Killeen Independent School District

Roy J. Smith Middle School

2021-2022 Goals/Performance Objectives/Strategies

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Goals

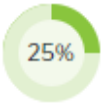
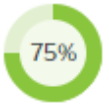
Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: At least 90% of students will earn a score classified as approaching (or better) on the Reading STAAR in 2022.

Evaluation Data Sources: STAAR 2022 Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 2022 STAAR tests. **Staff Responsible for Monitoring:** Chad Wolf **Problem Statements:** Student Learning 4	25%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1, 3 **Funding Sources:** 722 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 - $7,536.96	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Additional Targeted Support will be provided in Reading to students comprising two or more races through after school tutoring and Reading classes in order to increase academic achievement status meeting grade level standard from 37% to at least 56%. **Strategy's Expected Result/Impact:** Students comprising two or more races will show an increase in Reading scores. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.
Problem Statement 3: 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 4: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments. **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

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.

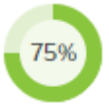
Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

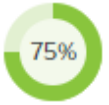
Performance Objective 2: At least 80% of students will earn a score classified as approaching (or better) on the Math STAAR in 2022.

Evaluation Data Sources: 2022 Mathematics STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 3	40%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math teachers will attend 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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Registration and Travel for CAMT for teachers to assist at-risk students - 166 - State Comp Ed - $1,500	0%	0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Additional Targeted Support will be provided to students comprising two or more races in Math through after school tutoring and advisory period (via programs like Imagine Math and Study Island) in order to increase academic achievement status meeting grade level standards from 37% to at least 55%. **Strategy's Expected Result/Impact:** Students comprising two or more races will increase their STAAR scores in Math. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Additional Targeted Support will be provided to students comprising two or more races through after school tutoring and advisory period in order to increase Student Success STAAR Component from 45% to 55%. **Strategy's Expected Result/Impact:** Students comprising two or more races will show an increase in the Student Success STAAR Component. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Additional Targeted Support will be provided to students identified as Asian through after school tutoring and advisory period in order to increase Student Success STAAR Component from 68% to 73%. **Strategy's Expected Result/Impact:** Students identified as Asian will show an increase in Student Success STAAR Component. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide real-life application of TEKS via TPSP project and field-based instruction for TAG 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:** Chad Wolf Brandi Cummings **Problem Statements:** Student Learning 2 **Funding Sources:** Transportation for GT students (more than 300 miles round trip) Real-world application of TEKS experience - 177 - Gifted/Talented - $2,940, Entry Fees for GT students; Real-world application of TEKS experience - 177 - Gifted/Talented - $4,455.49, Entry Fees for GT Faculty; Real-world application of TEKS experience - 177 - Gifted/Talented - $699.80, Instructional Supplies for TAG students' TPSP assignments and real-world application of material - 177 - Gifted/Talented - $2,000	20%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.
Problem Statement 2: The percentage of GT students achieving Masters Grade Level is below 50% in 6th and 7th grade math, 6th grade reading, and 6th grade social studies. **Root Cause**: TAG students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.
Problem Statement 4: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments. **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 equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: At least 80% of all 8th graders will earn a score classified as approaching (or better) on the Social Studies STAAR in 2022.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 3	40%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.
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 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: At least 80% of all 8th graders will earn a score classified as approaching (or better) on the Science STAAR in 2022.

Evaluation Data Sources: 2022 Science STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 3	40%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Registration & Travel to CAST for teachers of at-risk students - 166 - State Comp Ed - $2,500	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teacher **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** 722 subscriptions (print and digital included) to Scholastic Science World magazine for at-risk students to use during weekly interventions within the classroom and tutoring - 166 - State Comp Ed - $7,536.96	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

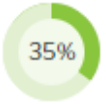
Student Learning
Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons 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 equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in 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: 2022 STAAR Data, MAP data, Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson **Problem Statements:** Student Learning 1, 2, 3, 4, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide three Instructional Aides to assist At-Risk Learners in classes via push-in. **Strategy's Expected Result/Impact:** Improved Science, History, ELA, Math Scores **Staff Responsible for Monitoring:** Chad Wolf **Problem Statements:** Student Learning 4 **Funding Sources:** 3 Instructional Aide for at-risk students - 166 - State Comp Ed - $70,062				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** Substitutes for teachers of at-risk students - 166 - State Comp Ed - $7,300				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Teachers **Problem Statements:** Student Learning 4 **Funding Sources:** Aides to provide additional instruction after school - 166 - State Comp Ed - $2,000, Teachers to provide additional instruction after school - 166 - State Comp Ed - $4,555.64	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Smith will offer STAAR tutorials/interventions targeting at-risk learners in order to improve academic skills in Reading, Math, History, and Science. **Strategy's Expected Result/Impact:** At-risk students' STAAR tutorials/interventions attendance will start to close the achievement gap. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Lead Teachers **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1 **Funding Sources:** AVID Weekly for at-risk students - 166 - State Comp Ed - $595, Brainpop - 166 - State Comp Ed - $2,395, Flocabulary - 166 - State Comp Ed - $2,600, STAAR Master Reading (6th, 7th, & 8th At-Risk Students through STAAR Academies) - 166 - State Comp Ed - $4,856.40	20%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Chad Wolf Rachel Bailey Amy Carlson Brandi Cummings Christina Maldonado **Problem Statements:** Student Learning 4 **Funding Sources:** ExplainEverything.com - 166 - State Comp Ed - $396	100%	100%	100%	

No Progress Accomplished Continue/Modify Discontinue

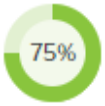
Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.
Problem Statement 2: The percentage of GT students achieving Masters Grade Level is below 50% in 6th and 7th grade math, 6th grade reading, and 6th grade social studies. **Root Cause**: TAG students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.
Problem Statement 3: 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 4: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments. **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.
Problem Statement 6: ELL students scored from 5%-14% lower than the school average on all state assessments with the exception of the 6th grade math and 7th grade writing test. **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 equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 6: All AVID students will achieve college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Monika Callegari **Problem Statements:** School Processes & Programs 2				

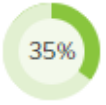
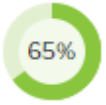
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Once per nine weeks, AVID will host Family Night and increase parent involvement during site team meetings. **Strategy's Expected Result/Impact:** Increase parents and students' knowledge of college preparation. **Staff Responsible for Monitoring:** Monika Callegari **Problem Statements:** Student Learning 2, 5 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Monika Callegari Rebecca Boyd Aly Flynt **Problem Statements:** Student Learning 1, 5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Monika Callegari Rebecca Boyd Aly Flynt **Problem Statements:** School Processes & Programs 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: AVID students will participate in PSAT Assessments. **Strategy's Expected Result/Impact:** Increase students' knowledge in college preparation. **Staff Responsible for Monitoring:** Monika Callegari Rachel Bailey **Problem Statements:** School Processes & Programs 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Monika Callegari AVID Site Team **Problem Statements:** School Processes & Programs 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Monika Callegari Rachel Bailey Amy Carlson Chad Wolf **Problem Statements:** School Processes & Programs 2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Monika Callegari AVID Site Team **Problem Statements:** Demographics 1 - School Processes & Programs 1	0%	0%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Monika Callegari AVID Site Team **Problem Statements:** School Processes & Programs 1	30%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: At least 3 teachers from 2021-22 are not yet qualified to teach Gifted and Talented students. **Root Cause**: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Student Learning

Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.

Problem Statement 2: The percentage of GT students achieving Masters Grade Level is below 50% in 6th and 7th grade math, 6th grade reading, and 6th grade social studies. **Root Cause**: TAG students do not have consistent access to post-secondary education opportunities that would provide real-world application of the TEKS.

Problem Statement 5: 8th grade Career and Technology students scored below the 8th grade campus average on the 8th grade math STAAR and algebra I EOC. **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.

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.

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

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

Evaluation Data Sources: 2022 STAAR Data, MAP data, CUA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide language acquisition support through reading and technology (such as iLitELL) to the English Language Learner to ensure their academic success. **Strategy's Expected Result/Impact:** Increased achievement for the English Language Learner. **Staff Responsible for Monitoring:** Julissa Carrion Jacqulyn Bridge ELA Department **Problem Statements:** Student Learning 3, 6 **Funding Sources:** Workbooks for ELL students (various languages) - 165/ES0 - ELL - $2,000, Instructional Resources for ELL students to promote vocabulary and literacy development - 165/ES0 - ELL - $1,000, Leveled Reading Materials for ELL students - 263 - ESEA, Title III Part A - $2,000	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Julissa Carrion Jacqulyn Bridge ELA Department **Problem Statements:** Student Learning 3, 6 **Funding Sources:** Books for read-aloud - 263 - ESEA, Title III Part A - $250, Books for read-aloud - 263 - ESEA, Title III Part A - $250	0%	0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Julissa Carrion Jacqulyn Bridge **Problem Statements:** Student Learning 3, 6 - School Processes & Programs 2 **Funding Sources:** paper to print informational brochures in languages other than English - 165/ES0 - ELL - $100, toner for printer to print informational brochures in languages other than English - 165/ES0 - ELL - $500				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 3: 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 6: ELL students scored from 5%-14% lower than the school average on all state assessments with the exception of the 6th grade math and 7th grade writing test. **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 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.

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

Performance Objective 8: Smith Middle School will work to develop the whole child by encouraging students to be involved in extracurricular activities.

Evaluation Data Sources: Student participation in extracurricular activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rebecca Boyd Aly Flynt Fine Arts Teachers Coaches Club Sponsors **Problem Statements:** School Processes & Programs 2, 5				

 No Progress Accomplished Continue/Modify Discontinue

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.
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.

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

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development opportunities to include the DuFour conference, AVID, TexESOL Conference, TCEA Conference, Lead4Ward, 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, TexESOL Conference, TCEA Conference, Lead4Ward Think 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:** Chad Wolf Rachel Bailey Amy Carlson Lead Teachers **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1 **Funding Sources:** Staff Professional Development targeting at-risk students (DuFour, Lead4Ward) - 166 - State Comp Ed - $18,071.04, Admin Prof Dev targeting at-risk students (DuFour conference) - 166 - State Comp Ed - $4,900, Professional Learning Conferences for teachers of ELL students - 165/ES0 - ELL - $3,700, Staff Professional Development targeting G/T students (AVID Conference) - 177 - Gifted/Talented - $4,500, Staff Professional Development targeting G/T students (AVID Conference) - 177 - Gifted/Talented - $13,004.71	20%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson **Problem Statements:** Demographics 1	75%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: At least 3 teachers from 2021-22 are not yet qualified to teach Gifted and Talented students. **Root Cause**: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Student Learning

Problem Statement 1: The percentage of students at Approaches Grade Level in 6th grade reading, 7th grade math, and 8th grade science is below 60%. The percentage of students at Approaches Grade Level in 6th and 8th grade math, 7th grade writing, and 8th grade reading and social studies is below 70%. **Root Cause**: Teachers are not collaboratively planning lessons at the depth and complexity specified by the TEKS.

Problem Statement 3: 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 4: At-risk students and students in special education at all grade levels scored below the campus average on all state assessments. **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction of at-risk students.

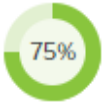
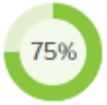
School Processes & Programs

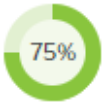
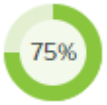
Problem Statement 1: Teachers struggle to provide students with differentiated activities. **Root Cause**: Teachers do not have adequate supplemental materials.

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

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Rachel Bailey Amy Carlson Chad Wolf **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Rachel Bailey Amy Carlson Chad Wolf **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided through PLCs and in-service days 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:** Rachel Bailey Amy Carlson Chad Wolf Jacqulyn Bridge Rachel Fratto Gary Rhiner **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: At least 15 members of the instructional staff are new to SMS. **Root Cause**: SMS experienced teacher turnover after the 20-21 school year.

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

Performance Objective 1: Smith Middle School will increase involvement of parents and community in school-related activities.

Evaluation Data Sources: Parent attendance at school events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Monika Callegari Julissa Carrion **Problem Statements:** School Processes & Programs 2, 4, 5	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain an online school calendar in addition to social media to encourage parent and community involvement at school events. **Strategy's Expected Result/Impact:** Increased attendance at campus events **Staff Responsible for Monitoring:** Christina Maldonado Chad Wolf **Problem Statements:** School Processes & Programs 2, 5	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

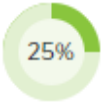
Performance Objective 1 Problem Statements:

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 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.

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

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

Evaluation Data Sources: Volunteer list, Volunteer log

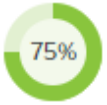
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a welcoming environment and encourage parents to become involved as school volunteers in conversations. **Strategy's Expected Result/Impact:** Increased volunteer support **Staff Responsible for Monitoring:** Rachel Bailey Amy Carlson Rachel Fratto				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Provide a safe school environment.

Evaluation Data Sources: Safety Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Rebecca Boyd Aly Flynt **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson				

 No Progress Accomplished Continue/Modify Discontinue

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.

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

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

Evaluation Data Sources: Safety Survey Results

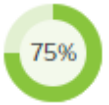
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a safe and inviting environment for students, teachers, parents, and community members by regularly practicing safety drills and providing access to safety hotlines. **Strategy's Expected Result/Impact:** The school is a safe place that promotes student growth. **Staff Responsible for Monitoring:** Chad Wolf Christina Maldonado Rachel Fratto				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Integrate technology systems and solutions that aid in fulfilling instructional and operational requirements.

Evaluation Data Sources: Lesson plans
Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Christina Maldonado Chad Wolf Gary Rhiner Rachel Fratto Jacqulyn Bridge **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Christina Maldonado Chad Wolf **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Christina Maldonado Rachel Bailey Amy Carlson **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Christina Maldonado Rachel Bailey Amy Carlson Teachers **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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 effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 2: By June 2022, Smith will effectively manage resources and operations to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

Evaluation Data Sources: SBDM sign-in sheets, PLC attendance and participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Chad Wolf Rachel Bailey Amy Carlson APs	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue