines the educational experience and well-being of students and teachers. Weak teacher-student relationships and ineffective behavior management strategies contribute to classroom disruptions, a negative school climate, and reduced academic performance. Addressing this issue is essential for creating a safe environment. **Root Cause:** The root cause of the high disciplinary incidents is the lack of training and support for teachers in building strong relationships with students and managing classroom behavior effectively.

Problem Statement 7: Rancier Middle School faces challenges in maintaining consistent participation and retention rates among students in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities. The current rates may not meet the desired levels, impacting the overall engagement and involvement of students in these areas. **Root Cause:** The root cause of the inconsistent participation and retention rates in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities at Rancier Middle School could be attributed to limited awareness, inadequate promotion, or lack of variety and appeal in the offerings, leading to reduced student interest and engagement over time..

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to increase the percentage of Grade 8 African American students meeting grade-level expectations in Reading Language Arts (RLA) from 27.16% to at least 45%. Additionally, the school aims to increase the percentage of Grade 6 economically disadvantaged students meeting grade-level expectations in RLA from 29.94% to at least 50%. This will be accomplished through targeted interventions, culturally responsive teaching practices, and enhanced academic support programs tailored to the needs of these specific demographics.

Progress Measure (Lead): Benchmarks, MAP data, Interim Assessment Data

Outcome Measure (Lag): STAAR Assessment Scores

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: RLA Teachers, CIC and Administrators

Collaborating Departments: English Language Arts and Reading

Problem Statements: Student Success 3

Funding Sources: Professional Curriculum and Planning Days for RLA - 211 - ESEA, Title I Part A - 211.13.6299.00.043.30.SUB - \$2,500, Professional Development for I-Ready Reading Program - 166 - State Comp Ed - 166.13.6239.00.043.30.AR0 - \$6,600, Reading and Language Arts-Interactive Notebooks, Graphic Organizer, Journals, Phonics Games and Manipulatives, Task Cards, Comprehension Question Cards - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$6,250, Earbuds for Reading Intervention Program - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$5,368, Student Reading Materials for targeted reading intervention - 166 - State Comp Ed - 166.11.6329.00.043.30.AR0 - \$5,000

Key Strategic Action 2 Details

Key Strategic Action 2: By the end of the 24-25 school year, Rancier Middle School aims to increase the percentage of students meeting and mastering grade-level expectations in reading and writing by 10%, while reducing the percentage of students approaching grade level by 15%. This will be achieved through enhanced literacy programs, differentiated instruction, and targeted interventions to support students' reading and writing skills.

Progress Measure (Lead): Benchmark Data, BOY, MOY and EOY Maps Data, IReady Progress Measures

Outcome Measure (Lag): STAAR Assessment Scores

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Reading Teachers and Academic Dean

Collaborating Departments: English Language Arts and Reading

Problem Statements: Student Success 3

Funding Sources: Reading Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$63,538, Instructional Aide to Support Interventions - 166 - State Comp Ed - 166.11.6129.00.043.30.AR0 - \$23,782

Goal 2 Problem Statements:

Student Success

Problem Statement 3: Under performance in Reading Language Arts (RLA) for Specific Demographics - Grade 8 RLA: African American students have only 27.16% meeting grade level. - Grade 6 RLA: Economic Disadvantaged students have only 29.94% meeting grade level. **Root Cause:** The under performance in Reading Language Arts for Grade 8 African American students and Grade 6 economically disadvantaged students at Rancier Middle School can be attributed to factors such as a lack of culturally relevant curriculum, insufficient support systems, implicit biases, limited access to resources, and family and community engagement gaps. Addressing these issues through culturally res

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to significantly improve mathematics performance across grades 6, 7, and 8. The specific goals are as follows:

Grade 6 Mathematics:** Increase the percentage of students meeting grade-level expectations from 10.75% to 25% and those mastering grade level from 2.8% to 10%.

Grade 7 Mathematics:** Increase the percentage of students meeting grade-level expectations from 15.64% to 30% and those mastering grade level from 1.42% to 10%.

Grade 8 Mathematics:** Increase the percentage of students meeting grade-level expectations from 13.22% to 25% and those mastering grade level from 0.57% to 10%.

These improvements will be achieved through enhanced math instruction, targeted tutoring programs, and data-driven interventions tailored to address the specific needs of students at each grade level.

Progress Measure (Lead): Benchmarks, MAPs Data, Mathea progress measures

Outcome Measure (Lag): Grade 6 Mathematics Performance:

Meeting Grade Level: Increase the percentage of students meeting grade-level expectations from 10.75% to 25% by the end of the 24-25 school year.

Mastering Grade Level: Increase the percentage of students mastering grade level from 2.8% to 10% by the end of the 24-25 school year.

Grade 7 Mathematics Performance:

Meeting Grade Level: Increase the percentage of students meeting grade-level expectations from 15.64% to 30% by the end of the 24-25 school year.

Mastering Grade Level: Increase the percentage of students mastering grade level from 1.42% to 10% by the end of the 24-25 school year.

Grade 8 Mathematics Performance:

Meeting Grade Level: Increase the percentage of students meeting grade-level expectations from 13.22% to 25% by the end of the 24-25 school year.

Mastering Grade Level: Increase the percentage of students mastering grade level from 0.57% to 10% by the end of the 24-25 school year

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Math Teachers and Administrative Staff

Collaborating Departments: Mathematics and Science

Problem Statements: Student Success 2

Funding Sources: Professional Development Curriculum and Planning Days for Math Teachers - 211 - ESEA, Title I Part A - 211.13.6299.00.043.30.SUB - \$2,500, Supplemental Resources for Math Classrooms -Four function calculators, Math manipulatives, Interactive notebooks, Math journals, Anchor charts, Task cards 6. Graphic organizers, Flashcards, Math games and puzzle, Math workbooks, Digital tools and apps, Problem-solving kits, Graph paper notebooks, Virtual manipulatives, Math literature, Student whiteboards, Calculation tools, Posters and visual aids 19. Worksheets and practice sheets 20. Assessment tools 21. Math bulletin boards 22. Concept-specific kits 23. Videos and tutorials 24. Learning centers 25. Number talksfor students with accomodation to use in the classroom - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$6,750, Supplemental math resources for targeted intervention - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$5,000

Key Strategic Action 2 Details

Key Strategic Action 2: For the 24-25 school year, we will enhance student achievement in math, expand the reach of effective teachers, foster collaboration, and provide targeted support through the Opportunity Culture framework by selecting experienced and highly effective math teachers to serve as Multi-Classroom Leaders (MCLs) and Reach Associates. These MCLs will lead multiple classrooms, mentor other teachers, and drive consistent instructional excellence across the department, while Reach Associates will provide additional support to ensure all students receive high-quality instruction.

Progress Measure (Lead): Benchmarks, MAPs Data, Mathea progress measures

Outcome Measure (Lag): STAAR Assessment Scores for Math

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Math Department, Math Coach and Administrative Team

Targeted Support Key Strategic Action

Problem Statements: Student Success 2

Funding Sources: MCL Stipend - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$11,000, Reach Associate - 211 - ESEA, Title I Part A - 211.11.6129.00.043.30.000 - \$42,745

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Low Performance in Mathematics Across Grades - Grade 6 Mathematics: Only 34.72% Approaches, 10.75% Meets, and 2.8% Masters grade level. - Grade 7 Mathematics: Only 39.76% Approaches, 15.64% Meets, and 1.42% Masters grade level. - Grade 8 Mathematics: Only 37.76% Approaches, 13.22% Meets, and 0.57% Masters grade level. **Root Cause:** Lack of Targeted Interventions and Support in Mathematics - Insufficient differentiated instruction to meet diverse student needs. - Lack of engaging and effective mathematics curriculum and instructional strategies.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to equip all students with the necessary academic, social-emotional, and career readiness skills to successfully transition to high school and prepare for postsecondary education, military service, and the workforce. This will be achieved through comprehensive guidance and career exploration programs, personalized learning experiences, and collaboration with families and community partners.</p> <p>Progress Measure (Lead): Student Satisfaction and Confidence: Measure students' satisfaction and confidence in their preparedness for high school and future career pathways through surveys and feedback.</p> <p>Outcome Measure (Lag): High School Readiness: Ensure that all students demonstrate readiness for high school as measured by successful completion of middle school coursework and attainment of necessary academic skills.</p> <p>Dates/Timeframes: 2024-2025 Academic Year</p> <p>Staff Responsible for Monitoring: All Core and Elective Teachers, Administration and Staff</p> <p>Collaborating Departments: Math, Science, Social Studies, Fine Arts, Electives, PE</p> <p>Problem Statements: Student Success 7 - Human Capital 2</p> <p>Funding Sources: AVID Notebooks and Planners - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$1,000</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 7: Rancier Middle School faces challenges in maintaining consistent participation and retention rates among students in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities. The current rates may not meet the desired levels, impacting the overall engagement and involvement of students in these areas. Root Cause: The root cause of the inconsistent participation and retention rates in Fine Arts, Athletics, scholastic events, clubs, and extracurricular activities at Rancier Middle School could be attributed to limited awareness, inadequate promotion, or lack of variety and appeal in the offerings, leading to reduced student interest and engagement over time..</p>
Human Capital
<p>Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. Root Cause: Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.</p>

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to reduce the annual teacher turnover rate by 25% and increase the retention and recruiting of experienced teachers (those with more than 5 years of experience) by 20%. This will be achieved through targeted professional development, mentorship programs, enhanced support systems, and initiatives to improve job satisfaction and school culture.

Progress Measure (Lead): Teacher satisfaction Surveys

Outcome Measure (Lag): 1. Turnover Rate Reduction:

Achieve a 25% reduction in the annual teacher turnover rate by the end of the 24-25 school year.

2. Increased Retention of Experienced Teachers:

Increase the percentage of teachers with more than 5 years of experience by 20% by the end of the 24-25 school year.

3. Teacher Retention Rates:

Track and report on the retention rates of teachers from year to year, with a goal of increasing overall retention by at least 20%.

4. Teacher Satisfaction Scores:

Improve teacher satisfaction scores by 15% on end-of-year surveys compared to the previous year.

5. Reduction in Exit Rates:

Decrease the number of teachers leaving the school mid-year by 20% compared to the previous year.

Dates/Timeframes: 2024 - 20245 Academic School Year

Staff Responsible for Monitoring: Rancier Administration

Collaborating Departments: Math, Science, Social Studies, Fine Arts, Electives, PE

Problem Statements: Human Capital 2

Goal 1 Problem Statements:

Human Capital

Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. **Root Cause:** Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

<p>Key Strategic Action 1: Implement a strategic staffing model to ensure that all classrooms are staffed with highly qualified teachers by the start of each academic year.</p>

Progress Measure (Lead): Checking in with teachers on their certification progress monthly.

Ensuring that teachers attend the district preparation classes for their certification.

Outcome Measure (Lag): Increase the number of Highly qualified teachers.

Dates/Timeframes: 2024-2025 Academic Year

Staff Responsible for Monitoring: Rancier Andministrative Staff

Collaborating Departments: NA

Problem Statements: Human Capital 2

Goal 2 Problem Statements:

Human Capital

<p>Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. Root Cause: Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.</p>
--

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Develop and implement a comprehensive professional development program that includes regular workshops, coaching sessions, and peer mentoring opportunities, aligned with district goals and tailored to the specific needs and roles of staff members.</p> <p>Progress Measure (Lead): Check Professional Development Logs to ensure that teachers are attending training. Check PLC Attendance</p> <p>Outcome Measure (Lag): Increased Professional Development Attendance on the District and Campus.</p> <p>Dates/Timeframes: 24-25 Academic School Year</p> <p>Staff Responsible for Monitoring: CIC and Academic Dean</p> <p>Collaborating Departments: All Core and Electives</p> <p>Problem Statements: Human Capital 2</p> <p>Funding Sources: Teacher Professional Development to Support At Risk Students - 166 - State Comp Ed - 166.13.6411.00.043.30.AR0 - \$10,000</p>

Goal 3 Problem Statements:

Human Capital
<p>Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. Root Cause: Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.</p>

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Establish a structured feedback system that includes regular surveys, suggestion boxes, focus groups, and one-on-one meetings, complemented by informal channels like peer check-ins and team reflection sessions, to ensure all staff have multiple avenues to share their perspectives and receive constructive feedback.</p> <p>Progress Measure (Lead): Quarterly Staff Surveys</p> <p>Outcome Measure (Lag): Increased staff retention and more staff engagement in Activities and Clubs</p> <p>Dates/Timeframes: 24-25 Academic School Year</p> <p>Staff Responsible for Monitoring: Administrative Staff</p> <p>Collaborating Departments: All Departments</p> <p>Problem Statements: Human Capital 2</p>

Goal 4 Problem Statements:

Human Capital
<p>Problem Statement 2: High Turnover: The school's teaching staff predominantly consists of educators with 5 or fewer years of experience, indicating high turnover rates and potential challenges in retaining experienced teachers. Root Cause: Alternative Certification Dominance: Relying heavily on alternatively certified teachers might lead to a lack of pedagogical experience and classroom management skills among the teaching staff.</p>

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to implement a comprehensive, data-driven approach to optimize resource allocation and support student achievement. This will involve leveraging data analysis to inform strategic resource decisions, maximize the impact of investments, and ensure alignment with educational goals.

Progress Measure (Lead): Reviewing expenditures once a month in our leadership meetings.
Making adjustments throughout the year based on needs indicated by data.

Conduct surveys or focus groups to gauge stakeholders' perceptions of the school's financial stewardship and the impact of resource allocation decisions on student achievement.

Outcome Measure (Lag): Student Achievement Outcomes:

Measure improvements in student achievement outcomes, including standardized test scores, and college readiness indicators.

Aim for a 10% increase in overall student achievement outcomes compared to the previous academic year.

Resource Utilization Efficiency:

Assess the efficiency of resource utilization by comparing actual expenditures to projected budgets and evaluating the impact on student outcomes.

Aim for a 15% improvement in resource utilization efficiency, minimizing waste and reallocating resources effectively.

Perception of Financial Stewardship:

Aim for at least an 80% satisfaction rate among stakeholders regarding the school's financial stewardship.

Dates/Timeframes: 2024-2025 Academic School Year

Staff Responsible for Monitoring: Administrative Team

Collaborating Departments: All Departments

Problem Statements: Financial Stewardship 1

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 1: Rancier Middle School needs a more data-driven approach to optimize resource allocation and support student achievement. Effective financial stewardship is crucial for maximizing resource impact and aligning investments with educational goals. **Root Cause:** Rancier Middle School lacks a robust, data-driven framework for planning and prioritizing resource allocations, leading to sub optimal investment decisions that do not fully support educational goals and student needs.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: By the end of the 24-25 school year, Rancier Middle School aims to strengthen budget transparency and stakeholder involvement by actively engaging leadership in the SBDM Committee. This will be achieved through fostering a culture of open communication, collaboration, and accountability among school leaders, stakeholders, and the committee.</p> <p>Progress Measure (Lead): 1. Stakeholder Satisfaction Survey Results: Measure stakeholder satisfaction with budget transparency and involvement using surveys at the end of the school year.</p> <p>2. Budget Transparency Metrics: Track the number of budget-related inquiries or concerns raised by stakeholders throughout the school year.</p> <p>Participation Rates in Budget Meetings: Monitor the participation rates of stakeholders, including parents, teachers, and community members, in SBDM meetings.</p> <p>Outcome Measure (Lag): Aim for a 20% increase in stakeholder satisfaction scores compared to the previous year. Aim for a 25% decrease in the number of inquiries or concerns raised, indicating improved transparency and understanding. Aim for a 30% increase in stakeholder participation compared to the previous year.</p> <p>Dates/Timeframes: 2024-2025 Academic School Year</p> <p>Staff Responsible for Monitoring: SBDM Committee Members that are Staff</p> <p>Collaborating Departments: All Departments</p> <p>Problem Statements: Financial Stewardship 1</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 1: Rancier Middle School needs a more data-driven approach to optimize resource allocation and support student achievement. Effective financial stewardship is crucial for maximizing resource impact and aligning investments with educational goals. Root Cause: Rancier Middle School lacks a robust, data-driven framework for planning and prioritizing resource allocations, leading to sub optimal investment decisions that do not fully support educational goals and student needs.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details

Key Strategic Action 1: Continuously evaluate and update campus policies and procedures to foster a positive culture and climate, ensuring a supportive and inclusive environment for all students and staff.

Progress Measure (Lead): Conduct quarterly mini-surveys to monitor satisfaction trends and identify areas needing improvement.

Track the participation rate in surveys to ensure a representative sample from all staff.

Monitor and analyze feedback from staff meetings, focus groups, and suggestion boxes to assess improvements in specific areas contributing to satisfaction.

Measure engagement in professional development and team-building activities that impact satisfaction.

Monitor the monthly and quarterly number of disciplinary actions to identify patterns and trends.

Track the number of staff trained in Capturing Kids Heart Training and positive behavior interventions.

Measure the implementation rate of behavior management strategies in classrooms and common areas.

Assess the effectiveness of student support services (counseling, peer mediation) through referral rates and feedback from staff and students.

Outcome Measure (Lag): 1. Increase the overall satisfaction rate in culture and climate surveys by 20% over the next academic year.

2. Reduce incidents of disciplinary actions by 15% by the end of the school year.

Dates/Timeframes: 2024-2025 Academic School Year

Staff Responsible for Monitoring: Administrators

Collaborating Departments: Math, Science, ELAR, Social Studies, Fine Arts and PE

Problem Statements: Financial Stewardship 3

Goal 3 Problem Statements:

Financial Stewardship

Problem Statement 3: Rancier Middle School's failure to regularly update policy hampers efforts to foster a positive climate. Outdated policies may not meet evolving needs, leading to disengagement among staff and students. Addressing this is vital for policies to align with best practices and promote inclusivity. **Root Cause:** Rancier Middle School lacks established procedures for regular policy review and update, resulting in outdated policies that fail to address evolving needs. This disconnect impacts efforts to foster a positive school climate and culture.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details

Key Strategic Action 1: Rancier Middle School aims to enhance resource utilization efficiency in the 24-25 school year. We will train staff on effective and sustainable use of district resources by the end of the first quarter. Our goal is to reduce resource waste by 10%, tracked through monthly audits. Feedback from staff will help us continuously improve our strategies.

Progress Measure (Lead): Track Monthly Consumption Data:

- Monitor and record the monthly usage of paper, energy, and supplies to establish a baseline and track progress toward the 10% reduction target.

Conduct Monthly Audits:

- Perform monthly audits of resource usage, including checking inventory levels, utility bills, and waste output, to identify areas of excessive use or waste.

Analyze Trends and Identify Key Areas of Waste:

- Review audit reports to identify trends, departments, or activities with the highest resource consumption and develop targeted reduction strategies.

Monthly Progress Reports:

- Prepare and share monthly reports detailing progress toward the 10% reduction goal, highlighting successes and areas needing improvement.

Would you like to refine or add more specific actions to these measures?

Outcome Measure (Lag): Achieve a 10% reduction in resource waste (e.g., paper, energy, supplies) by the end of the school year as tracked through monthly audits and reports.

Dates/Timeframes: 2024-2025 Academic School Year

Staff Responsible for Monitoring: Media Aide, Principal Secretary and Leadership Staff (Administrators and Support Staff)

Collaborating Departments: All Subject Areas and Offices

Problem Statements: Financial Stewardship 1

Goal 4 Problem Statements:

Financial Stewardship

Problem Statement 1: Rancier Middle School needs a more data-driven approach to optimize resource allocation and support student achievement. Effective financial stewardship is crucial for maximizing resource impact and aligning investments with educational goals. **Root Cause:** Rancier Middle School lacks a robust, data-driven framework for planning and prioritizing resource allocations, leading to sub optimal investment decisions that do not fully support educational goals and student needs.

SBDM & Title I Stakeholders (SEC)

Committee Role	Name	Position
Classroom Teacher	Davonzell Moncrief	Teacher
Classroom Teacher	Michael Lovell	Teacher
Classroom Teacher	Jose Sepulveda	Teacher
Non-classroom Professional	Lisa Adams	Campus Instructional Coach
Administrator	Kevin Lanxon	Dean of Instruction (Title I)
Administrator	Tonya Morrow	Assistant Principal (Title I)
Business Representative	x x	Business Representative
Community Representative	Frederick Dockery	Community Member
District-level Professional	Dagmar Harris	District-Level Professional
Parent	Jay Alexander	Parent
Parent	Shannon Alexander	Parent
Administrator/Chair	Janelle Muhammad	Principal
Classroom Teacher	JD Rivera	Subject: English/ELAR
Classroom Teacher	x x	Subject: Math
Classroom Teacher	Angela Farlow	Subject: Science
Classroom Teacher	James Brooks	Subject: Social Studies
Classroom Teacher	Naomi Wilhite	Teacher: SPED
Other Appropriate Personnel	McDonald Candice	Title I: Other Appropriate Personnel (Title I)
Other Appropriate Personnel	Sheila Seals	Title I: Other Appropriate Personnel
Other School Leader	x x	Title I: Other School Leader
Other School Leader	x x	Title I: Other School Leader
Paraprofessional	Lorraine Sanchez	Title I: Paraprofessional
Paraprofessional	x x	Title I: Paraprofessional
Counselor	Christina Rivera	Title I: Specialized Instructional Support
Student	x x	Title I: Student
Student	x x	Title I: Student