

Killeen Independent School District

Roy J. Smith Middle School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

- Capturing Kids Hearts
- AVID (recruit and retain students in Advanced Academics)
- Clubs for students to engage a variety of interests
- Small Group Counseling (Lunch with the counselors)
- Boys and Girls Club (after school program)
- Student Safety Team
- Communities in Schools (CIS)
- Every Friday, students are exposed to Character Strong lessons (videos are shown to students of successes, events, and other opportunities that are available on campus)
- Maker space in the library
- STEM Program

Goal 1.2: All student meet or exceed the Texas grade level standards in reading and writing

- **Differentiated instruction:** Utilizing differentiated instruction and best practice strategies to meet the diverse needs of students. These strategies will benefit and meet the needs of the following groups of students:
 - At - risk
 - GT
 - SPED
 - EB
- **Reading programs:** School-wide reading programs such as book clubs and reading challenges can increase student engagement for literacy. All grade levels and teachers will use the RACE strategies (strategies that assist with students response to questions) This allows for a cross-curriculum approach to support all learners.
- **Writing workshops:** Conduct writing workshops as part of the curriculum focusing on different genres and purposes of writing.
- **Cross-curriculum connections:** Integrate reading and writing strategies in other disciplines / electives to show real-world application.
- **Professional Development:** Provide teachers with on going professional development on effective literacy instruction strategies.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/ intervention, and Tutorial in the library.
- **Measurement:**
 - Standardized test scores in reading and writing
 - Progress monitoring through formative assessments
 - Student portfolio's showcasing their writing progress over time to be shared during open house and parent conferences.

Goal 1.3: All student meet or exceed the Texas grade level standards in math

- Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in Math.
- **Strategies:**

- **Math Intervention Programs:** Implement targeted interventino programs for students struggling in Math.
- **Differentiated instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing PD on effective Math instruction strategies.
- **Parent involvement:** Engage parents in Math Night activities and provide resources to support learning at home.
- **Math-Focused Tutoring Center:** Provide teargeted tutoring outside of the school day with resources and manipulatives to support hands- on learning.
- **Cross-Curricular Connections:** Integrate Math into other subjects to show real-world applications and relevance through Campus PLC.
- **Campus Planning:** Provide oppurtunities for departmental planning and PLC to analyze student data for acceleration/ intervention and tutorials in the Math tutoring center.

Measurement

- Standardized test scores in Math
- Formative assessments to track progress
- Student participation attendance at Math tutoring center.

Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

- Prepare students for successful transitions to High School, whether they choose to pursue higher education, join the military, or enter the workforce.

Strategies:

- **College and Career Readiness Class:** Will expose students to various career paths and postsecondary education options.
 - Provide students with Career Nights and guest speakers in the classroom.
 - **Intervention and Enrichment:** Implement a comprehensive approach to student success by offering a wide range of interventions and support mechanisms. Enrichment activities are designed to engage students who are already performing at grade level, encouraging curiosity and exploration. Additionally, specialized reading and Math interventions are provided to support students who have not met STAAR requirements. These interventions involve focused instrucion in small groups, with support from designated teachers and online resources.
 - Intervention time ensures that all students receive additional support during the school day. The integration of online platforms like Mathia and iLit20 to bolsters personalized learning and progress tracking.
 - **Interventions and After-School Programs:** Offer a campus tutoring center that is committed to helpin students acheive their academic goals. All students are welcome to get help in Math, Science, Reading, and Social Studies.
 - Tutoring Center Features:
 - **Independent Study Room:** A quiet space to concentrate, take tests, or work on assignments without distractions. Our teacher is available to answer questions and provide guidance.
 - **Collaborative Room:** Engage with peers on projects and homework. Our teacher will facilitate your learning and offer assistance when needed.
 - **Teacher /Student Room:** Experience- focused, small-group tutoring with a teacher. Groups consisit of 1-4 students for personalized attention.
 - **Measurement:**
 - Tracking student participation in college and career readiness programs.
 - Feedback from students and parents on the effectiveness of Career Nights.
 - Tracking Student 4-Year Planning.
 - Tracking of students who attend Tutoring Center and the support they were given during their visit.

Student Success Strengths

- Diverse Student Population
- Hispanic Heritage Night
- Black History Celebration
- Asian American/ Pacific Islander Celebration
- Open House
- Cub Camp
- At-Risk Teacher
- AVID
- iLit Curriculum
- Recruitment trips for KCC and ECHS
- Student of the Month assemblies

Problem Statements Identifying Student Success Needs

Problem Statement 1: There are notable performance gaps between different ethnic groups, specifically for African American and Hispanic students compared to White students. The disparity is more prevalent in the Meets and Masters category. **Root Cause:** Economic challenges affecting students' ability to access educational resources outside of school.

Problem Statement 2: Economically disadvantaged students consistently score lower across all subjects and grades. **Root Cause:** Insufficient parental involvement and support due to economic pressures.

Problem Statement 3: Emergent bilingual students score average to below average across the campus. Grade 6 EB students are scoring the lowest between all grade levels. **Root Cause:** Newness to the campus and lack of specialized training for teachers.

Problem Statement 4: The distribution of teaching experience shows that 34% of RJSMS teachers have 0-5 years of experience, potentially impacting institutional knowledge and mentorship capacity compared to toher experience brackets. **Root Cause:** Insufficient strategies for retaining experienced teachers and attracting mid-career educators.

Problem Statement 5: 6th grade students have scored below Meets (39/43%) and Masters (11/14%) in Reading when comparative to the district. **Root Cause:** Lack of consistency amongst our 6th grade teachers. Also, ongoing teacher development in data assessment.

Problem Statement 6: The percentage of all students meeting and mastering grade level in Mathematics is significantly lower compared to other subjects. **Root Cause:** Insufficient support for teachers in delivering effective Math instruction.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions and tutoring has not been utilized appropriately. More training in targeting special populations.

Problem Statement 8: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. **Root Cause:** The campus will need a better understanding of the goals and objectives for vertical collaboration. Incorporating more training specifically targeted towards vertical alignment and incorporate into PLC's.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Organize a 'Student of the Month' assembly that will embody students of all grade levels. Teachers will nominate from one student from their roster that exhibit behavior aligned with campus expectations.

Progress Measure (Lead): To celebrate students who exhibit behaviors that are consistent with campus expectations. This can lead to an increase in student buy-in to strive for positive behaviors.

Outcome Measure (Lag): Majority of students throughout the campus have been nominated by their teacher.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, counselors, and teachers.

Collaborating Departments: Administrators and counselors will work together to organize the event to ensure all teachers have nominated a student from their roster. Both departments will work together to communicate with parents of students who have been nominated in order to celebrate their child's' success.

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 2 Details

Key Strategic Action 2: Students are able to be a part of a "Principal Council." A Principal Council includes a student that is selected by their peers to regularly meet with the campus Principal to provide input on the climate of the campus.

Progress Measure (Lead): To include students in decision making throughout the campus.

Outcome Measure (Lag): These students will be selected by their peers. Students will also have to conduct "campaigns" to encourage students to vote for them.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, counselors, and teachers.

Collaborating Departments: Administrators, teachers, and counselors will work with the students to guide conversations during the meeting's in which they will meet with the Campus Principal.

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: Students are involved in club activities after school which are hosted by teachers. Clubs range from a variety of activities that are intended to connect students with one another.

Progress Measure (Lead): To include students who are not involved in Athletics and other extracurricular, UIL events.

Outcome Measure (Lag): These students have equal opportunity to participate in any club they wish.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, counselors, and teachers.

Collaborating Departments: Teachers are responsible for hosting the clubs. The counselors and administrators will act as the support system.

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 4 Details

Key Strategic Action 4: Smith MS will host parent nights throughout the year that will target our specific subpopulations.

Progress Measure (Lead): Incorporate and encourage parent involvement.

Outcome Measure (Lag): Increase parents attending school-wide events, more volunteers during the day, more involvement during the school day.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Parent liason, CIC, CIS, Administrators,

Collaborating Departments: None

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Snacks for community involvement - 211 - ESEA, Title I Part A - 211.61.6399.00.054.30.000 - \$2,000, Advertising materials for parent volunteer promotion; Parent volunteer of the month certificates and awards - 211 - ESEA, Title I Part A - 211.61.6399.00.054.30.000 - \$1,639, Healthy snacks to encourage parent participation for parent nights - 211 - ESEA, Title I Part A - 211.61.6399.00.054.30.000 - \$2,000, Parent Liason - 211 - ESEA, Title I Part A - 211.61.6129.00.054.30.000 - \$30,512, Supplies for Parent and Family Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.054.24.PAR - \$4,404

Key Strategic Action 5 Details

Key Strategic Action 5: Counselors will attend the TCA Professional Growth Conference and the Annual School Counselor Conference.

Progress Measure (Lead): Equip the counselors with strategies to meet all students' emotional and mental health needs.

Outcome Measure (Lag): Counselors will be able to meet the needs of students and support them.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Counselors and Administrators

Collaborating Departments: None

Funding Sources: PD for Counselors to support SEL needs of students - 211 - ESEA, Title I Part A - 211.31.6411.00.054.30.000 - \$4,000

Key Strategic Action 6 Details

Key Strategic Action 6: Utilizing the VR headsets to take class field trips in the History classroom.

Progress Measure (Lead): Incorporate technology to increase academic performance in the History classroom.

Outcome Measure (Lag): Increase student engagement and academic performance. History STAAR data.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, teachers, CIC, CIS

Collaborating Departments: None

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will develop a Multi-Tiered System of Support.

Progress Measure (Lead): Accelerated instruction, attendance interventions, mental health lessons, and drop out prevention.

Outcome Measure (Lag): Increase student achievement in both math and reading by 4% by the end of the year.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: None

TEA Priorities:

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

Funding Sources: Materials needed for targeted interventions - 166 - State Comp Ed - 166.11.6399.00.054.30.AR0 - \$48,003

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: Intentional support to increase all students' academic achievement status to meet grade level standard in reading from 45% to 58% by implementing AVID strategies. We will be purposeful by incorporating AVID strategies in our PLC's to better equip teacher instruction.

Progress Measure (Lead): Increase coaching walks and feedback loops for teachers, data driven decisions, and incorporate end of unit/ MAP/ STAAR data into PLC conversation.

Outcome Measure (Lag): 10% increase of AVID strategies being implemented in the classroom.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID team, CIC, CIS, teachers

Collaborating Departments: None

ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Curriculum instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.054.30.000 - \$80,102, Title 1 aide - 211 - ESEA, Title I Part A - 211.11.6129.00.054.30.000 - \$26,459, Contracted services for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.054.21.000 - \$10,000, Supplemental online program to support EB students - 165/ES0 - ELL - 165.11.6299.OL.054.25.ES0 - \$5,830

Key Strategic Action 2 Details

Key Strategic Action 2: Intentional support for the at-risk population through intervention classes to increase student achievement. Smith MS is currently a 1 to 1 campus; meaning all students will have access to iLit during the intervention period. iLit is a resource used to increase student achievement in Reading.

Progress Measure (Lead): Increase reading fluency for at-risk students.

Outcome Measure (Lag): MAP / STAAR data

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID team, CIC, CIS, teachers

Collaborating Departments: None

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: At-Risk aides - 166 - State Comp Ed - 166.11.6129.00.054.30.AR0 - \$52,697, Contracted services for Teachers of EB students - 165/ES0 - ELL - 165.13.6299.00.054.25.ES0 - \$6,000

Key Strategic Action 3 Details

Key Strategic Action 3: Conduct frequent data walks to identify learning gaps within our subpopulations, as well as teacher instructional gaps. By utilizing data of formative and summative assessments, we can target those learning and instructional gaps.

Progress Measure (Lead): Monitor benchmark and assessment data.

Outcome Measure (Lag): By May 2025, there will be a 10% increase in our subpopulations.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Dean, CIS, CIC, Principal, AP's

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Key Strategic Action 4 Details

Key Strategic Action 4: Utilizing supplemental instructional resources such as Vocabulary.com and Quill.com in the English classrooms specifically to target certain standards.

Progress Measure (Lead): Increase student achievement on the STAAR test by 10%.

Outcome Measure (Lag): MAP / STAAR data

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: English teachers, CIC, CIS, Administrators

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Supplemental online resources for targeted supplemental instruction in ELAR - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - \$11,000

Key Strategic Action 5 Details

Key Strategic Action 5: English teachers will attend the TCTELA Conference. The conference will provide workshops on poetry, guest speakers, and literacy coaching.

Progress Measure (Lead): Teachers can be equipped with more instructional tools to target each demographic on our campus.

Outcome Measure (Lag): Increase in research based strategies being implemented in the classrooms.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: CIC, CIS, Administrators

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Staff Development - 211 - ESEA, Title I Part A - 211.13.6411.00.054.30.000 - \$5,000

Key Strategic Action 6 Details

Key Strategic Action 6: English and History teachers will be given a planning day each 9-week period to plan engaging and rigorous lessons for the 9 week.

Progress Measure (Lead): Teachers will plan as a department to vertically and horizontally align their lessons.

Outcome Measure (Lag): English and History lessons will incorporate the GRR model and prepare students for their next grade level, while spiraling in common misconception

Dates/Timeframes: The 24-25 school year

Staff Responsible for Monitoring: Teachers, CIC, CIS, Administrators

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Funding Sources: Sub for Planning Day ELA Teachers - 166 - State Comp Ed - 166.13.6299.SB.054.30.AR0 - \$2,000, Sub for Planning Day History Teachers - 166 - State Comp Ed - 166.13.6299.SB.054.30.AR0 - \$2,000

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: Smith MS will utilize Carnegie Math for Tier 1 instruction.

Progress Measure (Lead): Teachers will use Carnegie Math during Math and Intervention classes. They will receive training on the curriculum to provide the appropriate instruction.

Outcome Measure (Lag): All teachers will utilize Carnegie resources and curriculum. There will be a 10% increase in students scoring Meets on the STAAR and Algebra EOC test.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean, CIC, CIS, Teachers

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.054.30.000 - \$72,279, Dean - 211 - ESEA, Title I Part A - 211.23.6119.00.054.30.000 - \$96,114

Key Strategic Action 2 Details

Key Strategic Action 2: Smith MS will use Mathia for accelerated instruction during Intervention.

Progress Measure (Lead): Teachers will use Mathia Math during Intervention classes. They will receive training on the curriculum to provide the appropriate instruction.

Outcome Measure (Lag): All teachers will utilize Carnegie resources and curriculum. There will be a 10% increase in students scoring Meets on the STAAR and Algebra EOC test.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Principal, Dean, CIC, CIS, Teachers

Collaborating Departments: None

Funding Sources: Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.054.30.000 - \$78,275

Key Strategic Action 3 Details

Key Strategic Action 3: Math and Science teachers will be given a planning day each 9-week period to plan engaging and rigorous lessons for the 9 week.

Progress Measure (Lead): Teachers will plan as a department to vertically and horizontally align their lessons.

Outcome Measure (Lag): Math and Science lessons will incorporate the GRR model and prepare students for their next grade level, while spiraling in common misconceptions.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Teachers, CIC, CIS, Administrators

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Funding Sources: Sub for Planning Day Math Teachers - 166 - State Comp Ed - 166.13.6299.SB.054.30.AR0 - \$2,000, Sub for Planning Day Science Teachers - 166 - State Comp Ed - 166.13.6299.SB.054.30.AR0 - \$2,000

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

Key Strategic Action 1: Incorporate teacher PD for teachers and staff around the campus to help prepare our students for High School and equip them with lifelong skills.

Progress Measure (Lead): Ongoing professional development for teachers to meet the needs of our students and increase their instructional toolbox.

Outcome Measure (Lag): Increase academic performance amongst students and decrease behavior that violates the Student Code of Conduct.

Dates/Timeframes: The 24-25 school year.

Staff Responsible for Monitoring: Administrators

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Contracted PD for teachers - 211 - ESEA, Title I Part A - 211.13.6299.00.054.30.000 - \$20,000, Contracted PD for teachers of GT students - 177 - Gifted/Talented - 177.13.6299.00.054.21.000 - \$15,453

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.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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