

Beaumont Independent School District
Willie Ray Smith Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Educators at PLA Smith will foster a safe, nurturing environment by creating academic equity, high quality instruction, and interventions that will enhance the lives of all scholars and families.

Vision

It is the vision at Smith to provide a community of learning where all scholars feel loved, respected, and are encouraged to develop into the best version of themselves.

Core Beliefs

Our drive to improve the lives of children is grounded in our core values:

Children First – Work to ensure that all interactions & decisions put our scholars first

Respect – Treat others as you would like to be treated

Determination – With hard work and superior effort, we can achieve all things

Continuous Improvement – Try to get better & better every day

Gratitude – Demonstrate gratefulness for all that we have done & the opportunity to serve our scholars and communities

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smith Magnet Middle School, a technology-based magnet strives to service the needs of highly gifted/talented students, on-level students, and accommodates and modifies its curriculum to provide a unique education experience for it's 504 and special education population. We are a Title 1 middle school that serves over five hundred and eighty-nine students daily. 96% of Smith campus is economically disadvantaged; 79% is African-American and 19% is Hispanic. The campus is located on the north side of Beaumont, Texas, 4415 Concord, and addresses the needs of 6th-8th graders.

Demographics Strengths

Enrollment - The strength is that the enrollment has been increasing over the last three years between 576 and 601. As a result of increasing numbers, according to the staffing guidelines, we do have proper staffing to meet the needs of our population of students (1:15). Note: The guideline does not reflect the implementation of instructional interventions for the 41% At Risk, which affects the increase of teacher to student ratio.

Attendance - The strength is that attendance trends have been consistent over the last three years. It has not dropped below 90%. However, attendance is not close to the expected goal of 96% for the district and state levels.

Mobility/Stability - Mobility/stability is 21.6%, which is increasing. Most of our students who attend come from our feeder schools Martin Elementary and Jones Mae Clark, located in the north side community. We do have an opportunity for enrollment growth.

Special Populations - The number of students in this population (GT, Special Ed, ELLs, and 504) of students has increased over the last three years, with ELLs and Special Ed having our largest number. There are more students involved in intervention programs than in GT or advanced courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Scholars have excessive tardiness and absences that result in a low attendance rate of 89% **Root Cause:** Lack of consistent enforcement of the attendance policy

Student Learning

Student Learning Summary

Smith Magnet Middle School Reading 2019 STAAR comparison scores from 2018 STAAR is as follows 6th-grade increased by 1%; 7th-grade decreased by 9% and 8th-grade increased by 11%. In comparing cohorts in Reading, 7th-grade increased by 9% and 8th-grade 12%.

STAAR Math 2019 comparison to 2018 STAAR Math, 6th-grade decrease 3%, 7th-grade decreased 21% and 8th-grade 9%. Comparing cohort in Math, 7th-grade decreased 14% and 8th-grade increased 8%.

STAAR Writing 7th-grade had another significant drop by 14% in comparing 2019 to 2018.

Science STAAR 8th-grade comparison was a 4% decrease and Social Studies STAAR had 13% growth.

Content/ Grade	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR
Reading				
6 th Grade	37%	44%	31%	32%
7 th Grade	49%	42%	51%	40% (+9)
8 th Grade		72%	52%	63% (+12)
Math				
6 th Grade	24%	39%	39%	36%
7 th Grade	45%	41%	46%	25% (-14) *
8 th Grade		75%	63%	54% (+8)
Writing – 7 th Grade	46%	41%	51% (+10)	37%(-14) *
Science – 8 th Grade	45%	54%	59% (+5)	55%(-4)
Social Studies – 8 th Grade	26%	35%	27% (-8)	40% (+13)

Smith Algebra 1 EOC	100%	96%	4%↓
PRELIMINARY			
2018 VS. 2019 STAAR Spring EOC Results			

Student Learning Strengths

We have ongoing support for low-achieving students such as interventions, pull-outs, and tutoring hours

Chromebooks for students' use are now 2:1 in the school. Every scholar is provided an opportunity to have a Chromebook and wifi upon registration.

Variety of competitions, programs, workshops, classes and clubs, and summer camps/programs to increase students' achievement

Dual Credit classes, Advanced Placement classes offered to students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars have excessive tardiness and absences that result in a low attendance rate of 89% **Root Cause:** Lack of consistent enforcement of the attendance policy

Problem Statement 2: Utilizing NWEA Map data for all tested subjects academic overall data for math was ____ and reading was _____. (Baseline data) **Root Cause:** State testing has not occurred for 2 testing seasons and we began to utilize NWEA Map testing for an additional data point in 20-21 school year.

Problem Statement 3: The RTI program was set up but was not being fully utilized as well. **Root Cause:** There was a lack of program knowledge on how to implement 75% of scholars on a tired plan.

Problem Statement 4: The curriculum standards that are differentiated to supports all students' needs lack rigor upon implantation. **Root Cause:** Implementation of Technology and district curriculum resources was not followed up with consistent training

Problem Statement 5: The tutorials were provided to scholars but not until the spring semester. **Root Cause:** Systems need to be in place to ensure tutorials start sooner in the school year.

Problem Statement 6: The Smith parents do not take part in campus programs or classroom discipline **Root Cause:** Teachers often call home and do not feel supported in discipline or academic activities

School Processes & Programs

School Processes & Programs Summary

At Smith MS, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Beaumont ISD Curriculum calendar and PLA resources. Lesson plans should include clear learning targets, higher-level questions, activities aligned to the rigor of the TEKS, and differentiation based on the needs of individual students. Teachers collaborate with instructional leaders weekly during PLCs to further develop professional expertise with instructional strategies and implement PLA coaching cycles to ensure learning tasks and instruction supports students in reaching higher levels of learning. Common assessments are used every nine weeks to monitor students' progress toward mastering grade-level standards. Data from these assessments are analyzed routinely to determine how to best meet the needs of individual students.

Teachers use document cameras, projectors, and/or SMART boards to show and demonstrate assignments as well as finished projects. Technology is used daily by students and staff alike to a high degree. Students frequently use technology to create products to showcase their learning. Teachers utilize online learning software such as MyOn, Education Galaxy, and Euduporia to engage students in the content and support student achievement. Smith has 1:1 Chromebook technology with plans to get 2:1 for scholars to keep one at home. This technology is used by all students and teachers on a daily basis. Marshall also began purchasing Trutouch screens to be utilized in the classroom by the teacher and students. Currently, there is also MyFi technology available to each scholar to use to have access to the internet at home for instruction.

School Processes & Programs Strengths

- Students are provided with immediate interventions based off beginning of the year assessment, district benchmark assessment, mid-year assessment and end of the year assessment.
- Staff uses data gathered through assessments to provide meaningful interventions
- Staff submits Lesson plans weekly in eduphoria
- Weekly PLCs give teachers time to review the curriculum and analyze data to ensure students are successful
- Teachers share effective teaching practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The RTI program was set up but was not being fully utilized as well. **Root Cause:** There was a lack of program knowledge on how to implement 75% of scholars on a tired plan.

Problem Statement 2: The curriculum standards that are differentiated to supports all students' needs lack rigor upon implantation. **Root Cause:** Implementation of Technology and district curriculum resources was not followed up with consistent training

Problem Statement 3: The tutorials were provided to scholars but not until the spring semester. **Root Cause:** Systems need to be in place to ensure tutorials start sooner in the school year.

Perceptions

Perceptions Summary

Smith MS is dedicated to providing a quality education for every student in our school through ongoing partnerships with parents and community members. We strive to have family and community involvement in all aspects of the campus environment. This includes, but is not limited to educational programs, athletic events, fine art performances, and any other community/campus opportunities.

Perceptions Strengths

- Parents have access to school information through various social media platforms, weekly newsletters, and robocalls
- Students and staff embraced the merger and overcame obstacles presented to them.
- Monthly focus on Instructional strategies for teachers, the virtue of the month for scholars

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Smith parents do not take part in campus-wide school decisions. **Root Cause:** The PTO has limited membership <3 and low parent turnout to events hosted on the campus.

Problem Statement 2: The Smith parents do not take part in campus programs or classroom discipline **Root Cause:** Teachers often call home and do not feel supported in discipline or academic activities

Priority Problem Statements

Problem Statement 1: Scholars have excessive tardiness and absences that result in a low attendance rate of 89%

Root Cause 1: Lack of consistent enforcement of the attendance policy

Problem Statement 1 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: NA for the Middle School campus

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 2: By the end of May 2023, PLA @ Smith Middle School will have 100% special population folders categorized with proper documents with limited personnel access and quarterly updates.

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 3: By the end of May 2023, 100% of core teachers will effectively use student and staff performance data to drive improved teaching and learning.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

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Performance Objective 3: By the end of May 2023, 100% of core teachers will effectively use student and staff performance data to drive improved teaching and learning.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1: By the end of May 2023, students will have an opportunity to participate in College/Career events either on campus or field trips to gain knowledge to be productive citizens.

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: By the end of May 2023, staff members & scholars will demonstrate high expectations and shared ownership of our core values/ vision/mission statement to increase academic success of 80% scholars passing first grading quarter.

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: By the end of May 2023, staff members and scholars will promote consistency utilizing the comprehensive classroom discipline plan to ensure a safe and orderly learning environment by over 90% accuracy first grade quarter.

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1: By the end of May 2023, academic year 75% of teachers are trained and in compliance of implementing student service plans by documenting appropriately.

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 2: By the end of May 2023, teachers will actively participate in two professional development activities that develop and/or sustain their teacher capacity.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024