

Killeen Independent School District

Rancier Middle School

2023-2024



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rancier Middle School is a sixth through eighth-grade public school in Killeen ISD, a fast-growing school district. The campus has a 2022 Accountability rating of D: Not rated and is working on a Targeted Improvement Plan. During the 2022-2023 school year, staff members served approximately 750 students through face-to-face instruction. Rancier Middle School is part of the Killeen High School feeder pattern; students from Brookhaven, Hay Branch, and Peebles Elementary schools feed into Rancier Middle School. The school is located near Fort Cavazos and approximately 13% of the parents are active military.

Projected 2023-2024 Student Enrollment:

6 Grade: 250

7 Grade: 210

8 Grade: 222

General Student Demographic Data:

	2021-2022 State	2021-2022 District	2021-22 Rancier MS
African American	12.8%	34.2%	39.2%
Hispanic	52.7%	32.8%	40.8%
White	26.3%	19.1%	9.2%
American Indian	.3%	.5%	.1%
Asian	4.8%	2.3%	.8%
Pacific Islander	.2%	2%	2.3%
Two or More Races	2.9%	9.2%	7.6%

2021-2022	State	District	Campus
Economically Disadvantaged	60.6%	61.9%	94.0%
Non-Educationally Disadvantaged	39.4%	38.1%	6.0%

2021-2022	State	District	Campus
Section 504 Students	7.4%	10.8%	13.2%
English Learners	21.7%	11.2%	20.5%
Disciplinary Placements (20-21)	0.6%	1.0%	1.8%
Students with Dyslexia	5.0%	6.5%	9.7%
At-Risk	53.5%	58.4%	77.1%
Mobility (20-21)	13.6%	25.4%	28.7%
Bilingual/ESL Education	21.8%	10.4%	20.3%
Gifted & Talented Education	8.0%	3.1%	1.9%
Special Education	11.7%	14.5%	20.3%

2021-2022	State	District	Campus
Intellectual Disabilities	43.0%	36.8%	63.5%
Physical Disabilities	20.8%	21.1%	5.0%
Autism	14.7%	14.5%	3.8%
Behavioral Disabilities	20.0%	25.4%	27.7%

The staff at Rancier Middle School serve a large minority population; African American and Hispanic students represent 80% of the student population. The student population also has higher percentages of Economically Disadvantaged (94%), At-Risk (77%), and Special Education (20.3%) students than the District and State averages. Student mobility (28.7%), is similar to the District's mobility rate and both are higher than the State average. Gifted and Talented students within the Rancier Middle School student population (1.9%) are similar of the District's (3.1%) student population; however, the student representation is significantly lower than the State's (8.0%) identified student GT population. Staff serves a greater percentage of students identified with an intellectual disability (63.5%) and behavioral disabilities (27.7%) than the District and State.

Teacher Demographic Data:

Rancier Middle School employs approximately 70 staff members to meet the needs of students. The campus has not been fully staffed for the entire school year for the past 4 years. For 2022-23 school years, the campus was short 2 teachers, 2 counselors, and 5 aides. Teacher and classroom aide positions were unfilled for extended periods of time. Most teachers teach more than one course or grade level.

Teachers (2021-2022)	46
Professional Support	9
Campus Admin	3
Educational Aides	10
Secretary	5

Teachers (2021-2022)	46
Librarian	1
Counselors	3

2021-2022	State	District	Campus
African American	11.2%	22.3%	27.2%
Hispanic	28.9%	17.9%	17.1%
White	56.4%	52.6%	47.1%
American Indian	0.3%	0.5%	0%
Asian	1.9%	1.6%	0%
Pacific Islander	0.1%	0.5%	2.1%
Two or More Races	1.2%	4.6%	6.4%
Male	24.1%	22.1%	45%
Female	75.9%	77.9%	55%

Minority staff represent (40%) of the instructional staff. There are more female teachers than male teachers.

Teachers Years of Experience:

2021-2022	State	District	Campus
Beginning Teachers	7.9%	6.6%	12.8%
1-5 Years Experience	26.7%	34.1%	37.9%
6-10 Years Experience	20.6%	21.8%	27.8%
11-20 Years Experience	28.6%	24.4%	17.1%
Over 20 Years of Experience	16.1%	13%	4.3%

Students are more likely to have a teacher with 5 or less years of experience. More than half (50.7%) of the teachers at Rancier Middle School have 5 or fewer years of experience, which is more than State and District percentages. Many teachers are alternatively certified. Teachers new to Rancier Middle School are paired with a mentor teacher. All beginning teachers are enrolled in ongoing professional development. The campus and district also provide job-embedded professional development throughout the year for all teachers.

Student Attendance and Annual Dropout Rate:

	Attendance Campus	Attendance District	Attendance State	Dropout Rate (Gr 7-8) Campus	Dropout Rate (Gr 7-8) District	Dropout Rate (Gr 7-8) State
2020-2021	87.4%	91.8%	95%	3.6%	1.3%	.9%
2019-2020	97.8%	98.1%	98.3%	3%	.7%	.5%
2018-2019	94%	94.5%	95.4%	.9%	.3%	.4%

Students were attending school at approximately the district and state historic averages prior to the COVID-19 pandemic during the 2019-2020 school year. Rancier Middle School engaged students in remote learning during the second semester. According to the 2021-22 TAPR Attendance report, the dropout rate for grades 7 and 8 has historically been higher than District and State averages. During the 2020-2021 school year, students attended school face-to-face or remote, and approximately 40% of students attending Rancier Middle School engaged in learning remotely. During the 2021-2022 school year student state assessment data indicated a decline in all four core areas of study. The data suggested the students had learning gaps that resulted from remote learning and sporadic attendance.

Student Discipline Incident Count:

	Total Incidents
2022-2023	1641
2021-2022	1878
2020-2021	645 (40% of students remote)
2019-2020	1187 (student did not return to school after spring break)

The number of student discipline referrals during the 2021-2022 school year was slightly higher than the previous school year (2018-2019) which was not impacted by the COVID-19 pandemic. All students returned to campus for face-to-face instruction for the 2021-2022 school year causing a spike in discipline referrals. The 2022-2023 school year experienced a decline in disciplinary referrals due to the implementation of tardy stations, new procedures in the cafeteria, and increased presence of campus staff during passing periods. Even with a reduction of referrals the campus had a high number of DAEP placements (66). For the 2023-24 school year, positive reinforcement procedures such as awards for no referrals, properly wearing student IDs, and students can receive positive points for the Hero Store.

Demographics Strengths

21.4% of the instructional staff has 11 or more years experience.

44% of teachers and 63% of aides represent minority ethnicity's that are represented by the study body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Gifted and Talented students in the student body is 1.9%, which falls short of the district's 3.1%.

Problem Statement 2: Students are often assigned to teachers with less than five years of experience. With approximately fifty-five percent of the staff having five years of experience or less, there is an increased need to offer mentoring, coaching, and specialized professional growth opportunities.

Problem Statement 3: The scarcity of minority teaching candidates contributes to a faculty composition that does not mirror the diversity of the student body.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, Killeen ISD made the decision to close all its campuses and district offices for the last nine-week grading period of the 2019-2020 school year. During this period, about 90% of Rancier Middle School students transitioned to remote learning, though student performance in this virtual setting varied significantly. In the subsequent academic year, 2020-2021, roughly 40% of students continued to participate in virtual learning opportunities. Teachers utilized online tools to interact with these virtual students throughout the year. However, by the conclusion of the school year, 42% of students had failed one or more core subjects. For the 2021-2022 school year, all students returned to in-person learning, but the challenges posed by COVID-19 persisted into the 2022-2023 academic year, resulting in an ongoing failure rate of approximately 40% throughout the school year.

6 Grade Reading			
	State	District	Campus
2021 Approaches	62%	56%	42%
2022 Approaches	70%	63%	51%
2023 Approaches	75%	71%	63%
2021 Meets	32%	26%	16%
2022 Meets	43%	33%	24%
2023 Meets	50%	40%	31%
2021 Masters	15%	10%	7%
2022 Masters	23%	14%	8%
2023 Masters	21%	12%	8%

STAAR Test Results

6 Grade Math			
	State	District	Campus
2021 Approaches	68%	66%	58%
2022 Approaches	73%	70%	50%
2023 Approaches	74%	68%	57%
2021 Meets	36%	32%	22%
2022 Meets	39%	29%	16%
2023 Meets	37%	26%	14%

6 Grade Math			
2021 Masters	15%	11%	6%
2022 Masters	16%	10%	7%
2023 Masters	15%	7%	3%

7 Grade Reading			
	State	District	Campus
2021 Approaches	69%	68%	50%
2022 Approaches	80%	72%	61%
2023 Approaches	77%	73%	57%
2021 Meets	45%	41%	28%
2022 Meets	56%	44%	36%
2023 Meets	52%	41%	15%
2021 Masters	25%	23%	14%
2022 Masters	37%	27%	20%
2023 Masters	26%	15%	7%

7 Grade Math			
	State	District	Campus
2021 Approaches	55%	54%	41%
2022 Approaches	61%	52%	44%
2023 Approaches	61%	60%	42%
2021 Meets	27%	24%	20%
2022 Meets	31%	21%	11%
2023 Meets	35%	28%	14%
2021 Masters	12%	8%	6%
2022 Masters	13%	6%	5%
2023 Masters	10%	5%	2%

8 Grade Reading			
	State	District	Campus
2021 Approaches	73%	69%	62%
2022 Approaches	83%	77%	70%
2023 Approaches	82%	77%	67%
2021 Meets	46%	39%	36%
2022 Meets	58%	49%	43%
2023 Meets	56%	45%	34%
2021 Masters	21%	16%	12%
2022 Masters	37%	27%	21%
2023 Masters	27%	17%	9%

8 Grade Math			
	State	District	Campus
2021 Approaches	62%	61%	60%
2022 Approaches	71%	61%	52%
2023 Approaches	74%	66%	60%
2021 Meets	36%	33%	32%
2022 Meets	40%	26%	21%
2023 Meets	44%	29%	23%
2021 Masters	14%	7%	6%
2022 Masters	11%	7%	8%
2023 Masters	16%	6%	2%

8 Grade Science			
	State	District	Campus
2021 Approaches	68%	66%	58%
2022 Approaches	74%	67%	49%
2023 Approaches	72%	63%	45%
2021 Meets	43%	39%	25%

8 Grade Science			
2022 Meets	45%	35%	20%
2023 Meets	45%	32%	14%
2021 Masters	24%	18%	12%
2022 Masters	24%	16%	9%
2023 Masters	16%	9%	1%

8 Grade Social Studies			
	State	District	Campus
2021 Approaches	57%	55%	37%
2022 Approaches	61%	53%	36%
2023 Approaches	60%	48%	26%
2021 Meets	28%	23%	14%
2022 Meets	31%	23%	14%
2023 Meets	31%	20%	9%
2021 Masters	14%	11%	6%
2022 Masters	18%	12%	7%
2023 Masters	15%	9%	0%

Algebra 1			
	State	District	Campus
2021 Approaches	73%	63%	91%
2022 Approaches	76%	70%	95%
2023 Approaches	78%	75%	96%
2021 Meets	41%	28%	55%
2022 Meets	43%	34%	59%
2023 Meets	45%	37%	77%
2021 Masters	23%	13%	45%
2022 Masters	27%	19%	36%
2023 Masters	24%	16%	19%

Special Populations STAAR Performance Reporting Scores: Percentages of State / Killeen ISD/ Rancier Middle School for the 22-23 school year.

Gifted & Talented			
	Approaches	Meets	Masters
	State/ District/Campus	State/District/Campus	State/District/Campus
6 Grade Math	98/99/100	84/88/40	53/53/0
6 Grade Reading	98/99/100	92/91/60	65/56/60
7 Grade Math	96/99/NA	85/92/NA	50/42/NA
7 Grade Reading	99/98/NA	93/90/NA	72/64/NA
8 Grade Math	97/98/NA	87/89/NA	57/52/NA
8 Grade Reading	99/100/100	94/97/100	74/73/22
8 Grade Science	94/99/100	87/92/57	56/53/0
8 Grade Social Studies	94/95/71	74/75/14	50/54/0

English Language Learner			
	Approaches	Meets	Masters
	State/District/Campus	State/District/Campus	State/District/Campus
6 Grade Math	64/67/61	25/24/14	7/8/0
6 Grade Reading	62/65/54	34/33/21	10/9/0
7 Grade Math	45/55/56	35/24/44	10/6/13
7 Grade Reading	61/65/51	32/31/20	11/9/7
8 Grade Math	65/57/60	21/23/21	8/4/0
8 Grade Reading	66/63/57	33/30/26	10/7/5
8 Grade Science	56/50/39	26/20/10	5/4/2
8 Grade Social Studies	39/33/20	14/10/2	5/4/2

Special Education			
	Approaches	Meets	Masters
	State/District/Campus	State/District/Campus	State/District/Campus
6 Grade Math	29/39/33	15/6/4	4/2/0
6 Grade Reading	40/36/30	15/10/7	4/2/4
7 Grade Math	29/29/14	10/7/0	2/1/0
7 Grade Reading	39/35/24	15/12/7	4/3/3
8 Grade Math	42/34/35	14/9/10	3/2/0
8 Grade Reading	46/37/28	15/12/9	4/3/3
8 Grade Science	38/39/19	14/18/0	3/12/0
8 Grade Social Studies	25/16/3	9/6/0	4/2/0

At-Risk			
	Approaches	Meets	Masters
	State/District/Campus	State/District/Campus	State/District/Campus
6 Grade Math	62/56/50	20/12/8	5/2/1
6 Grade Reading	62/59/56	31/23/21	8/3/2
7 Grade Math	44/45/33	18/13/7	3/1/1
7 Grade Reading	62/60/49	31/23/14	10/5/3
8 Grade Math	62/56/55	26/18/18	5/2/0
8 Grade Reading	71/66/59	35/20/23	9/4/4
8 Grade Science	57/48/35	24/16/10	5/2/1
8 Grade Social Studies	41/30/16	13/7/2	5/2/1

2022-23 TELPAS

Grade 6	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
	5	21	28	47	14	60	26	0	19	42	26	14	9	30	41	20
	Composite Rating				Yearly Progress											
	BEG	INT	ADV	ADV H	Progressed 1 Level		Progressed 2 Levels		Progressed 3 Levels		Progressed at least 1 Level					
	2	36	45	16	13%		0%		0%		13%					
Grade 7	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
	3	22	36	38	12	72	16	0	14	40	19	28	0	40	38	22
	Composite Rating				Yearly Progress											
	BEG	INT	ADV	ADV H	Progressed 1 Level		Progressed 2 Levels		Progressed 3 Levels		Progressed at least 1 Level					
	2	24	62	12	29%		3%		0%		32%					
Grade 8	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
	5	20	33	42	23	69	8	0	11	48	36	5	8	33	28	31
	Composite Rating				Yearly Progress											
	BEG	INT	ADV	ADV H	Progressed 1 Level		Progressed 2 Levels		Progressed 3 Levels		Progressed at least 1 Level					
	11	19	56	15	30%		0%		0%		30%					

Student Learning Strengths

In the 2023 school year, Algebra 1 EOC scores outperformed both District and State scores in the Meets and Approaches categories.

At our campus, there was a notable improvement in the percentage of 6th graders achieving Approaches-level scores across all subject areas.

In the realm of 6th-grade Reading and Language Arts (RLA), there was an across-the-board increase in scores. Specifically, in the Approaches category, scores rose from 46% to 63%. In the Meets category, there was an increase from 18% to 31%, and in the Mastery category, an increase from 5% to 8%.

Similarly, 6th-grade Mathematics students demonstrated overall progress in all areas. There was an 11% increase in the Approaches category, a 5-point improvement in the Meets category, and a 1% increase in the Masters category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.

Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. **Root Cause:** The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.

Problem Statement 3: Grade 6 Gifted and Talented students experienced a decline in their Reading and Math scores at the Masters level, as compared to the previous assessment. Only 17% of these students achieved the Masters level, a figure that falls below both the district and state averages. **Root Cause:** Our GT population is small due to students opting for STEM academy at another campus.

Problem Statement 4: In Reading and Math, ELL students in grades 6-8 have exhibited a decline in scores across the Approaches, Meets, and Masters levels when compared to the previous year's assessment. Moreover, the percentage of ELL students meeting the Approaches Grade Level Standard in both Reading and Math falls below that of the All Student group, as well as their Non-ELL counterparts.

Problem Statement 5: For Grades 6, 7, and 8, Reading and Math scores among Special Education students are comparatively lower at the campus level in contrast to both the district and state levels. Furthermore, the percentage of Special Education students achieving the Approaches Grade Level standard in Reading and Math falls below that of the district and state averages.

Problem Statement 6: It is necessary to expand educational opportunities beyond regular school hours to cater to the needs of students who are facing difficulties and encountering gaps in their learning.

School Processes & Programs

School Processes & Programs Summary

Title 1 & Parents of Eco. Dis.

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

State Comp Ed

The purpose of the State Compensatory Education program is to supplement the regular education program with compensatory, intensive, and/or accelerated instruction. Funds during the 2022-2023 school year provided after-school tutorials, online support, and teacher professional development to enhance instruction.

Gifted & Talented

Students in the Gifted and Talented program represent 1.9% of the student population. Gifted and Talented students are provided with the opportunity to participate in independent study and the Texas Performance Standards Project at the campus and district level. Students are provided time to complete the project during differentiated instruction in the classroom.

English Language Learners

Rancier Middle School employs one ESL aide. Students receive services in their ELA classes with a push-in/out model of instruction for ESL learners. Due to attendance zone changes, the number of students identified as English Language Learners increased. Funds were used to provide tutoring support in the student's native language, translation technology, and teacher professional development.

At Risk

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

Special Education

20.3% of students at Rancier Middle School are served by Special Education. Special education students may be enrolled in Skills, Resource or Inclusion classes. Students enrolled in inclusion receive instruction in a co-teaching classroom. Special Education students who are enrolled in regular education courses are supported by paraprofessionals.

Career Technology Education

Grade 8 students are required to take Technology Applications and College and Career Readiness courses. During their classes, students develop a 4-year college education plan and engage in project-based learning activities. Seventh and eighth grade students engage with Naviance, a software program designed to help students identify and explore interests, strengths, and needs to prepare them to be future-ready.

Advancement Via Individual Determination (AVID)

A new teacher took over the program and has implemented the AVID program in three classes. The AVID program is designed to be a school-wide program with an AVID Elective course. The AVID Site Team meets monthly.

Technology

There is one computer lab on campus in addition to technology carts that include laptop computers or iPads. Killeen Independent School District issues each teacher a laptop computer. Teachers have document cameras and projectors in their classrooms. Teachers incorporated programs such as Gizmos, Flocabulary, Brain Camp, Imagine Learning, iLit, and Schoology during the school year. This year, teachers also have access to instructional delivery programs such as Nearpod, Playposit, and Discovery Education to incorporate into their lessons; most students have a technology device to use at home or in the classroom. Teachers are able to access student information, the learning management system, and grade-book online on and off campus. Students and staff are able to collaborate and store information in the cloud.

Response to Intervention

Tier one classroom interventions include Differentiated Instruction, Small Groups, Questioning Strategies, Tutorials, Additional Practice, and Direct Feedback. Tier 2 interventions include ACC Reading, ACC Math, Small Group Instruction, iLit, and Imagine Learning. Tier 3 interventions include Small Group Instruction, Content Area Pullout, and Targeted Tutorials. Grade-level teams meet after the first, second, and third grading periods to review student data.

Intervention and tutoring

Teachers provide before and after-school tutorials. Tutoring is also available through the Boys and Girls Club after school. Killeen Independent School District also offers math and RLA tutoring at the Math and English Center after school and on Saturdays. Although support for students is offered throughout the year during the intervention period, as well as before and after school, the percentage of students failing one or more courses remained about the same each marking period. The 2022-2023 school year shows a decrease in the percentage of failures from the previous year.

Student Failures By Marking Period

Grade Level	MP1	MP2	MP3	MP4	Decrease
6	38%	46%	38%	14%	3%
7	31%	44%	46%	25%	2.5%
8	35%	40%	44%	34%	5.5%

Staff recruitment and retention

Rancier Middle School employs over 70 staff to meet the needs of students. Similar to previous years, the campus was not fully staffed throughout the school year. Counselor, teacher, and aide positions were unfilled for extended periods of time.

Teachers are supported throughout the year by campus and district staff who provide professional development and instructional guidance. New teachers engage with the Curriculum Instructional Specialist monthly as well as participate in a district new teacher induction program. All teachers have professional development opportunities throughout the year. New teachers are assigned mentors and have the opportunity to visit experienced teachers' classrooms.

Administrators recognize teachers and staff throughout the year with KaRoo Brag cards, Brag Board posts, special treats, social media posts, kudos in the weekly newsletter, and the Teacher of the Year award.

There is a high number of staff absences each day. Providing coverage for staff who are unable to obtain a substitute in conjunction with requirements for staff to attend ARDs and other meetings results in a strained instructional system. Inconsistent classroom environments are fostered by vacant and absent staff.

PLC and Planning

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

Killeen ISD has a data management software program, Eduphoria. Teachers monitor student progress during their planning time and Professional Learning Community meetings by using data from common and formative assessments in Eduphoria. Grade-level teams present student data using a data protocol in their PLC meetings. Teachers analyze data from previous STAAR assessments during summer professional development to identify TEKS that students have traditionally performed well or need improvement.

Counseling

The counseling department addresses the personal/social, academic, and career development needs of students. Rancier Middle School employed only one counselor for the first semester of the 2022-23 school year. The Counselors assist teachers with parent conferences, and parent-teacher conferences, provide school records, social and emotional development, and consult with teachers as needed. They assist students with academic, social and personal issues in individual and group counseling settings. Monthly lessons are taught in the classroom by the counselors. During the school year, staff and students completed a survey, 1 = strongly disagree and 4 - strongly agree.

According to our survey data, our students need help with:

Skill	Teacher Score	Student Score
Developing Social Skills	3.3	2.1
Developing self-confidence	3.6	no response
Making and keeping friends	2.7	1.7
Conflict Resolution	3.6	1.9
Participating in class activities	3.3	no response
Organization, time management	3.5	2.5
Completing assignments on time	3.6	2.2
Advocating for themselves	3.5	1.6
Self-Regulation	3.5	no response

Teacher perception of the greatest student needs is developing self-confidence, completing assignments on time, time management, and conflict resolution. Students indicated their needs similarly, rating time management and completing assignments on time as the highest needs. Additionally, developing social skills and conflict resolution were identified as areas of need.

According to our survey data, our students find it easy to:

Skill (Student Response)	Teacher Score (1 = strongly agree/4 = strongly disagree)
Apologize when they make a mistake or hurt someone	2.1
Take responsibility for their own actions/behaviors	2.0
Understand the rules/expectations of each class and teacher	2.6
Accept the consequences for inappropriate behaviors	2.3
Repair relationships after conflict	2.2

Teachers noted that students have difficulty understanding the rules and expectations within the different areas of the building and students struggle with consequences for inappropriate behaviors.

Discipline

The Killeen Independent School District launched the implementation of Restorative Practices in March 2021 by providing training to administrators. Subsequently, during the summer of 2021, teachers embarked on their training, ensuring that all staff members were equipped with the necessary knowledge and skills to foster meaningful connections with students. The positive outcomes of these initiatives have become evident to the staff members.

Nevertheless, students still receive discipline referrals for various issues, such as truancy, fighting, theft, and tobacco violations. Encouragingly, the number of student placements in the KISD DAEP and Gateway Middle School has decreased from 66 in the 2021-2022 school year to 48 in the 2022-2023 school year.

Student Activities and Events

Eighth-grade students participated in a shadow day at Killeen High School, they also visited the Killeen Career Center and Early College High School. Eighth-grade science and GT students attended a field trip to Dallas sponsored by a grant from ISEF Education Outreach. The seventh-grade students also had the opportunity to tour the Killeen Career Center. Rancier Middle School had four pep rallies for the 22-23 school year, including a Black History Month celebration, KCEN morning crew, Staff vs students volleyball game, and Staff vs. students basketball game.

Parent Program & Volunteers

Rancier Middle School provides opportunities for parent involvement through volunteering. A new PTA was started during the 2018-2019 school year; however, the group has not been active since.

School Processes & Programs Strengths

Professional Learning Communities focus on planning and student learning.

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

Common formative and summative assessments are proctored to students.

The campus has technology readily available for staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There has been a reduction in student discipline referrals compared to previous years, with notable decreases in certain offenses like Truancy (252) and Fighting (175). However, there are still a considerable number of incidents related to other offenses such as Defiance (299) and Disruption (305).

Problem Statement 2: Teachers (3.3) and Students (2.1) agreed or highly agreed that students need help developing social skills.

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

Perceptions

Perceptions Summary

Rancier Middle School does not have an active PTA, however, staff members are committed to students. Mentorship programs were initiated during the 2021-2022 school year. One program brought community members into the building to connect with students in the halls and cafeteria. Another program engaged boys during lunch for several weeks. The mentors' program was focused on a small population of students. Additionally, a church group provided food and personal items to students in need throughout the year. A barbershop offered free haircuts to students during the spring semester.

Students are able to participate in several student clubs: represented Rancier Middle School in the Jr. VASE art competition, Academic UIL, and the National Chess Tournament.

After-school and summer learning opportunities are available through the Boys and Girls Club. Throughout the year, staff from the Boys and Girls Club mentor students during lunchtime.

Students are able to participate in several student clubs: Yearbook, Academic UIL, Drone, Robotics, Dance team, Cheer, Pep Squad, Student Council, and Student Advisory Council.

The school communicates with stakeholders through social media, Blackboard Communication, handouts, school marquee, and a weekly Smore newsletter from the principal. The school's Facebook page continues to gain followers throughout the school year. There was great parent and student participation at the Spanish Heritage event in the Fall. Parents and students attend fine arts and athletic events to support the Ka-Roos!

The campus has transitioned to the District's Restorative Practices. Teachers were trained starting in the summer of 2021. A member of the National Restorative Practices group came to observe the campus in May.

Perceptions Strengths

Communication with our community is an essential part of a stakeholder partnership. RMS provides communication through e-mail, phone messages, letters, flyers, marquee announcements, conferences, the school web page, Facebook, and the weekly principal newsletter.

Parents are supportive of extracurricular events.

Opportunities for students to connect through the mentorship programs and student clubs are increasing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to improve communication with campus stakeholders.

Problem Statement 2: Although a limited number of community members currently serve as student mentors, there is a necessity to amplify parental engagement in school activities and expand the volunteer program.

Problem Statement 3: The gradual process of integrating restorative practices and the school's culture is a slow ongoing process.

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: By the end of the 2023-2024 school year, Gifted and Talented students will improve STAAR scores in the Meets and Masters categories to score at or above State and District averages in all tested areas.

Evaluation Data Sources: Common Unit Assessments
STAAR

Strategy 1 Details
<p>Strategy 1: RMS will hold a GT summit once per semester; students will participate in a pull-out enrichment day.</p> <p>Strategy's Expected Result/Impact: Mastery level on STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies for TPSP project - 177 - Gifted/Talented - 177.11.6399.00.043.21.000 - \$575</p>
Strategy 2 Details
<p>Strategy 2: GT students will engage in an intervention period to focus on independent study, critical thinking, problem solving, and activities which promote a high-level or rigor.</p> <p>Strategy's Expected Result/Impact: Mastery level on STAAR scores will increase</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>

Strategy 3 Details

<p>Strategy 3: GT students will participate in field-based instruction to enhance their learning environment.</p>
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Strategy's Expected Result/Impact: The impact on Gifted and Talented (GT) students is that they will be involved in field-based instruction, which is expected to enhance their learning environment. This approach aims to improve the rigor of their learning instruction by providing them with real-world, hands-on experiences that complement their advanced capabilities and learning needs.

Staff Responsible for Monitoring: GT Coordinator and Curriculum Instructional Specialist

Problem Statements: Student Learning 3

Funding Sources: Opportunities for Field-based instruction - 177 - Gifted/Talented - 177.11.6412.TR.043.21.000 - \$3,000

Performance Objective 1 Problem Statements:

Student Learning

<p>Problem Statement 3: Grade 6 Gifted and Talented students experienced a decline in their Reading and Math scores at the Masters level, as compared to the previous assessment. Only 17% of these students achieved the Masters level, a figure that falls below both the district and state averages. Root Cause: Our GT population is small due to students opting for STEM academy at another campus.</p>
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Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By the end of the 2023-2024 school year, English Second Language students will increase STAAR scores by 10% at the Approaches category and 5% in the Meets and Masters categories in all tested areas.

Evaluation Data Sources: CUA Data
TELPAS Scores

Strategy 1 Details
<p>Strategy 1: ELL students will participate in bilingual Math and ELA after school tutorials.</p> <p>Strategy's Expected Result/Impact: ELL students will increase proficiency in academic vocabulary and number sense.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: After School Tutoring Instructional Supplies - 165/ES0 - ELL - 165.11.6399.00.043.25.ES0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: ELL students will be assigned an intervention period to engage in instruction to support academic vocabulary, writing, and speaking skills.</p> <p>Strategy's Expected Result/Impact: TELPAS scores will improve by one proficiency level per student.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p> <p>Funding Sources: iPad charging cart used for intervention - 165/ES0 - ELL - 165.11.6394.00.043.25.ES0 - \$1,150, Headphones for programs used during intervention - 165/ES0 - ELL - 165.11.6399.00.043.25.ES0 - \$200, iPads to support intervention period for ELL students - 165/ES0 - ELL - 165.11.6398.00.043.25.ES0 - \$3,580, iPad cases for iPads used for intervention - 165/ES0 - ELL - 165.11.6399.00.043.25.ES0 - \$920</p>

Strategy 3 Details

Strategy 3: Provide language acquisition support through sheltered instruction in core classes.

Strategy's Expected Result/Impact: TELPAS and STAAR growth.

Staff Responsible for Monitoring: Curriculum Instructional Specialist

Problem Statements: Student Learning 4

Funding Sources: Spanish language books connected to the curriculum - 165/ES0 - ELL - 165.11.6329.00.043.25.ES0 - \$1,700, Teacher PD - Region 12: Content Based Language Instruction - 166 - State Comp Ed - 166.13.6239.00.043.30.AR0 - \$1,500

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Grade 6 Gifted and Talented students experienced a decline in their Reading and Math scores at the Masters level, as compared to the previous assessment. Only 17% of these students achieved the Masters level, a figure that falls below both the district and state averages. **Root Cause:** Our GT population is small due to students opting for STEM academy at another campus.

Problem Statement 4: In Reading and Math, ELL students in grades 6-8 have exhibited a decline in scores across the Approaches, Meets, and Masters levels when compared to the previous year's assessment. Moreover, the percentage of ELL students meeting the Approaches Grade Level Standard in both Reading and Math falls below that of the All Student group, as well as their Non-ELL counterparts.

School Processes & Programs

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

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

Performance Objective 3: By the end of the 2023-2024 school year, At Risk students will increase STAAR scores by 10% at the approaches category and 5% in the Meets and Masters categories in all tested areas. Our target score will increase from 46% to 49%.

High Priority

Evaluation Data Sources: MAP, CUA Data, & STAAR Scores

Strategy 1 Details
<p>Strategy 1: An At Risk Intervention Aide will be used to provide students with targeted interventions in the core content areas.</p> <p>Strategy's Expected Result/Impact: Small group interventions will increase student achievement in the core subjects.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p> <p>Funding Sources: Salary and Benefits - At Risk Aide - 166 - State Comp Ed - 166.11.6129.00.043.30.AR0 - \$24,011</p>
Strategy 2 Details
<p>Strategy 2: Students who are projected to fail for the semester/year will be invited and encouraged to attend tutorials. After school tutoring lab will be available at least four days a week.</p> <p>Strategy's Expected Result/Impact: Reduce student failure rate by 15%.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 3</p> <p>Funding Sources: Tutorial supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$4,000, Nutritional snack for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.043.30.000 - \$700</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.</p>

Student Learning

Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. **Root Cause:** The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.

Problem Statement 5: For Grades 6, 7, and 8, Reading and Math scores among Special Education students are comparatively lower at the campus level in contrast to both the district and state levels. Furthermore, the percentage of Special Education students achieving the Approaches Grade Level standard in Reading and Math falls below that of the district and state averages.

School Processes & Programs

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

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

Performance Objective 4: By the end of the 2023-2024 school year, STAAR Reading scores will increase by 10% at the Approaches category and 5% at the Meets and Masters categories.

RMS will provide targeted support in reading for all students at Rancier to raise the target score from 35 to 44.

High Priority

Evaluation Data Sources: STAAR - Domain 3

Strategy 1 Details
<p>Strategy 1: Staff in all content areas will promote literacy and academic vocabulary through Talk Read Talk Write and Sheltered Instruction instructional strategies, library events, and campus-wide ACC reading program.</p> <p>Strategy's Expected Result/Impact: Increase student reading fluency.</p> <p>Staff Responsible for Monitoring: Librarian Curriculum Instructional Specialist</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental Classroom Novels for ELA support and practice - 166 - State Comp Ed - 166.11.6329.00.043.30.AR0 - \$3,000, Supplemental Reading Resources to address gaps in vocabulary and literacy skills - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: A supplemental teacher will provide targeted ELA interventions to students who received a Not Met score on the STAAR test.</p> <p>Strategy's Expected Result/Impact: Increase on the Student Growth domain on STAAR.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: 1 ELA Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$75,500, Instructional materials to support reading intervention - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$3,389</p>

Strategy 3 Details

<p>Strategy 3: A supplemental teacher will lower student teacher-ratio in ELA courses.</p>

Strategy's Expected Result/Impact: Increase on the Student Growth domain on STAAR

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: 1 ELA Certified Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$73,500

Performance Objective 4 Problem Statements:

Student Learning

<p>Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.</p>

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

Performance Objective 5: By the end of the 2023-2024 school year, STAAR Math scores will increase by 10% at the Approaches category and 5% at the Meets and Masters categories. Targeted support will be provided for all students, to include (African American, Hispanic, White, Asian Two or More Races & Eco. Disadvantaged) Our goal is to raise our Targeted score from 46% to 49%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details
<p>Strategy 1: Teachers will engage students in differentiated learning using a math workshop/station teaching model. Previously taught concepts will be reviewed regularly to enable students to engage with content in multiple formats and in a variety of ways.</p> <p>Strategy's Expected Result/Impact: Increase in student growth shown in their academic performance in meets and masters on STAAR assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Resources for Math Stations - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$2,423, Supplemental math practice and review materials such as Measuring Up or similar resource - 166 - State Comp Ed - 166.11.6299.OL.043.30.AR0 - \$3,000, PD Associated with Supplemental Online Math Resource - 166 - State Comp Ed - 166.13.6299.OL.043.30.AR0 - \$10,000</p>
Strategy 2 Details
<p>Strategy 2: A supplemental teacher will provide math interventions to students who received a Did Not Met score on the STAAR test.</p> <p>Strategy's Expected Result/Impact: To support the students as they develop a better understanding of the the hard to teach concepts(TEKS), and see an increase on the Student Growth domain on STAAR.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Salary and Benefits for Math Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$75,500, Instructional Resources (calculators) for Math Interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$2,000</p>

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.

Problem Statement 3: Grade 6 Gifted and Talented students experienced a decline in their Reading and Math scores at the Masters level, as compared to the previous assessment. Only 17% of these students achieved the Masters level, a figure that falls below both the district and state averages. **Root Cause:** Our GT population is small due to students opting for STEM academy at another campus.

School Processes & Programs

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

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

Performance Objective 6: By the end of the 2023-2024 school year, STAAR Science scores will increase by 10% at the Approaches category and 5% at the Meets and Masters categories.

Evaluation Data Sources: STAAR, Map, and Interim tests.

Strategy 1 Details
<p>Strategy 1: Teachers will engage students in differentiated learning using a workshop/station teaching model. Opportunities for students to engage with science concepts in multiple formats, to include digital learning, hands on experiences, and rigorous learning tasks, will be provided.</p> <p>Strategy's Expected Result/Impact: Increase academic performance in meets and masters on STAAR assessment in science.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Student utilize science resource to build content area knowledge and vocabulary - 166 - State Comp Ed - 166.11.6299.OL.043.30.AR0 - \$3,000, Resources for hands on learning experiences in science - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: A supplemental teacher will lower the student-teacher ratio in Science courses.</p> <p>Strategy's Expected Result/Impact: Increase academic performance in meets and masters on STAAR assessment in science.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Supplemental teacher to reduce class size - 211 - ESEA, Title I Part A - 211.11.6119.00.043.30.000 - \$73,498</p>

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. Root Cause: The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.</p>

School Processes & Programs

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

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

Performance Objective 7: By the end of the 2023-2024 school year, STAAR History scores will increase by 10% at the Approaches category and 5% at the Meets and Masters categories.

High Priority

Evaluation Data Sources: STAAR and Interim tests.

Strategy 1 Details
<p>Strategy 1: History teachers will engage students in project based learning and collaborative lead4ward activities.</p> <p>Strategy's Expected Result/Impact: Increased 8 Grade Social Studies STAAR achievement at the Meets level.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Ipad to support extension activities - 211 - ESEA, Title I Part A - 211.11.6398.00.043.30.000 - \$8,850, Materials for project based learning experiences in history - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$4,000, iPad cases to support extension activities - 211 - ESEA, Title I Part A - 211.11.6399.00.043.30.000 - \$2,300</p>

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. Root Cause: The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.</p>
School Processes & Programs
<p>Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.</p>

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: 100% of staff will engage in personalized job-embedded professional development.

Evaluation Data Sources: Sign In Sheets
Eduphoria Workshop Credit

Strategy 1 Details
<p>Strategy 1: Bi-monthly PLC led by Lead Teachers and Curriculum Instructional Specialist will focus on effective classroom rigor by breaking down the state standards, creating rigorous lessons, data analysis, formative assessment, and ensuring effective execution in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased effectiveness of instruction Increased effectiveness of PLC teams</p> <p>Staff Responsible for Monitoring: Administration Curriculum Instructional Specialist Team Leads</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: PLC at Work Institute - 166 - State Comp Ed - 166.13.6411.00.043.30.AR0 - \$10,000</p>
Strategy 2 Details
<p>Strategy 2: Provide campus leadership team professional development through book study and leadership opportunities (lead department PLC and grade level RTI meetings). These trainings will help our Lead Teachers grow and mentor our new and experienced teachers.</p> <p>Strategy's Expected Result/Impact: Campus leadership team will lead PLCs and provide professional development on campus resulting in an increase of student knowledge and skills demonstrated on their formal assessments.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: AllThingsPLC Magazine Subscription - 211 - ESEA, Title I Part A - 211.13.6329.00.043.30.000 - \$500, Educational Leadership Journal Subscriptions - 211 - ESEA, Title I Part A - 211.23.6329.00.043.30.000 - \$500, Resources to support professional development-books - 211 - ESEA, Title I Part A - 211.13.6329.00.043.30.000 - \$3,000, Reading materials for leadership team - Leading With Intention - 211 - ESEA, Title I Part A - 211.23.6329.00.043.30.000 - \$500</p>

Strategy 3 Details

Strategy 3: Administration and Teachers will engage in professional development to support student academic and social-emotional growth through fostering a positive school culture with explicit behavior expectations and management systems, student support services, and aligned vision, mission, and goals.

Strategy's Expected Result/Impact: Staff retention will increase.

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - School Processes & Programs 3

Funding Sources: Admin Coaching for Instruction and Culture - 211 - ESEA, Title I Part A - 211.23.6299.00.043.30.000 - \$5,000, PD targeting at-risk students -culture and climate focused - 211 - ESEA, Title I Part A - 211.13.6411.00.043.30.000 - \$9,246, Admin PD targeting at-risk students -culture and climate focused - 211 - ESEA, Title I Part A - 211.23.6411.00.043.30.000 - \$3,000, PD to support teachers in providing supplemental instruction to at risk students in the core content areas - 166 - State Comp Ed - 166.13.6411.00.043.30.A00 - \$8,000

Strategy 4 Details

Strategy 4: A Curriculum Instructional Specialist will provide teaching support for Math and Science.

Strategy's Expected Result/Impact: Math and Science STAAR scores will increase at the Meets and Masters levels.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2 - Student Learning 1, 2, 5 - School Processes & Programs 3

Funding Sources: Salary and Benefits for CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.043.30.000 - \$80,208

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Students are often assigned to teachers with less than five years of experience. With approximately fifty-five percent of the staff having five years of experience or less, there is an increased need to offer mentoring, coaching, and specialized professional growth opportunities.

Student Learning

Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.

Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. **Root Cause:** The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.

Problem Statement 5: For Grades 6, 7, and 8, Reading and Math scores among Special Education students are comparatively lower at the campus level in contrast to both the district and state levels. Furthermore, the percentage of Special Education students achieving the Approaches Grade Level standard in Reading and Math falls below that of the district and state averages.

School Processes & Programs

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

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

Performance Objective 1: Rancier Middle School staff will strive to provide opportunities for stakeholders to have involvement in campus by increasing the number of involvement activities by 10%.

Strategy 1 Details
<p>Strategy 1: Campus will communicate through monthly newsletter, social media, and have a parent section on the school's website to communicate schoolwide procedures. The school will advertise volunteer opportunities throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased parent volunteers on campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Materials for Parent Communication - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.043.30.PAR - \$500</p>
Strategy 2 Details
<p>Strategy 2: Rancier Middle School will host parent workshops such as, school-wide policies orientation, supporting academic success, social media awareness, and drug & alcohol awareness. The parents and families of our Emergent Bilingual students will be invited to attend sessions that address their needs and equip them to be active participants in their child's learning. Encourage parent participation in SBDM.</p> <p>Strategy's Expected Result/Impact: Increased parent participation of on campus events.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Parent Workshop - Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.043.30.PAR - \$2,005, Parent Workshop - Reading Materials - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.043.30.PAR - \$967, Parent Workshop - Refreshment - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.043.24.PAR - \$1,000, Seidlitz Conversational and Academic English for School Parents Levels 1 & 2 - 263 - ESEA, Title III Part A - 263.61.6299.LE.043.25.000 - \$1,725</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: In Reading and Math, ELL students in grades 6-8 have exhibited a decline in scores across the Approaches, Meets, and Masters levels when compared to the previous year's assessment. Moreover, the percentage of ELL students meeting the Approaches Grade Level Standard in both Reading and Math falls below that of the All Student group, as well as their Non-ELL counterparts.</p>

School Processes & Programs

Problem Statement 1: There has been a reduction in student discipline referrals compared to previous years, with notable decreases in certain offenses like Truancy (252) and Fighting (175). However, there are still a considerable number of incidents related to other offenses such as Defiance (299) and Disruption (305).

Perceptions

Problem Statement 1: There is a need to improve communication with campus stakeholders.

Problem Statement 2: Although a limited number of community members currently serve as student mentors, there is a necessity to amplify parental engagement in school activities and expand the volunteer program.

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: By the end of the 2023-2024 school year, student discipline referrals will decrease by 10% from the previous school year.

High Priority

Evaluation Data Sources: eSchool Plus Discipline Reports

Strategy 1 Details
<p>Strategy 1: Teachers will engage students in social emotional learning programs, college & career activities, restorative discipline, and celebrate student behavior and academic growth during advisory period.</p> <p>Strategy's Expected Result/Impact: Positive campus culture. Reduced discipline referrals. Increased Student Achievement.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 3</p> <p>Funding Sources: Restorative practices support materials / book study - 211 - ESEA, Title I Part A - 211.13.6329.00.043.30.000 - \$3,500</p>
Strategy 2 Details
<p>Strategy 2: Campus will develop behavior a RTI program to include a mentor program for at-risk students during the school day.</p> <p>Strategy's Expected Result/Impact: Reduce recidivism in DAEP placements. Decrease number of students failing core courses on report card.</p> <p>Staff Responsible for Monitoring: At-Risk Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Mentor Program Instructional Supplies - 166 - State Comp Ed - 166.11.6399.00.043.30.AR0 - \$2,000</p>

Strategy 3 Details

Strategy 3: Staff will provide students meaningful opportunities for student involvement and recognition. Administration will encourage staff to sponsor a student organization such as student council, National Jr Honor Society, or student clubs. Students will be recognized for academic growth, character traits, and positive behaviors with the Hero Store.

Strategy's Expected Result/Impact: Foster Positive Campus Culture

Decrease in Student Discipline Referrals

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Funding Sources: Low cost incentives/awards for student achievement recognition - 211 - ESEA, Title I Part A - 211.11.6498.00.043.30.000 - \$1,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: The scarcity of minority teaching candidates contributes to a faculty composition that does not mirror the diversity of the student body.

School Processes & Programs

Problem Statement 1: There has been a reduction in student discipline referrals compared to previous years, with notable decreases in certain offenses like Truancy (252) and Fighting (175). However, there are still a considerable number of incidents related to other offenses such as Defiance (299) and Disruption (305).

Problem Statement 2: Teachers (3.3) and Students (2.1) agreed or highly agreed that students need help developing social skills.

Problem Statement 3: Teachers encounter difficulties in captivating students who display reluctance in their learning engagement. Across each marking period, an estimated 40% of students are experiencing academic struggles.

Perceptions

Problem Statement 2: Although a limited number of community members currently serve as student mentors, there is a necessity to amplify parental engagement in school activities and expand the volunteer program.

Problem Statement 3: The gradual process of integrating restorative practices and the school's culture is a slow ongoing process.

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: Increase opportunities for PE and fine arts classes to support core content area knowledge and skills through cross-curricular activities that combine health and wellness activities with Science and Social Studies. This approach aims to narrow the achievement gap by evaluating the well-being of qualifying students through a wellness assessment program. This program will not only gauge their health but also actively involve them in interdisciplinary pursuits. The goal is to enhance their Science and Social Studies scores by instructing them in the art of attentive listening and effective instruction-following.

High Priority
HB3 Goal
Evaluation Data Sources: Science and Social Studies STAAR Data

Strategy 1 Details
<p>Strategy 1: Enhance science and social studies learning by utilizing STAAR data analysis and audio support, with the goal of helping students excel in these subjects through targeted activities and clear instructions.</p> <p>Strategy's Expected Result/Impact: STAAR Data Analysis: Social Studies and Science</p> <p>Staff Responsible for Monitoring: PE Teachers Social Studies Teachers Science Teacher Curriculum Instructional Specialist</p> <p>Problem Statements: Student Learning 2</p>
Strategy 2 Details
<p>Strategy 2: Utilizing STAAR data analysis, educators will pinpoint common challenges in Social Studies and Science, informing the creation of targeted activities, including large-group scavenger hunts, designed to address these specific issues in PE classes.</p> <p>Strategy's Expected Result/Impact: The ultimate objective is to foster an environment where students can bridge the achievement gap.</p> <p>Staff Responsible for Monitoring: Curriculum Specialist and Social Studies and Science Lead Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Audio system to support instruction for large class sizes - 211 - ESEA, Title I Part A - 211.11.6398.00.043.30.000 - \$1,500</p>

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. **Root Cause:** The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.

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

Performance Objective 1: By the end of the 2023-2024 school year, Rancier Middle School will provide effective management of available resources (People, Money, Instructional Supplies) to impact instruction.

Evaluation Data Sources: Sign In Sheet
Financial Audit Results
Library Check Out

Strategy 1 Details
<p>Strategy 1: SBDM will review campus progress and needs throughout the year, adjusting the Campus Improvement Plan as needed to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Campus goals and CIP are aligned to support the instructional process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>
Strategy 2 Details
<p>Strategy 2: All staff members who collect or deposit activity money will attend activity fund training.</p> <p>Strategy's Expected Result/Impact: District financial policies are followed. No audit findings.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Faculty will develop processes for SPED/504 Behavior Intervention Plan & Accommodation tracking.</p> <p>Strategy's Expected Result/Impact: Required documentation will be completed on time.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p>

Strategy 4 Details

Strategy 4: Staff will review campus safety and school-wide procedures to ensure consistency of implementation throughout the year.

Strategy's Expected Result/Impact: School will conduct all required emergency drills during the school year.

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1, 2, 3, 4, 5

Strategy 5 Details

Strategy 5: A Ka-Roo Learning Lab will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Admin
CIS

Problem Statements: Student Learning 6

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Reading and Math scores for Grades 6, 7, and 8 are comparatively lower at the campus level in comparison to both the district and state levels. Moreover, the percentage of At-Risk students meeting the Approaches Grade Level standard in Reading (Grade 6: 56%, Grade 7: 49%, Grade 8: 59%) and Math (Grade 6: 50%, Grade 7: 33%, and Grade 8: 55%) falls below that of the district and/or state averages.

Problem Statement 2: Scores in Grade 8 Science and Social Studies have shown a decline across the Approaches, Meets, and Masters levels in comparison to the previous year's assessment. Additionally, the percentage of At-Risk students meeting the standard for Science at the Approaches Grade Level (35%) and Social Studies at the Approaches Grade Level (16%) falls beneath the district and state averages. **Root Cause:** The absence of instruction on critical reading strategies in science and social studies classes has led to students facing challenges in establishing connections with academic vocabulary.

Problem Statement 3: Grade 6 Gifted and Talented students experienced a decline in their Reading and Math scores at the Masters level, as compared to the previous assessment. Only 17% of these students achieved the Masters level, a figure that falls below both the district and state averages. **Root Cause:** Our GT population is small due to students opting for STEM academy at another campus.

Problem Statement 4: In Reading and Math, ELL students in grades 6-8 have exhibited a decline in scores across the Approaches, Meets, and Masters levels when compared to the previous year's assessment. Moreover, the percentage of ELL students meeting the Approaches Grade Level Standard in both Reading and Math falls below that of the All Student group, as well as their Non-ELL counterparts.

Problem Statement 5: For Grades 6, 7, and 8, Reading and Math scores among Special Education students are comparatively lower at the campus level in contrast to both the district and state levels. Furthermore, the percentage of Special Education students achieving the Approaches Grade Level standard in Reading and Math falls below that of the district and state averages.

Problem Statement 6: It is necessary to expand educational opportunities beyond regular school hours to cater to the needs of students who are facing difficulties and encountering gaps in their learning.

School Processes & Programs
Problem Statement 1: There has been a reduction in student discipline referrals compared to previous years, with notable decreases in certain offenses like Truancy (252) and Fighting (175). However, there are still a considerable number of incidents related to other offenses such as Defiance (299) and Disruption (305).
Perceptions
Problem Statement 1: There is a need to improve communication with campus stakeholders.

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Janelle Muhammad	Principal
Classroom Teacher	JD Rivera	English/ELAR
Non-classroom Professional	Shasta Colon	CIS
Classroom Teacher	James Brooks	Social Studies
Classroom Teacher	Angela Farlow	Science
Classroom Teacher	Marcie Thibodeaux	SPED Teacher
Business Representative	x x	Business Representative
Community Representative	x x	Community Member
District-level Professional	x x	District-Level Professional
Parent	x x	Parent
Parent	x x	Parent
Paraprofessional	Lorraine Sanchez	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Student	x x	Student (Title I)
Student	x x	Student (Title I)
Technologist	x x	Other Appropriate Personnel (Title I)
Non-classroom Professional	Lisa Adams	Campus Instructional Specialist (Title I)
Administrator	Tonya Morrow	Assistant Principal (Title I)
Counselor	x x	Specialized Instructional Support (Title I)
Classroom Teacher	Jose Sepulveda	Teacher
Classroom Teacher	Jessica Kelley	Teacher
Classroom Teacher	Naomi Wilhite	Teacher
Classroom Teacher	Michael Lovell	Teacher
Classroom Teacher	Jacinta Walker	Teacher