Killeen Independent School District

Roy J. Smith Middle School

2023-2024

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Comprehensive Needs Assessment

Revised/Approved: August 10, 2023

Demographics

Demographics Summary

Roy J. Smith Middle School is the largest middle school in Killeen ISD with approximately 1280 students. We serve a diverse population of students who are 35% Hispanic; .4% Indian; 3% Asian; 34% African American; 3 % Pacific Islander; 15% White; 10% Two or more races; 15% LEP; and 14% ESL. We are located in southwest Killeen near the largest military installation, Fort Cavazos. As a result, 41% of our students are dependents of active military service members. Additionally, 13% of our students are serviced under 504; 52% are considered at-risk; 68% are eligible for free/reduced lunch; 7% are TAG; and 14% are serviced in special education.

Our campus is one of two sites for the KISD STEM program at the middle school level. Approximately 290 students attend our school as part of the program. These students have applied to be in the program and are selected through a lottery system that reflects the demographics of KISD.

The administrative leadership consists of the principal, three assistant principals, four counselors, an at-risk counselor, a librarian, three instructional specialists, a facilitator for special programs, and two campus technologists. The demographics of our staff closely resemble those of our students.

The staff at Smith Middle School believes that every child will be successful when presented with challenging and engaging lessons. In addition, Smith Middle School will remain focused on incorporating technology into everyday lesson design and is committed to ensuring that the faculty and staff are prepared to instruct students on how to interface with the different types of technology. Smith Middle School has 24 teachers who are within their first five years in the profession. This created a need to hire additional Campus Instructional Specialists to support the teachers which additionally allows these teachers to support the students in their classrooms. Many of the teachers that the Campus Instructional Specialists will support are on waivers and need the support of our CiS. Although we have a high percentage of teachers qualified to teach our Gifted and Talented students, with the addition of new staff members or teachers new to teaching GT students, we will have several teachers in need of the 30 hours of GT training this year.

The surrounding community of Roy J. Smith is also diverse. It is comprised of active-duty military single soldiers, families, retired military, and civilians from all over the world. As a result, there are several cultures and languages reflected in the community businesses and households. Smith Middle School has more than 200 community members who have completed volunteer applications and background checks.

Due to changes in social economic status of the campus and district, the campus has become a Title I Schoolwide campus. With this designation, the campus has been allocated additional funding to help support our students. With these funds, we are able to hire additional staff to help in larger classrooms, purchase additional instructional supplemental resources for teachers to use to help students achieve the learning gap that students are still overcoming due to Covid.

Demographics Strengths

Students at Roy J. Smith Middle School make up a strong and diverse student body. At every athletic, academic, and extra-curricular activity, the diversity is clear. Each student's culture is valued and appreciated as it contributes to our campus mission. Our mission statement states, "Roy J. Smith Middle School will be a student-centered environment that achieves high educational standards by promoting critical thinking, encouraging collaboration, and fostering cultural and social awareness."

The staff of Roy J. Smith values collaboration and life-long learning. As a result, department PLCs meet twice during each unit (dates determined by the individual PLC) during a common conference period to design engaging lessons and align the curriculum vertically. During this PLC, teachers analyze data and plan interventions to bridge gaps in student

learning. Teachers also meet once a month during their conference period for professional learning. Continuous progress monitoring and implementation of interventions will help us achieve this school year. Also, teachers are encouraged to pursue professional development that will help them meet students' needs. Smith Middle School consists of highly qualified teachers that work collaboratively for the success of all students. During the school year, grade-level PLCs will meet after school at least once a month. This time will be utilized for designing cross-curricular projects and field-based instruction.

Teachers and staff are encouraged to build relationships with students that center around trust and understanding one another. The relationship between teachers and students is a research-based method to ensure student success and behavior.

In addition, the KISD mentor program provides a framework to help new teachers grow in their craft. Mentor teachers and buddies are chosen to support new teachers as they learn the district's initiatives and systems. Classroom observations by both the mentor and new teacher lead to collegial conversations about how to improve instruction to meet the needs of students. In the 2021-2022 school year, we piloted a New Teacher Cohort program with our mid-year hires, designed to provide them with training and support that they may not otherwise receive due to missing in-service training. We found the program to be very successful, and it helped to cultivate a community and greater connections among our new teachers as well as the group of experienced teachers who were mentoring them. This is a program we plan to continue implementing on our campus.

To meet the academic needs of all students, this year we started the Leopard Learning Lab. Content area teachers sign up to tutor in the tutoring lab, which is open daily between 3:45 pm-5 pm, with the exception of Wednesdays, which are reserved for campus meetings. The lab has been successful among students and parents since tutoring occurs more than the required two times per week.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At least 5 teachers from 2023-24 are not yet qualified to teach Gifted and Talented students.   **Root Cause:** The teachers are new to teaching GT students and haven't had the required initial 30 hours of training.

Problem Statement 2: At least 15 members of the instructional staff are new to SMS. New teachers will need additional time, resources, and support to grow in the profession and/or acclimate to the climate and culture of the campus and district.   **Root Cause:** SMS continues to experience teacher turnover due to a multitude of factors.

Student Learning

Student Learning Summary

For our Language Arts, Math, Science, and Social Studies classes, teachers are provided common planning time to analyze student data such as common assessments and STAAR data. The 2022-23 STAAR score results from May 2023 are listed below. Smith Middle School had 67.64% pass STAAR Math and 72.61% pass STAAR Reading. TEA campus ratings are based on STAAR results, Roy J. Smith Middle School received a "C" rating for 2022-23. At the end of the year, it was noted that 33% of the students failed one or more core classes and had to attend summer school. The attached chart is from the 2023 STAAR.

	May 2023 STAAR Reading, Grade 6				May 2023 STAAR Reading, Grade 7				May 2023 STAAR Reading, Grade 8			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Roy J Smith Middle	440	72%	43%	12%	396	82%	51%	21%	424	80%	48%	21%
Economic Disadvantage	259	64%	35%	8%	229	79%	46%	16%	247	73%	39%	14%
American Indian/Alaskan Native	2	100%	100%	100%	-	-	-	-	0	-	-	-
Asian	11	91%	82%	5%	17	100%	76%	29%	10	100%	90%	70%
Black/African American	161	63	34%	10%	134	83%	47%	17%	164	76%	36%	14%
Hispanic	138	72%	40%	12%	136	74%	42%	17%	133	76%	51%	19%
Native Hawaiian/Pacific Islander	11	45%	45%	0%	12	67%	25%	0%	15	87%	47%	27%
Two or More Races	49	84%	43%	6%	37	89%	68%	19%	30	90%	57%	23%
White	63	87%	62%	19%	60	93%	67%	42%	72	88%	61%	29%
Currently Emergent Bilingual	67	64%	33%	10%	43	69%	31%	11%	47	62%	40%	17%
Second Year of Monitoring	0	0	0	0	6	-	-	-	15	93%	87%	60%
Special Ed Indicator	55	27%	15%	4%	39	46%	21%	10%	43	44%	19%	5%

	May 2023 STAAR Mathematics, Grade 6				May 2023 STAAR Mathematics, Grade 7				May 2023 STAAR Mathematics, Grade 8			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Roy J Smith Middle	440	64%	23	8%	318	64%	28%	5%	354	60%	28%	8%
Economic Disadvantage	260	58%	20%	5%	191	64%	22%	3%	222	54%	23%	5%

	May 2023 STAAR Mathematics, Grade 6				May 2023 STAAR Mathematics, Grade 7				May 2023 STAAR Mathematics, Grade 8			
American Indian/ Alaskan Native	2	-	-	-	-	-	-	-	0	-	-	-
Asian	11	82%	64%	9%	14	79%	50%	7%	6	100%	83%	33%
Black/African American	161	53%	16%	3%	111	60%	17%	2%	144	54%	22%	4%
Hispanic	139	68%	24%	7%	110	57%	24%	4%	106	61%	34%	8%
Native Hawaiian/Pacific Islander	11	55%	18%	9%	10	50%	20%	10%	12	33%	8%	0%
Two or More Races	49	63%	22%	10%	27	89%	52%	4%	28	68%	21%	11%
White	67	79%	36%	18%	46	76%	46%	13%	58	69%	36%	17%
Currently Emergent Bilingual	68	59%	22%	6%	52	60%	21%	4%	43	47%	26%	5%
Second Year of Monitoring	0	-	-	-	0	-	0%	0%	-	-	-	-
Special Ed Indicator	54	33%	7%	4%	39	38%	13%	3%	42	26%	10%	5%

	Spring 2023 STAAR EOC, Algebra I			
	Total Students	Approaches	Meets	Masters
Roy J Smith Middle	135	99.26%	91.85%	74.81%
Economic Disadvantage	53	98.11%	84.91%	64.15%
American Indian/Alaskan Native	2	100%	100%	50%
Asian	11	100%	100%	100%
Black/African American	40	100%	87.50%	70%
Hispanic	42	100%	88.10%	73.81%
Native Hawaiian/Pacific Islander	5	100%	100%	100%
Two or More Races	15	100%	100%	73.33%
White	20	95%	95%	70%
Currently Emergent Bilingual	10	100%	90%	40%
Second Year of Monitoring	4	100%	100%	100%
Special Ed Indicator	3	100%	66.67%	0%

	May 2023 STAAR Science, Grade 8				
	Total Students	Scale Score	Approaches	Meets	Masters
Roy J Smith Middle	461	3842	69.63%	37.31%	17.14%
Economic Disadvantage	220	3747	62.73%	30.91%	12.73%
American Indian/Alaskan Native	5	4099	80%	60%	40%
Asian	13	4640	100%	84.62%	61.54%
Black/African American	184	3698	59.78%	27.72%	10.87%
Hispanic	150	3791	70%	34%	13.33%
Native Hawaiian/Pacific Islander	10	4229	100%	70%	30%
Two or More Races	47	3944	70.21%	48.94%	19.15%
White	52	4103	88.46%	50%	32.69%
Currently Emergent Bilingual	34	3688	67.65%	23.53%	14.71%
Second Year of Monitoring	11	4190	90.91%	54.55%	27.27%
Special Ed Indicator	52	3273	30.77%	5.77%	1.92%

	May 2023 STAAR Social Studies, Grade 8				
	Total Students	Scale Score	Approaches	Meets	Masters
Roy J Smith Middle	461	3732	61.39%	26.90%	14.53%
Economic Disadvantage	220	3649	53.64%	18.64%	11.36%
American Indian/Alaskan Native	5	3952	60%	40%	40%
Asian	13	4480	100%	76.92%	61.54%
Black/African American	184	3612	53.80%	18.48%	8.70%
Hispanic	151	3675	60.26%	23.84%	8.61%
Native Hawaiian/Pacific Islander	10	3930	60%	60%	30%
Two or More Races	47	3821	70.21%	25.53%	21.28%
White	51	4004	74.51%	47.06%	29.41%

	May 2023 STAAR Social Studies, Grade 8				
Currently Emergent Bilingual	35	3523	48.57%	14.29%	8.57%
Second Year of Monitoring	11	3849	81.82%	27.27%	9.09%
Special Ed Indicator	52	3267	17.31%	3.85%	0%

6th Grade	Approaches	Meets	Masters
Math	64%	23%	8%
Reading	72%	43%	12%

7th Grade	Approaches	Meets	Masters
Math	64%	28%	5%
Reading	82%	51%	21%

8th Grade	Approaches	Meets	Masters
Math	60%	28%	8%
Reading	80%	48%	21%
Science	73%	41%	13%
Social Studies	55%	27%	13%

6th Grade Reading	Approaches	Meets	Masters
All Students	72%	43%	12%
Currently Emergent Bilingual	64%	33%	10%

7th Grade Reading	Approaches	Meets	Masters
All Students	82%	51%	21%

7th Grade Reading	Approaches	Meets	Masters
Currently Emergent Bilingual	69%	31%	11%

8th Grade Reading	Approaches	Meets	Masters
All Students	80%	48%	21%
Currently Emergent Bilingual	62%	30%	17%

6th Grade Gifted and Talented				
	Total Students	**Approaches**	**Meets**	**Masters**
Math	34	97%	94%	53%
Reading	34	97%	84%	47%

7th Grade Gifted and Talented				
	Total Students	**Approaches**	**Meets**	**Masters**
Math	30	100%	100%	56%
Reading	30	100%	100%	81%

8th Grade Gifted and Talented				
	Total Students	**Approaches**	**Meets**	**Masters**
Science	27	100%	97%	54%
History	27	94%	77%	57%
Math	21	94%	82%	59%
Reading	27	100%	94%	66%

The percentage of GT students achieving Masters Grade Level is below 60% for 6th and 7th grade math and 6th grade reading. Increasing opportunities for real world experiences and exposure to concrete application of the TEKS should result in an increase in the percentage of GT students achieving Masters Grade Level.

6th Grade At-Risk

	Total Students	Approaches GL	Meets GL	Masters GL
Math	222	50%	12.16%	4.05%
Reading	223	44.39%	17.94%	6.28%

7th Grade At-Risk

	Total Students	Approaches GL	Meets GL	Masters GL
Math	233	47.29%	16.87%	3.92%
Reading	279	36.91%	11.59%	3%

8th Grade At-Risk

	Total Students	Approaches GL	Meets GL	Masters GL
Science	342	61.63%	37.31%	17.14%
History	342	61.39%	26.9%	14.59%
Math	304	45.72%	12.83%	3.95%
Reading	338	71.01%	41.42%	18.64%

8th Grade CTE

	Total Students	Approaches GL	Meets GL	Masters GL
Science	303	71.29%	40.92%	20.13%
History	303	65.02%	30.69%	18.15%
Math	195	46.67%	12.82%	3.59%
Reading	299	79.26%	54.52%	33.44%

In Math, teachers focus on hands-on, collaborative lessons to engage students. All math teachers will provide tutoring before or after school to assist students in need of additional math help. Teachers will plan collaboratively and will observe one another to enhance strategies.

In Language Arts, teachers will focus on reading and writing skills with an emphasis on how the two components are related. We will have two full-time and one half-time dyslexia teachers who work with small groups of students on phonemic awareness and comprehension strategies. Accelerated Language Arts will be provided for students who failed STAAR Reading during the previous school year. Accelerated Math will be provided for students who failed STAAR Math during the previous school year. The classroom teachers will monitor students' progress throughout the year. CUAs (Common Unit Assessments) will help teachers design interventions.

In Social Studies, teachers will work within their department to horizontally and vertically align the curriculum while following the district's scope and sequence. Teachers will use data from common assessments to make decisions on interventions to reach students who need assistance.

In Science, teachers will spiral in content throughout the year to clear up misconceptions for students. Teachers will plan vertically and horizontally to challenge students and relate the material to real-world experiences.

Student Learning Strengths

For our Language Arts, Math, Science, and Social Studies classes, teachers analyze student data such as common assessments and STAAR data. Smith Middle School had more than 60% pass 6th STAAR Math, 6th-8th STAAR Reading, 8th STAAR Social Studies, and 8th STAAR Science.

Roy J. Smith attributes our academic achievement to tutorials that are offered before and after school and on Saturdays. These tutorials include answering students' questions, teaching targeted intervention lessons, re-teaching hard-to-learn TEKS, and practicing test-taking strategies. In addition, parents are contacted for these events in ensure student attendance. Students are also given individualized invitations to get them to attend the interventions that are most needed.

Our STEM program plans cross-curricular activities within the project-based learning framework for the grade level that engage students and immerse them in their learning. These projects encourage critical thinking, real-world application, and collaborative student-centered activities.

In addition, our academic achievement includes:

- Nearly 75% (74.81%) of our students mastered the Algebra I EOC as compared to 20% for the district overall.
- Student STAAR data reports show at least one sub-population have 100% passing rate on all levels of STAAR reading and mathematics.
- STEM Academy achieved more than 80% passing as 7th grade students who took 8th grade STAAR Math test, which is a year above grade level. Over 60% of STEM 7th graders met grade-level on the 8th grade math STAAR as compared to 21% of 8th graders.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math **Root Cause:** Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 2: Approximately 50% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Reading. **Root Cause:** Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 3: The percentage of GT students achieving Masters Grade Level is below 60% in 6th, 7th and 8th grade math, 6th grade reading, and 8th grade science and social studies. **Root Cause:** GT students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.

Problem Statement 4: English Language Learners and LEP students scored lower on STAAR Reading than the school average at all grade levels. **Root Cause:** There is not a systemic approach to teaching academic vocabulary.

Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

Problem Statement 6: 8th grade Career and Technology students scored below the 8th grade campus average on the 8th grade math STAAR. **Root Cause:** Career and Technology students do not have consistent access to real world, concrete examples of how their math learning transfers to their futures.

Problem Statement 7: Less than 30% of 8th grade students achieved Meets Grade Level Standard on STAAR Social Studies. **Root Cause:** Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 8: Approximately 40% of 8th grade students achieved Meets Grade Level Standard on STAAR Science. **Root Cause:** Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 9: ELL students scored from 6%-16% lower than the school average on all state assessments with the exception of the 7th grade math, Algebra I EOC, and 8th grade science tests. **Root Cause:** Teachers of English language learners do not consistently use available resources to immerse the students in the English language.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, Assessment, & Technology

Our curriculum is delivered through a framework and the lens of the TEKS Resources, ensuring that the TEKS (Texas Essential Knowledge and Skills) are addressed in all subjects. Instruction is primarily provided in the classroom setting where a variety of methods are implemented to ensure success for all. Students are provided opportunities to use technology in all subject areas.

Our academic program is designed to meet the unique needs of the adolescent with emphasis on all learners. Programs are designed for the talented and gifted, special education, and students with need for improvement and support from other special programs. Honors courses provide students with an opportunity for learning that prepares them for the rigor of Advanced Placement (AP) courses in high school. Assessments provide data for teachers primarily to determine student need, growth, and potential. This data is gathered in a number of ways to include teacher-made tests, state assessments, teacher observations, and common unit assessments (CUAs).

Special education students are served by regular education as well as special education, either in an inclusive learning environment or resource setting. One FASP Skills class is provided (Functional Academic Skills Program) as well as a BMU (Behavior Management Unit) program. The STEM Academy on our campus provides project-based learning for students at an advanced curriculum level. This program provides students an opportunity to achieve post-secondary success in their high school years.

Each grade level serves as the students' core team, where teachers collaboratively plan instruction while focusing on meeting the needs of the students through differentiation. Teachers have expressed a concern over time for planning and analyzing data together. They have also expressed a concern over implementing differentiated instruction and believe that additional resources are needed to facilitate this process. This team structure promotes positive communication, integrated and interdisciplinary lessons, team teaching, and flexible scheduling. Our teachers teach seven of the nine periods (with one period being intervention/academic lab). Each teacher has a conference period each day. Teachers meet in designated PLCs twice each unit (as determined by each PLC) for planning and once a month as a large group for professional development.

Student data is used by staff to determine programs and progress to make decisions for implementation of various initiatives. The Response to Intervention (RTI) program is used to establish communication between parents and teachers when students are unsuccessful or when additional resources are needed and when interventions are added. The tiers of RtI increase the intensity of intervention and may determine the need for additional services or testing for the student in need.

The academic day is organized around nine periods. Students take eight 50 minute classes, plus a 30-minute advisory period used for interventions, and a 37 minute lunch period. Courses are offered in special education, regular education, gifted education and honors placement. For at-risk students that failed the previous year's STAAR Reading and/or STAAR Math, an additional period of Accelerated Language Arts or Accelerated Math (as appropriate) will be taken as part of Tier II RTI.

All students are required to take the core curriculum: Language Arts, Mathematics, Science and Social studies. Sixth graders must take either a reading class or AVID as well. Enrichment and elective courses are offered in theater arts, choir, band, art, Spanish, AVID, career investigation, computer literacy, teen leadership, physical education, pre-athletics, and athletics. CPR training is offered through the Physical Education department with the goal of meeting the high school graduation requirement.

Technology is a vital part of parent/teacher communication. Home Access Center is a resource available to parents for checking student assignments and grades. Schoology contains information about teacher expectations, class assignments, teacher contact information, and links to additional educational resources. Communication also occurs through the campus website, Facebook site, and through announcements. Methods of assessment for continued improvement in technology use and resources at Smith include BrightBytes, the 8th grade Computer Literacy Exam, personal communication with teachers, and an annual inventory and assessment of technology equipment. Within the next year, teachers will receive training on the implementation and instructional design for seamless use of technology in the classroom.

During the 2021-22 school year, approximately 900 of 1323 students were involved in an extracurricular activity, which included participation in athletics, band, choir, theater arts, Academic UIL, or one of several clubs on campus.

Personnel and Organization

Roy J. Smith Middle School consists of highly qualified teachers that work collaboratively for the success of all students. During the 2022-23 school year, PLCs meet twice each unit (as determined by each PLC) for planning and once a month as a large group for professional development. Additionally, grade level PLCs will meet after school at least once a month. These professional learning communities design rigorous lessons using multiple resources to include TEKS Resource Center.

The staff at Smith Middle School believes that every child will be successful when presented with challenging and engaging lessons. In addition, Smith Middle School will remain focused on incorporating technology into everyday lesson design and is committed to ensuring that the faculty and staff are prepared to instruct students on how to interface with the different types of technology.

The campus decision making process is led by a Site Based Decision Making (SBDM) team, whose membership is composed of teachers, administrators, parents, community members, and business leaders. The campus principal provides the leadership for the SBDM. The Campus Conduct Committee and the Campus Employee Advocacy Committee meet monthly to address issues in the area of staff needs. In addition, each Wednesday, there is a meeting after school to include as many staff members as possible. The first Wednesday is for Grade Level and Department Lead teachers. The second is for teachers to meet with their Grade Level PLC. The third Wednesday is a faculty meeting. The fourth Wednesday is for SBDM and any other committee meetings, such as AVID Site team.

All faculty and professional staff have access to an individual computer for instructional purposes. Additionally, teachers are assigned an iPad for instructional purposes. Ongoing professional development in the use of classroom management software, curriculum planning software, and research databases is provided by the campus technologist and the campus librarian during PLC department meetings or after school. Additional professional development opportunities are provided by the district in the form of classes available during the school year and over the summer.

Students are expected to use technology to communicate with teachers, develop and present assignments, and to utilize available software to acquire and reinforce skills. Teachers have Schoology courses and groups designed to communicate with students and parents. Software and web-based programs like Success Maker, Schoology, Eduphoria, iLit, Imagine Math, Study Island, and a variety of research databases are utilized by students both from school and home. Online advanced courses such as Geometry are available for students in those classes.

To assist teachers who are new to the profession or new to Smith Middle School and aid in retaining these professionals, Roy J. Smith provides mentors and/or buddy teachers. This allows for collegial conversations and reflective practices that lead to student success. Mentor teachers meet regularly with their protégés in addition to observing classes to provide feedback. This aids the new teachers while they acclimate to KISD and Roy J. Smith in order to retain those teachers in the profession and in our district. We also have a New Teacher Cohort program which is designed to provide targeted professional development to our new teachers. As the 2021-2022 school year was the first year we had the program, we wanted to focus on our mid-year hires and provide them with the support an professional development that they would have received during in-service in August. Since the 2021-2022 school year, NTC or New Teacher Cohort has met once per month for Coffee chats as a check in to see ow they are fairing throughout the year. The campus will continue to implement this meetings to help support the new teachers as well as those that may struggle through the year.

Administration

The core team of Smith Middle School consists of our principal, three assistant principals, a CIS, a split CIS/campus facilitator, an academic advisor, a campus facilitator, three counselors, an at-risk counselor, two technologists, and a librarian. The team's role on campus is to facilitate the academic environment by supporting our teachers, staff, students, and parents. This is done by maintaining open communication between stakeholders to include surveys, outreach, white board communication, meetings, volunteers, and committees.

School Processes & Programs Strengths

Smith Middle School has several structures in place to ensure that the best possible education is delivered to our students. There is an open-door communication policy where teachers and staff are encouraged to voice concerns and suggestions. This can be done in person, through surveys, during various meetings, or by submitting concerns through a Microsoft Form. Stakeholders are part of the decision-making process. Professional development is planned based on the needs expressed by staff in accordance with district initiatives such as

the Gradual Release of Responsibility model.

The administration wishes to support staff and initiatives by providing the tools necessary, such as iPads and various technology in classrooms. As part of this, the master schedule is designed so that departments have a common planning/conference time to plan lessons/assessments together. Time is also provided for grade-level meetings where the entire grade level can come together and discuss items and events that are pertinent to them specifically.

Assessments provide data for teachers primarily to determine student need, growth, and potential. This data is gathered in multiple ways, including (but not limited to) teacher-made tests, state assessments, teacher observations, and common assessments. Student data is used by the instructional staff to determine programs and progress, in addition to making decisions for implementation of various initiatives. Our curriculum is implemented through a framework and the lens of the TEKS Resource System, ensuring that the TEKS are implemented in all subjects. Instruction is primarily provided in the classroom where a variety of methods are utilized to ensure success for all. We have numerous initiatives in place to supplement and enhance student learning in various settings, including Saturday school sessions on hard-to-learn standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause:** Teachers do not have adequate supplemental materials.

Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs.   **Root Cause:** Many students are not aware of clubs and organizations available to them.

Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause:** Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Problem Statement 4: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure.   **Root Cause:** The spread of COVID 19 necessitated the closure of all campuses across the district for the 4th quarter of the 2019-2020 school year.

Problem Statement 5: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19, extended periods of social distancing, and remote learning.   **Root Cause:** The spread of COVID 19 necessitated the closure of all campuses across the district for the 4th quarter of the 2019-2020 school year. Students were also allowed to choose remote learning during the 2020-2021 school year.

Problem Statement 6: Not all students leaving SMS for high school are CPR trained, which is a requirement for graduation.   **Root Cause:** Due to student mobility both within the district and externally, students are not receiving training.

Problem Statement 7: Lack of outreach for ELL/Bilingual parents and community such as family night or cultural events   **Root Cause:** parents not being made aware of on-campus opportunities to help via dual language advertisement

Perceptions

Perceptions Summary

Student, Staff & Parent Engagement

Roy J. Smith Middle School will invite parents and community members to multiple events throughout the year in order to create a relationship between school and home. The school plans to host events (with the circumstances permitting) such as Academic Awards ceremonies, the Multi-cultural Program, STEM Parent Nights, NJHS Induction, band concerts, choir concerts, plays/musicals, art shows, AVID College Fair, Texas Performance Standards Project (TPSP) presentations, talent show, pep rallies, and boys' and girls' athletic events. As of May 2022, there were approximately 220 volunteers on the approved list for Roy J. Smith Middle School. In the 2022-23 school year, we are looking to increase this number by 50% through sign-up stations at readiness days and Meet The Teacher night, Connect Ed. calls, and social media and weekly newsletter advertisements. We want our parents and community members to actively participate in school events. This involvement of students and staff leads to the student attendance rate of more than 91% daily.

The majority of our staff will continue at Roy J. Smith. A few teachers will be leaving due to military commitments of family members, due to relocating from the area, or the opening of the new Chaparral High School. This retention rate is due in part to mentoring relationships and a family environment that is inclusive.

School counselors and assistant principals work together to conduct peer mediation so that students feel comfortable and safe in their learning environment. Additionally, students who return from a DAEP meet with counselors on a regular basis. Mentoring relationships are also provided to assist students in their transition back to campus.

Faculty and staff provide a safe school environment in multiple ways including being on duty at various locations around the campus before, during, and after school. Supervision is provided whenever students are on campus, to include extra-curricular activities at night and on weekends. All visitors to the campus are required to check in the front office and obtain a school visitor's badge.

Additionally, we follow the district-wide classroom management framework. Smith's campus management plan is outlined the modules of building positive relationships, establishing expectations, monitoring student behavior, and providing a system of interventions. In addition, each teacher is required to attend campus restorative practice PD at the beginning of the year, in order to learn ways to implement the practices into their a classroom management plan. This is aligned with the campus and district plan which the teacher can implement in his/her own classroom.

The Campus Conduct Committee monitors the overall results of student referrals and safety issues to determine ongoing concerns. The use of student identification cards is vital for tracking and identifying students with behavioral issues. The continued focus for refining campus procedures in the common areas of halls, stairwells, gym, outside, and cafeteria will allow for continuity within the campus environment.

Professional Practice

At Roy J. Smith, we plan professional development based on the needs of our students and staff in accordance with district initiatives. We utilize surveys that ask teachers their needs for professional development and technology in addition to holding various meetings and PLC discussions on the topic. We also analyze various student data and look at which groups of students need intervention in specific areas. Once we have those pieces of information, we design our Momentum Plan for the year. The Momentum Plan is a living document that can be altered based on how the needs change throughout the year. Once we know what professional development is needed, we seek professionals that have the knowledge to present. These professionals may be teachers or staff members on campus or may be an outside source.

Programs and Opportunities for Students

In Math, teachers focus on hands-on, collaborative lessons to engage students. All math teachers will provide tutoring before or after school to assist at-risk students in need of additional math help. Teachers will plan collaboratively and will observe one another to enhance strategies. Accelerated Math will be provided for students who failed STAAR Math during the 2021-2022 school year. Targeted math interventions will also be provided for students through Imagine Math during their intervention period. CUA (Common Unit Assessments) will help teachers design interventions and enrichment.

In Language Arts, teachers will focus on reading and writing skills with an emphasis on how the two are related. We will have two full-time and one half-time teachers to work with small groups of dyslexic students on phonemic awareness and comprehension strategies. Accelerated Language Arts will be provided for students who failed STAAR Reading during the 2021-2022 school year. Targeted reading interventions will also be provided for students through iLit during their intervention period. The classroom teachers will monitor students' progress throughout the year. CUA (Common Unit Assessments) will help teachers design interventions and enrichment.

In Social Studies, teachers will work within their department to horizontally and vertically align curriculum while following the district's scope and sequence. Teachers will use data from common assessments to make decisions on interventions to reach students who need assistance. CUA (Common Unit Assessments) will help teachers design interventions and enrichment.

In Science, teachers will spiral in content throughout the year to clear up misconceptions for students. Teachers will plan vertically and horizontally to challenge students and relate the material to real-world experiences. Labs and demonstrations will be conducted with and for students to form and test hypotheses and draw conclusions based on their findings. These assessments and other data will help teachers design interventions and enrichment.

The STEM Academy of Roy J. Smith Middle School will plan grade-level project-based learning utilizing one-to-one technology in classrooms. These activities focus on incorporating each subject into a project that allows students the opportunity to develop critical thinking and problem-solving skills.

In our Career Investigations course and Computer Literacy courses, eighth graders are provided exposure to various avenues they can pursue beyond high school. These include college courses, career and military options, and trade license opportunities.

Procedures

Each core classroom is equipped with an Apple TV and a Wacom drawing tablet, and all classrooms have an interactive projector and an iPad or laptop cart with devices for student use.

Technology is available for teachers to reserve through Eduphoria in order to integrate technology into their classrooms. This includes Virtual Reality Goggles that students wear to go on virtual field trips and examine things they may not otherwise see. Other items for checkout include laptops and iPads.

As students transition from 5th to 6th grade and then from 8th to 9th grade, there are procedures in place to ease the stress felt by students and parents. We hosted a parent night for our incoming 6th grade students and their families, where our elective teachers gave a short presentation about their courses. Our counselors also visited our feeder schools to present the fifth grade students with information about the classes offered at Smith Middle School, as well as after school activities and clubs. Likewise, when our 8th graders are getting ready to leave us and head to the high schools, we plan field trips to their feeder school. This allows the 8th graders to experience a tour of the high school, a pep rally, and gain exposure to all of the clubs and activities that are available at that level.

Our school counselors recognize a character trait every month and conduct an advisory lesson on it each week. These advisory lessons also include prevention strategies for bullying, drug use, violence and suicide prevention, and healthy coping behaviors. Additionally, the staff of Roy J. Smith receives training on how to spot abused or neglected children, prevent bullying, and assist struggling students.

Perceptions Strengths

Roy J. Smith Middle School celebrates the accomplishments of its students through multiple academic pep rallies that are held throughout the year. In addition, students will be celebrated for academic achievement each year. Smith supports both strong fine arts and athletics programs. In addition, the faculty will implement a "Student Spotlight" program to

celebrate the positive choices made by students on a regular basis throughout the 2022-23 school year.

Smith plans to celebrate the diverse cultures this school year with the multi-cultural assembly. Our campus will be home to approximately 25 clubs for students to join. A few of the clubs may include Anime Club, Athletics, AVID, Library, NJHS, Robotics, Sewing Club, and Smith Ambassadors.

Due to parents and community members being invited to activities where the students' talents are on display, Smith will be able to document the number of parents and community members that visit the school. Additionally, surveys will often be available to gain feedback from visitors. This will allow our staff to reflect on the relationship between the school and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher survey shows that staff does not fully integrate available technology due to the need for additional training to engage students.   **Root Cause:** 32 teachers have five years or less in the profession and lack experience integrating technology.

Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus.   **Root Cause:** There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.

Problem Statement 3: Our staff does not feel confident implementing Restorative Practices with our students.   **Root Cause:** They have not received sufficient training and follow-up on Restorative Practices.

Problem Statement 4: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.   **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: At least 85% of students will earn a score classified as approaching (or better) on the Reading STAAR in 2024.

    Evaluation Data Sources: STAAR 2023 Reading Results

Strategy 1 Details
Strategy 1: The special education department will conduct weekly meetings to track needed intervention for special education students. This will address system safeguards.
Strategy's Expected Result/Impact: Students in Special Education will show improvement on 2023 STAAR tests.
Staff Responsible for Monitoring: Principal
Problem Statements: Student Learning 5

Strategy 2 Details
Strategy 2: Language Arts teachers will provide high-interest, engaging texts and online activities to differentiate instruction and supplement the adopted curriculum through appropriate reading levels that address individual student needs.
Strategy's Expected Result/Impact: At-risk students will show gains in identified areas in reading and writing.
Staff Responsible for Monitoring: Principal   CIS   Lead Teacher
Problem Statements: Student Learning 1, 4 - School Processes & Programs 1
Funding Sources: 1347 Subscriptions print and digital included to Scholastic Action magazine for at risk students to use during weekly interventions within the classroom and tutoring - 166 - State Comp Ed - 166.11.6329.00.054.30.AR0 - $8,500, Poster Machine for creating Anchor Charts & Graphs to assist instruction - 211 - ESEA, Title I Part A - 211.11.6398.00.054.30.000 - $15,125

Strategy 3 Details

Strategy 3: Additional Targeted Support will be provided in Reading to students comprising white and two or more races through after school tutoring and Reading classes in order to increase academic achievement status meeting grade level standard from 56% to at least 60%.

Strategy's Expected Result/Impact: Students comprising white and two or more races will show an increase in Reading scores.
Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Targeted Support Strategy - Additional Targeted Support Strategy
Problem Statements: Student Learning 1, 4, 5

Strategy 4 Details

Strategy 4: Provide a planning day for each grading period for ELA teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success for each student.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.
Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 3
Funding Sources: Sub for Planning Day ELA Teachers - 166 - State Comp Ed - 166.11.6116.00.054.30.AR0 - $2,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 4: English Language Learners and LEP students scored lower on STAAR Reading than the school average at all grade levels.   **Root Cause**: There is not a systemic approach to teaching academic vocabulary.

Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

School Processes & Programs

Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.

Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: At least 70% of students will earn a score classified as approaching (or better) on the Math STAAR in 2024.

High Priority

Evaluation Data Sources: 2023 Mathematics STAAR Results

Strategy 1 Details
Strategy 1: Provide a planning day during each grading period for Math teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.
Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 3
Funding Sources: Sub for Planning Day Math Teachers - 166 - State Comp Ed - 166.11.6116.00.054.30.AR0 - $2,000

Strategy 2 Details
Strategy 2: Math teachers will attend math-related professional development such as the CAMT training to learn strategies to address the needs of At-Risk students. They will bring back materials and strategies to share with the department.

Strategy's Expected Result/Impact: Teachers will teach their colleagues strategies to increase student achievement.
Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Problem Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1
Funding Sources: Registration and Travel for CAMT or similar training for teachers to assist at-risk students - 166 - State Comp Ed - 166.13.6411.00.054.30.AR0 - $6,000

Strategy 3 Details

Strategy 3: Additional Targeted Support will be provided to students comprising of white and two or more races in Math through after school tutoring and advisory period (via Imagine Math which is district mandated) in order to increase academic achievement status meeting grade level standards from 46% to at least 58%.

Strategy's Expected Result/Impact: Students comprising white and two or more races will increase their STAAR scores in Math.

Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 5

Strategy 4 Details

Strategy 4: Additional Targeted Support will be provided to students identified as Economically Disadvantaged through after school tutoring and advisory period in order to increase academic achievement status meeting grade level standards from 51% to 70%.

Strategy's Expected Result/Impact: Students identified as Economically Disadvantaged will show an increase in their STAAR scores in Math.

Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 5

Strategy 5 Details

Strategy 5: Provide real-life application of TEKS via TPSP project and field-based instruction for GT students where math and science can be experienced in real-life scenarios.

Strategy's Expected Result/Impact: Increased engagement and achievement in Math and Science curriculum application.

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 3

Funding Sources: Transportation for GT students (more than 300 miles round trip) Real-world application of TEKS experience - 177 - Gifted/Talented - 177.11.6412.TR.054.21.000 - $8,000, Entry Fees for GT Faculty; Real-world application of TEKS experience - 177 - Gifted/Talented - 177.11.6411.00.054.21.000 - $250, Entry Fees for GT students; Real-world application of TEKS experience - 177 - Gifted/Talented - 177.11.6412.00.054.21.000 - $6,400, Instructional Supplies for GT students' TPSP assignments and real-world application of material - 177 - Gifted/Talented - 177.11.6399.00.054.21.000 - $1,000

Strategy 6 Details

Strategy 6: Additional Targeted Support will be provided to students identified as At Risk in math through accelerated instruction, in order to increase their academic achievement status to meet grade level standard in math from 44% to 65%. Interventions will be provided through a variety of interventions, including Imagine Math in Accelerated Math and Intervention, tutorials, and special sessions using technology within the school day and/or after school and on weekends.

Strategy's Expected Result/Impact: Students identified as At Risk will show an increase in their STAAR scores in Math.

Staff Responsible for Monitoring: Principal
CIS
Lead Teacher

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 5, 9

Funding Sources: Supplies for tutoring and STAAR interventions - 166 - State Comp Ed - 166.11.6399.00.054.30.AR0 - $4,300

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: At least 15 members of the instructional staff are new to SMS. New teachers will need additional time, resources, and support to grow in the profession and/or acclimate to the climate and culture of the campus and district.   **Root Cause**: SMS continues to experience teacher turnover due to a multitude of factors.

Student Learning
Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.
Problem Statement 3: The percentage of GT students achieving Masters Grade Level is below 60% in 6th, 7th and 8th grade math, 6th grade reading, and 8th grade science and social studies.   **Root Cause**: GT students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.
Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.
Problem Statement 9: ELL students scored from 6%-16% lower than the school average on all state assessments with the exception of the 7th grade math, Algebra I EOC, and 8th grade science tests.   **Root Cause**: Teachers of English language learners do not consistently use available resources to immerse the students in the English language.

School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.
Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: At least 75% of all 8th graders will earn a score classified as approaching (or better) on the Social Studies STAAR in 2024.

    Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details
Strategy 1: Provide a planning day during each grading period for Social Studies teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.
    Staff Responsible for Monitoring: Principal
CIS
Lead Teacher
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 3

Strategy 2 Details
Strategy 2: History teachers will provide high-interest, engaging texts and online activities to differentiate instruction and supplement the adopted curriculum, while also supporting ELAR standards, through appropriate reading levels that address individual student needs.

Strategy's Expected Result/Impact: Teachers will have a shared resource to enhance the learning of 8th-grade social studies students.
    Staff Responsible for Monitoring: CIS
Lead Teacher
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1
    Funding Sources: Lowman Lessons and Essential Workbooks - 166 - State Comp Ed - 166.11.6399.00.054.30.AR0 - $2,100

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.
Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: At least 80% of all 8th graders will earn a score classified as approaching (or better) on the Science STAAR in 2024.

    Evaluation Data Sources: 2023 Science STAAR Results

Strategy 1 Details

Strategy 1: Provide a planning day during each grading period for Science teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students.
 Lessons will be designed in such a way as to provide instruction that addresses system safeguards.
     Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.
     Staff Responsible for Monitoring: Principal
 CIS
 Lead Teacher
 	
     Problem Statements: Student Learning 1 - School Processes & Programs 3
     Funding Sources: Sub for Planning Day Science Teachers - 166 - State Comp Ed - 166.11.6116.00.054.30.AR0 - $2,000

Strategy 2 Details

Strategy 2: Science teachers of At Risk students will attend CAST training to bring back strategies and materials to share with the department to assist at-risk students.
     Strategy's Expected Result/Impact: Teachers will teach their colleagues strategies to increase student achievement.
     Staff Responsible for Monitoring: Principal
 CIS
 Lead Teacher
 	
     Problem Statements: Student Learning 1 - School Processes & Programs 1
     Funding Sources: Registration & Travel to CAST for teachers of at-risk students - 166 - State Comp Ed - 166.13.6411.00.054.30.AR0 - $2,000

Strategy 3 Details

Strategy 3: Science teachers will provide high-interest, engaging texts and online activities to differentiate instruction and supplement the adopted curriculum, while also supporting ELAR standards, through appropriate reading levels that address individual student needs.
     Strategy's Expected Result/Impact: At-risk students will show gains in identified areas in science.
     Staff Responsible for Monitoring: Principal
 CIS
 Lead Teacher
 	
     Problem Statements: Student Learning 1, 9

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.
Problem Statement 9: ELL students scored from 6%-16% lower than the school average on all state assessments with the exception of the 7th grade math, Algebra I EOC, and 8th grade science tests.   **Root Cause**: Teachers of English language learners do not consistently use available resources to immerse the students in the English language.
School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.
Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: Smith Middle School will show at least 10% growth on readiness standards within core subject grade-level departments.

Evaluation Data Sources: 2023 STAAR Data, MAP data, Common Assessments

Strategy 1 Details
Strategy 1: Teachers will utilize research-based, best practice strategies (such as learning targets, success criteria, and the gradual release of responsibility framework) to meet the needs of all students including at-risk, 504, Special Education, and Gifted & Talented utilizing the Gradual Release of Responsibility model.

Strategy's Expected Result/Impact: Student improvement on hard-to-learn TEKS

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 1, 3, 4, 5, 9
Funding Sources: RobotLAB VR Expeditions 2.0 Standard 30-Student Kit with Cart - 211 - ESEA, Title I Part A - 211.11.6398.00.054.30.000 - $30,667

Strategy 2 Details
Strategy 2: Provide Instructional Aides to assist At-Risk Learners in classes via push-in. Title I Aides will also be provided to help teachers with large class room sizes to help students with small group help.

Strategy's Expected Result/Impact: Improved Science, History, ELA, Math Scores
Staff Responsible for Monitoring: Principal

Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Student Learning 5
Funding Sources: 1 Instructional Aide for at-risk students - 166 - State Comp Ed - 166.11.6129.00.054.30.AR0 - $25,095, 5 Instructional Aide for at-risk students - 211 - ESEA, Title I Part A - 211.11.6129.00.054.30.000 - $134,158

Strategy 3 Details
Strategy 3: Teachers will collaboratively review data and develop lessons utilizing research-based, best practices (such as learning targets, success criteria, and the gradual release of responsibility framework) to ensure success of at-risk students.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.
Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 1, 5 - School Processes & Programs 3
Funding Sources: Sub for Planning Day History Teachers - 166 - State Comp Ed - 166.11.6116.00.054.30.AR0 - $2,000

Strategy 4 Details

Strategy 4: Smith will provide after-school tutorials to help identified at-risk students succeed academically.

> **Strategy's Expected Result/Impact:** Student improvement on hard-to-learn TEKS
>
> **Staff Responsible for Monitoring:** Principal
>
> Teachers
>
> **Problem Statements:** Student Learning 1, 5
>
> **Funding Sources:** Healthy snacks for after school tutoring center - 211 - ESEA, Title I Part A - 211.11.6499.00.054.30.000 - $2,000

Strategy 5 Details

Strategy 5: Smith will offer STAAR tutorials/interventions in small group pull outs during intervention period targeting at-risk learners in order to improve academic skills in Reading, Math, History, and Science STAAR.

> **Strategy's Expected Result/Impact:** At-risk students' STAAR tutorials/interventions attendance will start to close the achievement gap.
>
> **Staff Responsible for Monitoring:** Principal
>
> CIS
>
> Lead Teachers
>
> **Problem Statements:** Student Learning 1, 3, 4, 5, 9 - School Processes & Programs 1
>
> **Funding Sources:** AVID Weekly and other supplemental reading materials for at-risk students - 166 - State Comp Ed - 166.11.6329.00.054.30.AR0 - $1,755, Flocabulary for At Risk Student Interventions - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $3,600, Brainpop for At Risk Student Interventions - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $3,500, Maneuvering in the Middle - Math (6th, 7th, & 8th At-Risk Students through STAAR Academies) - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $2,000, Instructional supplies for At Risk student intervention and tutorials - 166 - State Comp Ed - 166.11.6399.00.054.30.AR0 - $5,000, Vocabulary.com - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $8,700, Breakout Kits (Online program aligned to standards to supplement with student engagement through escape rooms) - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $4,000, Delta Math (Online Math program for additional practice with video tutorials) - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $1,500, Gimkit - 166 - State Comp Ed - 166.11.6299.OL.054.30.AR0 - $1,000

Strategy 6 Details

Strategy 6: Smith will integrate technology into intervention lessons (such as Imagine Math, after school academies, and advisory lessons) and tutoring for at-risk students.

> **Strategy's Expected Result/Impact:** At-risk students will improve individual academic skills allowing them to close the achievement gap.
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> **Staff Responsible for Monitoring:** Principal
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> CIS
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> Academic Advisor
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> Campus Techs
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> **Problem Statements:** Student Learning 5 - School Processes & Programs 1
>
> **Funding Sources:** TEKS aligned spiral review workbooks such as Think it Up for At Risk Student Interventions - 166 - State Comp Ed - 166.11.6399.00.054.30.AR0 - $7,650

Strategy 7 Details

Strategy 7: Three additional ACC teachers (2 Math and 1 ELAR) will be added to provide additional support for interventions.

Strategy's Expected Result/Impact: The at-Risk students will improve academically in order to close their achievement gap

Staff Responsible for Monitoring: CIS
Principal
Assistant Principal

Problem Statements: Student Learning 1, 5

Funding Sources: Teacher Salary - 211 - ESEA, Title I Part A - 211.11.6119.00.054.30.000 - $145,334

Strategy 8 Details

Strategy 8: Smith will add 1.5 CIS positions to help coach and facilitate professional learning in order to monitor student and teacher growth as researched best practices are put in place to close student achievement gaps.

Strategy's Expected Result/Impact: at-risk students will show 10% growth in all core subjects

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1

Funding Sources: 1.5 CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.054.30.000 - $118,149

Strategy 9 Details

Strategy 9: The campus will support field-based instruction for at risk students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Student improvement on hard-to-learn TEKS

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 1, 3, 4, 5, 9

Funding Sources: Field Based Instruction - Entry Fees - 166 - State Comp Ed - 166.11.6412.00.054.30.AR0 - $6,900, Field Based Instruction - Buses - 166 - State Comp Ed - 166.11.6494.00.054.30.AR0 - $20,000

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2:
At least 15 members of the instructional staff are new to SMS. New teachers will need additional time, resources, and support to grow in the profession and/or acclimate to the climate and culture of the campus and district. **Root Cause**: SMS continues to experience teacher turnover due to a multitude of factors.

Student Learning
Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.
Problem Statement 3: The percentage of GT students achieving Masters Grade Level is below 60% in 6th, 7th and 8th grade math, 6th grade reading, and 8th grade science and social studies.   **Root Cause**: GT students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.
Problem Statement 4: English Language Learners and LEP students scored lower on STAAR Reading than the school average at all grade levels.   **Root Cause**: There is not a systemic approach to teaching academic vocabulary.
Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.
Problem Statement 9: ELL students scored from 6%-16% lower than the school average on all state assessments with the exception of the 7th grade math, Algebra I EOC, and 8th grade science tests.   **Root Cause**: Teachers of English language learners do not consistently use available resources to immerse the students in the English language.
School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.
Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: The AVID enrollment will increase by 20% along with a 10% increase in our High School courses such as Algebra I, Art, and Spanish. Students participating in AVID will demonstrate an increased performance on the STAAR and a decreased failure rate when compared to the previous year.

    Evaluation Data Sources: Student's interest in pursuing further education after high school.

Strategy 1 Details

Strategy 1: AVID Site-team Meetings are held monthly involving staff, parents, and students.
     Strategy's Expected Result/Impact: Increase students' knowledge of college preparation
     Staff Responsible for Monitoring: AVID Coordinator
 	
     Problem Statements: School Processes & Programs 2

Strategy 2 Details

Strategy 2: Once per nine weeks, AVID will host Family Night and increase parent involvement during site team meetings.
     Strategy's Expected Result/Impact: Increase parents and students' knowledge of college preparation.
     Staff Responsible for Monitoring: AVID Coordinator
 	
     Problem Statements: School Processes & Programs 2 - Perceptions 2

Strategy 3 Details

Strategy 3: Ensure all AVID students are enrolled in at least one rigorous course of study.
     Strategy's Expected Result/Impact: Increase students' knowledge in college preparation.
     Staff Responsible for Monitoring: AVID Coordinator
 Counselors
 	
     Problem Statements: Student Learning 1, 6

Strategy 4 Details

Strategy 4: Actively recruit members for the AVID Site Team as well as AVID elective teachers, tutors, and mentors for students.
     Strategy's Expected Result/Impact: Increase students' knowledge in college preparation.
     Staff Responsible for Monitoring: AVID Coordinator
 Counselors
 	
     Problem Statements: School Processes & Programs 2 - Perceptions 2

Strategy 5 Details

Strategy 5: AVID students will participate in PSAT Assessments.

> **Strategy's Expected Result/Impact:** Increase students' knowledge in college preparation.
> **Staff Responsible for Monitoring:** AVID Coordinator
> CIS
>
> **Problem Statements:** School Processes & Programs 2

Strategy 6 Details

Strategy 6: Increase enrollment in the AVID program by bringing in former AVID students and holding an end-of-year awards ceremony. Additionally, speak to incoming 6th graders during their campus visit.

> **Strategy's Expected Result/Impact:** Increase students' knowledge in college preparation.
> **Staff Responsible for Monitoring:** AVID Coordinator
> AVID Site Team
>
> **Problem Statements:** School Processes & Programs 1

Strategy 7 Details

Strategy 7: AVID strategies will be implemented throughout core classes school wide.

> **Strategy's Expected Result/Impact:** Increase students' knowledge in college preparation.
> **Staff Responsible for Monitoring:** AVID Coordinator
> CIS
> Principal
>
> **Problem Statements:** Student Learning 1 - School Processes & Programs 1
> **Funding Sources:** Purchase of AVID books for DOK 2-3 level strategies in all content areas - 211 - ESEA, Title I Part A - 211.11.6329.00.054.30.000 - $306

Strategy 8 Details

Strategy 8: Provide teachers and administrators professional development at AVID Summer Institute in order to increase implementation of AVID strategies and differentiation with TAG students.

> **Strategy's Expected Result/Impact:** Increase differentiation for TAG students.
> **Staff Responsible for Monitoring:** Principal
> AVID Coordinator
> AVID Site Team
>
> **Problem Statements:** Demographics 1 - School Processes & Programs 1, 3
> **Funding Sources:** AVID Conference for Site Team - 211 - ESEA, Title I Part A - 211.13.6411.00.054.30.000 - $4,000, AVID Conference for Site Team Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.054.30.000 - $2,000

Strategy 9 Details

Strategy 9: Provide academic support to the core classes through the implementation of WICOR strategies, develop college readiness skills, and build the required AVID student portfolio for At-Risk students in the AVID program.

> **Strategy's Expected Result/Impact:** increased academic achievement in core classes, portfolio provides evidence for readiness for college readiness exams
> **Staff Responsible for Monitoring:** Principal
> AVID Coordinator
> AVID Site Team
>
> **Problem Statements:** Student Learning 5 - School Processes & Programs 1

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: At least 5 teachers from 2023-24 are not yet qualified to teach Gifted and Talented students.   **Root Cause**: The teachers are new to teaching GT students and haven't had the required initial 30 hours of training.

Student Learning

Problem Statement 1: Less than 30% of 6th, 7th and 8th grade students achieved Meets Grade Level Standard on STAAR Math   **Root Cause**: Lessons must be planned and delivered at the depth and complexity specified by the TEKS.

Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

Problem Statement 6: 8th grade Career and Technology students scored below the 8th grade campus average on the 8th grade math STAAR.   **Root Cause**: Career and Technology students do not have consistent access to real world, concrete examples of how their math learning transfers to their futures.

School Processes & Programs

Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.

Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs.   **Root Cause**: Many students are not aware of clubs and organizations available to them.

Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Perceptions

Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus.   **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: Smith Middle School will close the achievement gap for the English Language Learner based on STAAR data.

Evaluation Data Sources: 2023 STAAR Data, MAP data, CUA data

Strategy 1 Details
Strategy 1: Provide language acquisition support through reading and technology (such as iLitELL and Connect-to-Literacy) to the English Language Learners to ensure their academic success. All ELL students will increase critical reading skills through the use of graphic organizers, marking the text, and vocabulary enrichment
Strategy's Expected Result/Impact: Increased achievement for the English Language Learner as evident in CUA, TELPAS, STAAR and MAP data
Staff Responsible for Monitoring: ELL Teacher
LPAC Administrator
ELA Department
Problem Statements: Student Learning 4, 9
Funding Sources: Workbooks for ELL students (various languages) - 263 - ESEA, Title III Part A - 263.11.6399.LE.054.25.000 - $200, Connect-to-Literacy online TELPAS Review and Readiness program - 165/ES0 - ELL - 165.11.6299.OL.054.25.ES0 - $1,300, Ellii previously known as ESL Library - 165/ES0 - ELL - 165.11.6399.00.054.25.ES0 - $180, Books to support English language acquisition - 263 - ESEA, Title III Part A - 263.11.6329.LE.054.25.000 - $350, Software to support English language acquisition - 165/ES0 - ELL - 165.11.6299.OL.054.25.ES0 - $2,000, Send teachers to TESOL conference - 165/ES0 - ELL - 165.13.6411.00.054.25.ES0 - $2,200, Instructional Materials to support vocabulary and content area language - 165/ES0 - ELL - 165.11.6399.00.054.25.ES0 - $1,629

Strategy 2 Details
Strategy 2: Support the English Language Learner and family by hosting an ESL Family Night to model literacy strategies for families so that they can better help their students learn at home.
Strategy's Expected Result/Impact: increase student and family engagement and involvement to promote student success
Staff Responsible for Monitoring: ELL Teacher
LPAC Administrator
ELA Department
Problem Statements: Student Learning 4 - School Processes & Programs 7 - Perceptions 2
Funding Sources: Books for parents to implement read-aloud strategies learned - 263 - ESEA, Title III Part A - 263.61.6329.LE.054.25.000 - $300, Supplemental pay for ELL aide to facilitate and support parent engagement during ESL Family Night - 263 - ESEA, Title III Part A - 263.61.6121.LE.054.25.000 - $300, Supplies for ESL Family Night (such as paper for flyers) - 263 - ESEA, Title III Part A - 263.61.6399.LE.054.25.000 - $200

Strategy 3 Details

Strategy 3: Support the English Language Learner and family by providing information in languages other than English (weekly email, informational brochures, etc).

Strategy's Expected Result/Impact: increase student and family engagement and involvement to promote student success

Staff Responsible for Monitoring: Principal
ELL Teacher
LPAC Administrator

Problem Statements: School Processes & Programs 1, 2, 7

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 4: English Language Learners and LEP students scored lower on STAAR Reading than the school average at all grade levels. **Root Cause**: There is not a systemic approach to teaching academic vocabulary.

Problem Statement 9: ELL students scored from 6%-16% lower than the school average on all state assessments with the exception of the 7th grade math, Algebra I EOC, and 8th grade science tests. **Root Cause**: Teachers of English language learners do not consistently use available resources to immerse the students in the English language.

School Processes & Programs

Problem Statement 1: Teachers struggle to provide students with differentiated activities. **Root Cause**: Teachers do not have adequate supplemental materials.

Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs. **Root Cause**: Many students are not aware of clubs and organizations available to them.

Problem Statement 7: Lack of outreach for ELL/Bilingual parents and community such as family night or cultural events **Root Cause**: parents not being made aware of on-campus opportunities to help via dual language advertisement

Perceptions

Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus. **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 8: Smith Middle School will work to develop the whole child by encouraging students to be involved in extracurricular activities by 20% by initiating new clubs and encouraging student involvement.

    Evaluation Data Sources: Student participation in extracurricular activities.

Strategy 1 Details
Strategy 1: Provide and increase opportunities and needed resources for students to participate in extracurricular activities
Strategy's Expected Result/Impact: Increased participation in extracurricular activities such as fine arts, athletics, and clubs.
Staff Responsible for Monitoring: Principal
Counselors
Fine Arts Teachers
Coaches
Club Sponsors
Problem Statements: School Processes & Programs 2 - Perceptions 2, 3

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs.   **Root Cause**: Many students are not aware of clubs and organizations available to them.

Perceptions
Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus.   **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.
Problem Statement 3: Our staff does not feel confident implementing Restorative Practices with our students.   **Root Cause**: They have not received sufficient training and follow-up on Restorative Practices.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: Smith Middle School will grow highly qualified teachers through the implementation of staff development targeted towards the campus objectives.

    Evaluation Data Sources: Percentage of staff participating in staff development.

Strategy 1 Details
Strategy 1: Provide professional development opportunities to include the DuFour conference, AVID, TexTESOL V Regional Conference, and Title III Symposium to increase the collaborative environment among teachers in planning for their At-Risk and ELL students' learning.
Strategy's Expected Result/Impact: Attendance at DuFour conference, AVID, TexTESOL V Regional Conference, and Title III Symposium will increase teachers' collaboration to benefit the at-risk students or ELL students they respectively teach.
Staff Responsible for Monitoring: Principal CIS Lead Teachers
Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1
Funding Sources: Admin Prof Dev targeting at-risk students (DuFour conference) - 166 - State Comp Ed - 166.23.6411.00.054.30.AR0 - $2,000, Professional Learning Conferences targeting needs of ELL students - 165/ES0 - ELL - 165.13.6411.00.054.25.ES0 - $4,521, Admin Professional Development targeting needs of G/T students (AVID Conference) - 177 - Gifted/Talented - 177.23.6411.00.054.21.000 - $3,000, Staff Professional Development targeting needs of at-risk students (DuFour) - 166 - State Comp Ed - 166.13.6411.00.054.30.AR0 - $6,000, Innovative Schools Summit - 211 - ESEA, Title I Part A - 211.13.6411.00.054.30.000 - $15,295, Staff Professional Development targeting needs of G/T students (AVID Conference) - 177 - Gifted/Talented - 177.13.6411.00.054.21.000 - $5,000, TCTELA - 166 - State Comp Ed - 166.13.6411.00.054.30.AR0 - $4,500, Title III Symposium for ESL Teacher - 263 - ESEA, Title III Part A - 263.13.6411.LE.054.25.000 - $885

Strategy 2 Details
Strategy 2: Provide state-required professional development for teachers of talented and gifted students.
Strategy's Expected Result/Impact: Teachers of TAG students will be certified to teach the course.
Staff Responsible for Monitoring: Principal CIS
Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At least 5 teachers from 2023-24 are not yet qualified to teach Gifted and Talented students.   **Root Cause**: The teachers are new to teaching GT students and haven't had the required initial 30 hours of training.

Student Learning
Problem Statement 5: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments with the exception of the Algebra I EOC.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Smith Middle School will support, grow, and retain new teachers through the implementation of the mentoring and buddy programs.

> **Evaluation Data Sources:** Mentor/Protege Handbook, Mentor Training Records, T-TESS Evaluations, Walkthrough and Coaching Walk Data

Strategy 1 Details
Strategy 1: Mentors will be assigned to and attend district training for ways to assist first-year teachers. Teachers new to SMS will be assigned a buddy teacher.

Strategy's Expected Result/Impact: First-year teachers (and those new to our campus) will be more acclimated to the school environment and culture.
     Staff Responsible for Monitoring: Principal
 CIS
 	
     Problem Statements: Demographics 2

Strategy 2 Details
Strategy 2: Mentors and new teachers will complete focused classroom observations of each other (with pre- and post-observation conferences).
Strategy's Expected Result/Impact: The classroom practices of new teachers will improve due to both observing their mentor teacher teach and receiving and implementing targeted feedback from their mentor's observations.   **Staff Responsible for Monitoring:** Principal   CIS

Strategy 3 Details
Strategy 3: Professional development will be provided through PLCs, in-service days, and the New Teacher Cohort to support teachers who are in their first year or new to SMS and grow their knowledge on backwards lesson design and utilizing instructional strategies in the classroom to positively impact student growth.

Strategy's Expected Result/Impact: The classroom practices and knowledge base of new teachers will improve from the professional learning, positively impacting student growth.
     Staff Responsible for Monitoring: Principal
 CIS
 Assistant Principals
 	
     Problem Statements: Demographics 2 - School Processes & Programs 3

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: At least 15 members of the instructional staff are new to SMS. New teachers will need additional time, resources, and support to grow in the profession and/or acclimate to the climate and culture of the campus and district.   **Root Cause**: SMS continues to experience teacher turnover due to a multitude of factors.
School Processes & Programs
Problem Statement 3: Teachers do not have time to plan common lessons and assessments and analyze data together within their departments and grade levels.   **Root Cause**: Some teachers teach multiple subjects or grade levels and therefore, do not have a common planning time.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Smith Middle School will increase involvement of parents and community in school-related activities by 20% from previous years by developing parent engagement nights,

    Evaluation Data Sources: Parent attendance at school events

Strategy 1 Details
Strategy 1: Host parent nights (to include cultural awareness events) that include useful information to help parents support their students' academic success.

Strategy's Expected Result/Impact: Attendance at Parent Nights
    Staff Responsible for Monitoring: Principal
AVID Coordinator
ELL Teacher
CIS
 	
    Problem Statements: Student Learning 4 - School Processes & Programs 2, 7
    Funding Sources: Snacks for community involvement night - 211 - ESEA, Title I Part A - 211.61.6499.00.054.30.000 - $1,000, Snacks for ELL parent nights - 263 - ESEA, Title III Part A - 263.61.6499.LE.054.25.000 - $300, Supplies for community involvement events (paper for flyers, chart paper, markers) - 211 - ESEA, Title I Part A - 211.61.6399.00.054.30.000 - $2,000, Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.054.30.000 - $72,666

Strategy 2 Details
Strategy 2: Maintain an online school calendar in addition to social media and weekly newsletters to encourage parent and community involvement at school events.

Strategy's Expected Result/Impact: Increased attendance at campus events
    Staff Responsible for Monitoring: Principal
Campus Technologists
 	
    Problem Statements: School Processes & Programs 2, 7 - Perceptions 2

Strategy 3 Details
Strategy 3: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy and Home-School Compact will be posted on the campus web-site, distributed during the Title I Annual Meeting, and hard copies will be available upon request.

Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact.
    Staff Responsible for Monitoring: Admin
 	
    Problem Statements: Perceptions 4

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: English Language Learners and LEP students scored lower on STAAR Reading than the school average at all grade levels. **Root Cause**: There is not a systemic approach to teaching academic vocabulary.

School Processes & Programs
Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs. **Root Cause**: Many students are not aware of clubs and organizations available to them.
Problem Statement 7: Lack of outreach for ELL/Bilingual parents and community such as family night or cultural events **Root Cause**: parents not being made aware of on-campus opportunities to help via dual language advertisement

Perceptions
Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus. **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.
Problem Statement 4: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause**: Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 2: Increase the number of approved volunteers at the campus.

Evaluation Data Sources: Volunteer list, Volunteer log

Strategy 1 Details
Strategy 1: Maintain a welcoming environment and encourage parents to become involved as school volunteers in conversations.
Strategy's Expected Result/Impact: Increased volunteer support
Staff Responsible for Monitoring: CIS Assistant Principal
ESF Levers: Lever 3: Positive School Culture
Problem Statements: Perceptions 2
Funding Sources: Healthy snacks to encourage parent participation for parent nights - 211 - ESEA, Title I Part A - 211.61.6499.00.054.30.000 - $2,000, Advertising materials for parent volunteer promotion; Parent volunteer of the month certificates and awards - 211 - ESEA, Title I Part A - 211.61.6499.00.054.30.000 - $2,000

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus.   **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Provide a safe school environment by practicing regularly scheduled safety drills and promoting awareness of the importance of the drills.

> **Evaluation Data Sources:** Safety Survey Results

Strategy 1 Details
Strategy 1: Guidance Lessons will be provided through advisory to focus on character education.
Strategy's Expected Result/Impact: Students will develop character traits that lead to a positive school climate.
Staff Responsible for Monitoring: Counselors
Problem Statements: School Processes & Programs 5 - Perceptions 3
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

Strategy 2 Details
Strategy 2: Students will be trained in CPR before moving on to high school.
Strategy's Expected Result/Impact: Students will earn CPR certification, leading to a safer school environment.
Staff Responsible for Monitoring: Principal CIS Coaches
Problem Statements: School Processes & Programs 6

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19, extended periods of social distancing, and remote learning.   **Root Cause**: The spread of COVID 19 necessitated the closure of all campuses across the district for the 4th quarter of the 2019-2020 school year. Students were also allowed to choose remote learning during the 2020-2021 school year.
Problem Statement 6: Not all students leaving SMS for high school are CPR trained, which is a requirement for graduation.   **Root Cause**: Due to student mobility both within the district and externally, students are not receiving training.

Perceptions
Problem Statement 3: Our staff does not feel confident implementing Restorative Practices with our students.   **Root Cause**: They have not received sufficient training and follow-up on Restorative Practices.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Create a school that teachers, students, and parents are proud of.

    Evaluation Data Sources: Safety Survey Results

Strategy 1 Details

Strategy 1: Create a safe and inviting environment for students, teachers, parents, and community members by regularly practicing safety drills and providing access to safety hotlines.
    Strategy's Expected Result/Impact: The school is a safe place that promotes student growth.
    Staff Responsible for Monitoring: Principal
Campus Technologists
Assistant Principal
Counselors

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 3: Smith Middle School will begin to implement Restorative Practices to ensure that 100% of faculty and staff are implementing on campus.

> **Evaluation Data Sources:** Safety Survey Results

Strategy 1 Details
Strategy 1: Assistant principals will help guide teachers through the Restorative Practices process.
Strategy's Expected Result/Impact: Teachers will build relationships with students and provide a safe classroom environment.
Staff Responsible for Monitoring: Principal
Assistant Principals
CIS
Problem Statements: Perceptions 3

Strategy 2 Details
Strategy 2: Celebrate student success and achievement during honor roll celebrations, Academic Awards, Zero Referal Celebrations, and Student of the Month recognitions
Strategy's Expected Result/Impact: List of recognized students for celebrations
Increased performance each grading period, at the end of semesters, and year
Counseling- mentor program develops
Program from each celebration
Change school climate
Increased student safety
Staff Responsible for Monitoring: CIS
Grade Level Teachers
APs
Counselors
TEA Priorities:
Improve low-performing schools
Problem Statements: School Processes & Programs 2, 5 - Perceptions 3
Funding Sources: Low cost recognition materials for student achievement - 211 - ESEA, Title I Part A - 211.11.6498.00.054.30.000 - $1,500

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs.   **Root Cause**: Many students are not aware of clubs and organizations available to them.
Problem Statement 5: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19, extended periods of social distancing, and remote learning.   **Root Cause**: The spread of COVID 19 necessitated the closure of all campuses across the district for the 4th quarter of the 2019-2020 school year. Students were also allowed to choose remote learning during the 2020-2021 school year.

Perceptions
Problem Statement 3: Our staff does not feel confident implementing Restorative Practices with our students.   **Root Cause**: They have not received sufficient training and follow-up on Restorative Practices.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Integrate technology systems and solutions that aid in fulfilling instructional and operational requirements by 95% of teachers on campus and provide 1:1 devices for student use during instruction and testing.

Evaluation Data Sources: Lesson plans
Walkthroughs

Strategy 1 Details
Strategy 1: Digital literacy will be incorporated in PLC and department conversations for use of lesson design.
Strategy's Expected Result/Impact: Students and staff will integrate technology in their learning.
Staff Responsible for Monitoring: Principal Assistant Principals Campus Technologists
Problem Statements: Perceptions 1
Strategy 2 Details
Strategy 2: Lessons will include seamless technology integration such as projectors, iPads, laptops, desktops, phones, etc.
Strategy's Expected Result/Impact: Students and staff will integrate technology in their learning.
Staff Responsible for Monitoring: Principal Campus Technologists
Problem Statements: Perceptions 1
Strategy 3 Details
Strategy 3: Technology training will be available to incorporate technology TEKS into lesson planning.
Strategy's Expected Result/Impact: Students and staff will integrate technology in their learning.
Staff Responsible for Monitoring: CIS Campus Technologists
Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 4 Details
Strategy 4: Various technology will be used to increase engagement (iPads, laptops, desktops, phones, etc.).   **Strategy's Expected Result/Impact:** Students' engagement will increase.   **Staff Responsible for Monitoring:** CIS   Campus Technologists   Teachers   **Problem Statements:** School Processes & Programs 1 - Perceptions 1

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers struggle to provide students with differentiated activities.   **Root Cause**: Teachers do not have adequate supplemental materials.

Perceptions
Problem Statement 1: Teacher survey shows that staff does not fully integrate available technology due to the need for additional training to engage students.   **Root Cause**: 32 teachers have five years or less in the profession and lack experience integrating technology.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 2: By June 2024, Smith will effectively manage resources and operations to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities as a beginning title I campus.

    Evaluation Data Sources: SBDM sign-in sheets, PLC attendance, family nights and community engagement

Strategy 1 Details
Strategy 1: Smith will have an SBDM Committee that consists of teachers, administration, community members, parents, and district representatives.
Strategy's Expected Result/Impact: Smith will increase the effectiveness of our stakeholder engagement opportunities.
Staff Responsible for Monitoring: Principal
CIS
Assistant Principals
Technology
Counselor
Lead Teacher
ESF Levers:
Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 2 - Perceptions 2
Funding Sources: Supplies and Materials for Family Engagement: toner, paper, markers advertisement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.054.24.PAR - $2,000, Extra Duty for Teachers leading Parent info classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.054.24.PAR - $2,000, Professional Development for family engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.054.24.PAR - $2,368

Strategy 2 Details
Strategy 2: Smith Middle School will implement Professional Learning Communities that meet both as a grade level and as a department.
Strategy's Expected Result/Impact: Smith will maximize instructional time and effectiveness.
Staff Responsible for Monitoring: Principal
CIS
Assistant Principals
Funding Sources: Lead4Ward Training on campus - 211 - ESEA, Title I Part A - 211.13.6299.00.054.30.000 - $5,000

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Not every Smith Middle School student is involved in extra-curricular activities and programs.   **Root Cause**: Many students are not aware of clubs and organizations available to them.

Perceptions
Problem Statement 2: There is a lack of parental involvement in school activities and the volunteer program. While we had over 200 approved volunteers in the 2022-2023 school year, fewer than 25 individuals volunteered on campus.   **Root Cause**: There are not enough volunteer opportunities for our volunteers, due to not having clearly expressed areas of need.

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Chad Wolf	Principal
Classroom Teacher	Angela Michler	English/ELAR
Classroom Teacher	Joy Brown	Math
Classroom Teacher	Anthony Abeyta	STEM Elective
Classroom Teacher	Carlice Lewis	History
Classroom Teacher	Kisha Marsland	SPED Teacher
Business Representative	Danielle Shepard	Business Representative
Community Representative	Monica Hall	Community Member
District-level Professional	Dagmar Harris	District-Level Professional
Parent	Amanda Manalang	Parent
Parent	Reena Boyd	Parent
Paraprofessional	Felicia Alexander	Paraprofessional (Title I)
Paraprofessional	Gabriela Castelli	Paraprofessional (Title I)
Student	Bianca Alexander	Student (Title I)
Student	Garrett Matthews	Student (Title I)
Technologist	Victor DeJesus	Other Appropriate Personnel (Title I)
Curriculum Instructional Specialist	Su Frank	Other School Leader (Title I)
AP	Amy Carlson	Other School Leader (Title I)
Counselor	Renecia Harris-Ruffin	Specialized Instructional Support (Title I)
Classroom Teacher	Heather Raico	History
Classroom Teacher	Enicka Smith	Math
Classroom Teacher	Alysha Rigney	Science
Classroom Teacher	Nick Arrisola	Teacher