

## Willie Ray Smith Middle School Improvement Turnaround Plan (TAP)

### 1. What is your School Improvement strategy?

Willie Ray Smith Middle School will implement Data-Driven Multi-Tiered Systems of Supports (MTSS) for Academics and Behavior to focus on providing targeted support to every student based on students' individual needs, both academically and behaviorally.

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. StudySync will be utilized for RLA in grades Sixth through Eighth.
  
- **Tiered Interventions (MTSS):** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
  - **Universal Screening & Progress Monitoring:** Utilize IXL to collect data during the (BOY, MOY, and EOY) assessments. All students will be universally screened at the beginning of the year to identify those at risk. The campus will continuously monitor their progress with short-cycle and district assessments to ensure interventions are effective.
  - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards.
  - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for (Sixth-Eighth) grade students daily, along with targeting skill-building and reteaching.
  - **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring and specialized educational plans, as well as embedded small-group instruction in Math and RLA.
  - Our latest diagnostic from April 2022 shows a prioritized focus area of Essential Action 5.1: Effective Classroom Routines and Instructional Strategies. Our implementation of an MTSS system of supports directly aligns with EA 5.1.
  
- **Data Analysis and Progress Monitoring: The goal is to uncover patterns, trends, and insights that can inform decision-making and lead to more effective educational practices.**
  - **Regular Data Meetings:** Establish a PLC schedule for Teachers and Administrators to regularly review student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.
  - **Individual Student Growth Plans:** Develop individualized academic growth plans for struggling students, setting clear goals and outlining specific support.
  - **Real-time Data:** Utilize systems that provide real-time data to monitor student progress and allow for immediate adjustments to instruction.

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- **Partnership with a consultant to build Instructional leadership capacity.**
  - Coaching
  - Walk throughs-Monthly

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

Willie Ray Smith Middle School received a “C” state accountability rating for the 2023–2024 school year, but received an “F” rating for the 2022 - 2023 school year. We are awaiting the rating for the 2024 - 2025 school year. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data to inform decisions and improve educational outcomes.

Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

To fully implement the school improvement strategy addressing low performance in foundational Reading and Math skills, the following monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities:

**Phase 1: Planning, Training, and System Setup (July 2025 - September 2025)**

**Milestones:**

1. Establish Regular Data Meetings Cadence (PLC schedule for Teachers & Administrators)
2. Identify Individual Students and create Growth Plans for struggling students
3. Utilize Eduphoria for real-time data decisions

**Monitoring Efforts:**

1. Review of published PLC schedules for adherence to established frequency; spot-check for completeness and goal clarity.
2. Task Force meetings to track progress on audit, scheduling, and training preparation to ensure teachers are adhering to deadlines.
3. Administrative team reviews teacher training completion rates and pre/post-training assessments on Eduphoria proficiency.
4. September: Conduct a brief anonymous survey for staff on initial comfort with Eduphoria features.

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**Phase 2: Initial Implementation and Feedback (October 2025 - December 2025)**

**Milestones:**

All PLCs are being held at least twice a week and following the new protocol.

1. Individual Student Growth Plans (ISGPs) are developed and initiated for identified struggling students (Tier 2 & 3).
2. Teachers regularly utilize Eduphoria for real-time assessment creation and data entry (e.g., formative assessments).
3. Task Force conducts a mid-semester review of data meeting effectiveness (PLC feedback, administrative observations).
4. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.

**Monitoring Efforts:**

Administration participates in PLC data meetings to observe adherence to protocol and engagement.

1. Review meeting minutes/agendas from PLCs to ensure data discussion is occurring.
2. Monthly spot-check Eduphoria & Branching Minds for usage logs and assessment creation and data input frequency by teachers.
3. Survey teachers on the effectiveness of initial data meetings and the usefulness of Eduphoria & Branching Minds for instructional purposes.

**Phase 3: Refinement and Deeper Integration (January 2026 - May 2026)**

**Milestones:**

1. Student data from Eduphoria is consistently used to adjust instructional strategies in classrooms, evidenced by lesson plans and classroom observations.
2. All identified struggling students have active ISGPs with documented regular progress monitoring and adjustments.
3. Cross-curricular data analysis begins in PLCs (e.g., how reading levels impact science and Social Studies performance).
4. Targeted professional development delivered based on observed data meeting challenges or skill gaps identified in Eduphoria.
5. End-of-year comprehensive data analysis conducted by the Task Force and administration, identifying school-wide strengths and areas for improvement.

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**Monitoring Efforts:**

1. Ongoing: Formal classroom observations focusing on evidence of data-driven instructional adjustments.
2. Monthly: Review of aggregate student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).
3. February: Administrative team reviews ISGP progress data for cohort 1, identifying successful interventions and areas for improvement.
4. April: Student and parent feedback surveys on the perceived impact of individualized support.
5. May: Review of final data analysis report against initial goals for Year 1.

**Phase 4: Year 1 Review and Planning (June 2026)**

**Milestones:**

1. Comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report finalized, including successes, challenges, and quantitative data trends.
2. Implementation plan for Data Analysis and Progress Monitoring finalized, incorporating lessons learned from Year 1.

**Monitoring Efforts:**

1. Review of final Year 1 report by all stakeholders.
2. Meeting with the Task Force to approve Year 2 plan.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Assistant Superintendent	Quarterly briefings with data-driven recommendations

All progress data will be documented with Beaumont ISD's Shared Google Drive, with disaggregated student performance data, coaching impact measures, PLC attendance logs, and fidelity checklists stored in a shared drive accessible to district leadership.

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4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

Based on the ESF diagnostic findings for Smith Middle School, key gaps were identified in the areas of (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations and (5.1) Effective instructional leadership, fidelity of instructional material implementation and targeted support for special populations.

To address these areas and fully implement the school improvement strategy, the following reallocation of resources is required:

**Time:**

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).

**Staffing:**

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values. This may involve reallocating a small portion of their existing committee duties to ensure the vision, and mission statement is visible in all classrooms.
- Counselor/Wellness Coordinator - Designate a portion of the counselor/Wellness Coordinator's time for proactively developing and delivering lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect. Create a focus on teaching students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.

**Funding:**

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
  - Upfront and Ongoing Social Emotional Learning, PLC, High Quality Instructional Material Training (Bluebonnet Math, Amira, IXL)
  - Leadership Coaching

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- College Field Trips to drive students toward college and career readiness and post-secondary readiness.

5. How will the budget be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement strategy at Smith Middle School, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. The reallocation ensures that funds support (5.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Social Studies, Reading and math.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven support for students at Smith Middle School. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

Staffing will be strategically allocated to support the successful implementation of the school improvement strategies and build internal capacity, as well as maximize parental engagement on campus, based on the ESF diagnostic findings.

To ensure that all teachers at Willie Ray Smith Middle School possess the skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that maximize student learning and engagement, the Instructional Coach and Leadership team will assist teachers with the following to bridge data analysis with instructional practice (ESF 5.1):

- Help teachers interpret data from Eduphoria to identify instructional gaps related to routines or strategies.
- Model effective routines and strategies in classrooms.
- Co-plan lessons to embed these practices.
- Facilitate professional development on high-leverage instructional strategies.
- Provide ongoing coaching.

This staffing reallocation plan aligns to the school's most urgent instructional needs to build sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration, and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Assistant Superintendent.

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7. Identify all curriculum programs that will be utilized during the 25-26 school year:

A) 6-8 Math: Bluebonnet Math (State Board of Education–approved HQIM)

Bluebonnet Learning Math is a state-developed, TEKS-aligned instructional material for Texas public schools. It's designed to provide comprehensive, Tier 1 (core instruction) materials, including:

- Scope and sequence.
- Daily lesson plans.
- Student materials (workbooks, digital access).
- Teacher editions with module overviews, pacing guides, and detailed lessons.
- Assessments (though this is a known area of concern for many users).
- Weekly Walk-throughs to ensure fidelity of implementation.

It emphasizes a balanced approach to math learning, aiming for conceptual understanding, procedural fluency, and problem-solving. It's structured with three phases: Engage, Develop, and Demonstrate.

B) 6-8 Reading: StudySync (State Board of Education-approved HQIM)

StudySync is a comprehensive Reading Language Arts (RLA) curriculum for grades 6-8. It's a blended learning program, meaning it offers both digital and print components, aiming to engage students with diverse texts and multimedia. Key features often include:

- **Integrated Reading & Writing:** Connects reading comprehension with various writing tasks (narrative, informational, argumentative).
- **Diverse Texts:** Blends classic and contemporary literature, including short stories, poems, non-fiction, and drama, from a wide range of authors.
- **Multimedia Components:** Includes "StudySyncTV" (student-led discussions), "SkillsTV" (video lessons on literary skills), and "Previews" (introductory videos for texts).
- **Embedded Skills Lessons:** Focuses on foundational language, vocabulary, comprehension, and research skills.
- **Differentiated Supports:** Often includes scaffolding for various learning levels, including ELLs.
- **Assessment Tools:** Provides both formative and summative assessments, with options for self, peer, and teacher evaluations.
- **Digital Platform:** A robust online platform for student assignments, reading, writing, and teacher grading.

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8. What was the date of the public notice that the campus must complete a Turnaround Plan?

- Monday, June 16, 2025

9. What was the date of the campus's Turnaround Plan public hearing?

- Thursday, June 19, 2025

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.

- The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.

11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.

[Survey Link](#)

12. What is the date that the Turnaround Plan was board-approved?

- *Pending Approval: Thursday, June 24, 2025*