

Beaumont Independent School District



Willie Ray Smith Middle School

Accountability Rating: F

2025-2026 Campus Improvement Plan

Mission Statement

The Mission of Willie Ray Smith Middle School is to provide every student with a rigorous and engaging educational experience within a safe, nurturing and equitable learning environment.

Vision

At Smith Middle School, we will create a vibrant and inclusive learning community where every student is empowered to achieve academic excellence, cultivate critical thinking and develop the social-emotional resilience essential for success.

Value Statement

Cultivating Greatness, One Scholar at a Time

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The primary needs identified for Willie Ray Smith Middle School include improving student proficiency in Mathematics, addressing high rates of chronic absenteeism, and enhancing teacher capacity for differentiated instruction. Addressing these areas will require targeted professional development, enhanced support systems, and strategic resource allocation.

Demographics

Summary

Smith Middle School has a student population of 503, serving grades 6-8. Smith Middle School is an ethnically diverse campus, with 68.39% of students being African American, 26.64% being Hispanic, 1.39% being white, 0% being Asian, .20% being American Indian or Alaskan Native, and 3.38% being classified as being two or more races. Roughly 90.8% of students are economically disadvantaged, 19.4% are classified as English learners, and approximately 13.75% are enrolled in Special Education. The 90.8% of economically disadvantaged students is **down** 2.07% from the previous year. Economically disadvantaged students come from a home environment that comes with challenges such as lack of home resources, free/reduced lunch, limited household education, and low income.

Strengths

- Cultural competence, tolerance, and awareness is evident on campus
- Intentional planning and implementation of campus celebrations for various cultures
- The campus strives to create an inclusive and safe environment for all students
- Student incentives are available to recognize students who have perfect attendance and achieve academic successes.

Student Learning

Summary

SIAAK Domain 1 Smith MS	Approaches %	Meets %	Masters %	Domain I Component Score	Domain II Scaled Score
2024	46	17	3	22	51
2025	45	17	4	22	53
Difference Between 2024 & 2025	1	0	1	0	2

Strengths

- There is continuous increase in 6th grade reading scores each year in the Meets category.
- There is an increase in 7th-grade reading scores in the "Approach" category (10 points).
- 6th grade cohort (2024) to 7th grade cohort (2025), 7% increase in Approaches & 1% increase in Masters.
- 7th Grade cohort (2024) to 8th Grade cohort (2025), a 14% increase in Approaches and 1% increase in Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



The STAAR Meets passing percent for Reading, was 11% in 2023 and 18% in 2024 and 20% in 2025 for Sixth graders enrolled at Smith. The STAAR Meets passing percent for Reading, was 10% in 2023 and 16% in 2024 and 13% in 2025 for Seventh graders enrolled at Smith. The STAAR Meets passing percent for Reading, was 17% in 2023 and 21% in 2024 and 14% in 2025 for Eighth graders enrolled at Smith.

Reading comprehension is below grade level for 45% of 6th graders, 30% of 7th graders and 14% of 8th graders according to data retrieved from Branching Minds.

 = Priority

School Processes & Programs

Summary

Smith Middle School provides HQIM (TEKS-aligned) and daily lessons that include learning objectives aligned with Curriculum Maps, instructional activities with differentiation, multiple response strategies (MRS), and demonstration of learning (DOL) questions daily. Multiple response strategies are placed throughout the lessons, requiring students to listen, read, write, and discuss at various times in all subjects.

Reading classes for grades 6th-8th has two instructional periods daily. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. Students who master the lesson's learning objective are allowed to continue working on the lesson or allowed to read their AR book or work on the IXL platform. Students who have low mastery are provided reteach by the classroom teacher within the second class period.

Students attend an Art of Thinking class daily, focusing on Multi Tiered Systems of Support and the competencies needed to succeed in society. Smith Middle School will continue to adapt the Art of Thinking curriculum based on the evolving social emotional need and interests of scholars.

Strengths

Building teacher capacity through observation and feedback cycles, Essential Action 5.2. Smith Middle School constantly monitors and provides funding, time, and PD in the summer and throughout the school year to ensure successful implementation.


Perceptions

Summary

Overall, Smith MS students feel supported and safe and want to attend school each day. Teachers feel supported and believe in the TFS model for instructional delivery. Parents support the structure of the student discipline management plan. However, a few feel the campus is too harsh with administrative actions regarding discipline. Parnell provides opportunities for community and parent involvement; however, participation is below 50%.

Strengths

- Positive learning environment and workplace
- Increase in teamwork and collaboration
- Active community partnerships



Priority Problem Statements

Problem Statement

Root Cause

1
★

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★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- 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
- 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 32% to 64% by June 2030.

Performance Objective 1 High Priority

By May of 2026, 6th grade RLA (Reading Language Arts) STAAR passing scores will increase from 28% to 38% in the Approaches category and 20% to 30% in the Meets category.

Evaluation Data Source: Walkthrough data, informal observations and surveys.

Strategy 1

Standardized "Text-Evidence Triage" (Using Clicks/Highlights) This addresses the common RLA problem of students failing to cite strong evidence, which is crucial for achieving the 'Meets Grade Level' standard. The Action: Institute a non-negotiable, standardized annotation rule for all RLA reading passages: Before answering any question, students must highlight or click the exact line(s) of text evidence that leads them to their answer. Teachers only accept a response if the required text evidence is clearly marked.

Strategy's Expected Result/Impact: This strategy will train students to use reading strategies consistently. It shifts their focus from guessing to verifying, improving the quality of their constructed responses and multiple-choice selections, which is key to hitting 30% Meets goal. This also provides immediate, visual feedback for teachers during class walk-throughs.

Staff Responsible for Monitoring: All staff would responsible for monitoring to ensure students are utilizing the strategies consistently.

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

By May of 2026, 7th grade RLA (Reading Language Arts) STAAR passing scores will increase from 34% to 44% in the Approaches category and 13% to 23% in the Meets category.

Evaluation Data Source: Lesson Plans, formative tests and walkthrough data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By May, 2026, teachers will use the 90 minute instructional block to close academic gaps by utilizing the first 5 minutes to complete a STAAR aligned 2.0 question, twenty minutes on IXL and 20 minutes on Mathia daily to accelerate students by 10 percent in the Approaches and Meets category and double the percent in the Masters category for Math and Reading.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Provide Incentives for student improvement on IXL diagnostic and district unit assessments for at or above grade level performance. Implement small group instruction for the 2nd 45 mins of the block to address student deficiencies on current performance objectives. Classroom walkthroughs focused on student performance tasks and engagement, lesson alignment to the standards (board configuration). PD on student response strategies, Turn & Talk and whiteboards.

Strategy's Expected Result/Impact: Student performance will increase by 10% in the Approaches and Meets category and double in the Masters category.

Staff Responsible for Monitoring: The Principal, Instructional Coach and Assistant Principals are all responsible for monitoring.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority

By May of 2026, 8th grade RLA (Reading Language Arts) STAAR passing scores will increase from 38% to 48% in the Approaches category and 14% to 24% in the Meets category.

Evaluation Data Source: Assessments, lesson plans and training records.

Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1 High Priority

By May of 2026, 6th grade Math STAAR passing scores will increase from 40% to 50% in the Approaches category and 9% to 19% in the Meets category.

Evaluation Data Source: Walkthrough data, informal observation and surveys.

Performance Objective 2 High Priority

By May of 2026, 7th grade Math STAAR passing scores will increase from 27% to 37% in the Approaches category and 10% to 20% in the Meets category.

Evaluation Data Source: Lesson plans, formative assessments and walkthrough data.

Performance Objective 3 High Priority

By May of 2026, 8th grade Math STAAR passing scores will increase from 38% to 48% in the Approaches category and 14% to 24%. in the Meets category.

Evaluation Data Source: Lesson plans, formative assessments and walkthrough data.

Strategy 1

By May, 2026, teachers will use the 90 minute instructional block to close academic gaps by utilizing the first 5 minutes to complete a STAAR aligned 2.0 question, twenty minutes on IXL and 20 minutes on Mathia daily to accelerate students by 10 percent in the Approaches and Meets category and double the percent in the Masters category for Math and Reading.

Formative Reviews

No Progress

November

January

March

June

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1 High Priority

Willie Ray Smith will conduct at least 2 college and career assemblies informing scholars of high school and college career opportunities by June 2026.

Evaluation Data Source: Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

Performance Objective 2 High Priority

Expose 8th graders to a College and Career presentation involving potential careers and high school endorsements by June 2026.

Evaluation Data Source: Dual credit reports, enrollments and score reports

Performance Objective 3 High Priority

Expose 6th and 7th graders to a college and career presentation/performance from high school students by June 2026.

Evaluation Data Source: IBC Reports

Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

Performance Objective 1

By May of 2026 the results of the Upbeat Survey over positive school climate and culture will demonstrate Teachers are pleased with the campus climate and culture.

Evaluation Data Source: TEAMS
Branching Minds

Performance Objective 2 High Priority

By May 2026, reduce the number of peer conflicts from referral data by 10% from the previous year by implementing multi tiered systems of support.

Evaluation Data Source: Teams (referral data)
Branching Minds

Performance Objective 3 High Priority

Performance Objective 3: By May 2026, Willie Ray Smith will fully implement the CKH program strategies, to decrease classroom disruptions by 10% Utilizing Restorative Practices and Conflict Resolutions to build a strong, positive, and proactive culture of safety where physical and emotional risks are significantly minimized, and all students feel secure enough to focus on learning.

Strategy 1

The 4 Question discipline model: When a student is off-task or misbehaving, the teacher uses a gentle, non-confrontational questioning sequence to redirect their behavior:

Strategy's Expected Result/Impact: This method encourages students to reflect on their actions, take responsibility, and decide on a solution

Staff Responsible for Monitoring: Teachers & Administrators

Formative Reviews

No Progress

November

January

March

June

Performance Objective 4

Performance Objective 4: By May 2026, Willie Ray Smith will decrease classroom disruptions by 10% using

the Beaumont ISD Discipline Management Plan, and active zoom cameras. These strategies focus on proactive classroom management, clear expectations, positive reinforcement, and a structured, multi-tiered system of support (MTSS) for teachers with continued escalating issues. The Cameras in the classroom help decline discipline issues primarily through deterrence and accountability.

Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1 High Priority

100% of core teachers will participate in weekly PLC meetings focused on student achievement throughout the 2025-2026 school year.

Evaluation Data Source: PLC Meetings/Agendas
Branching Minds

Performance Objective 2 High Priority

We will increase our campus rating from not being rated to a C or higher.

Evaluation Data Source: Eduphoria
Branching Minds

Performance Objective 3 High Priority

We will increase the number of students enrolled in Pre-Advance classes.

Evaluation Data Source: STAAR Results
Overall Academic Performance

Goal 6

By the end of 2025-26 school year, Smith Middle School will retain 99% of its certified staff.

Performance Objective 1

By the end of 2025-26 school year, Smith Middle School will retain 99% of its certified staff.

Strategy 1

Focusing on supporting staff culture through incentives, recognition analyze Upbeat survey data and identify focus areas to drive decisions.

Formative Reviews

November

January

March

June

Strategy 2

Focus on supporting staff culture through incentives and recognitions Analyze Upbeat survey data and identify focus areas to drive decisions.

Strategy's Expected Result/Impact: Beginning of the year Upbeat survey will be administered to all staff with 90% or higher completion. The results will be analyzed by the Administrative Team to guide decisions to improve staff perceptions.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach and Counselors, Wellness and

Formative Reviews

November

January

March

June



State Compensatory Education

State Compensatory

Budget for Willie Ray Smith Middle School

Total SCE Funds: \$10,967.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Instructional materials and supplies to support the implementation of the Math, Reading, Science and Social Studies curriculums.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	10/17/2024	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	10/17/2024	D'Lana Barbay	10/30/2024