

Killeen Independent School District
Audie Murphy Middle School
2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Audie Murphy Middle School (AMMS) is one of 11 public middle schools in the Killeen Independent School District. Built in 2004, AMMS is the only middle school located on the Fort Cavazos Army Post. When including Civilians on Post (9.3%) and Active Duty Military (90.8%), 100% of our students are military affiliated. AMMS is a sixth through eighth grade campus comprised of a culturally diverse student population where students are dependents of active-duty soldiers and/or federally connected employees. The campus mobility rate averages approximately 31%, which is well above the district (25.4%) and the state (13.6%). Thirty eight students (16%) out of 233 8th grade students attended AMMS all three years without a break in enrollment.

Our 8th grade students feed into Shoemaker High School (75%) or Killeen High School (25%). The campus dropout rate is near zero percent, which is below the district average and equal to the state average.

Enrollment for the 2022-2023 school year ended with 260 6th graders, 231 7th graders, and 233 8th graders for a total enrollment of 724 students.

The 2023-2024 Student Projections are as follows:

6th grade = 317

7th grade = 243

8th grade = 231

Special Programs = 11

Total Projected enrollment = 802

The enrollment by Race/Ethnicity is as follows:

African American = 22.2%

Hispanic = 29.7%

White = 31.8%

American Indian = 0.7%

Asian = 1.7%

Pacific Islander = 3.9%

Two or More Races = 8.2%

Enrollment by Student Group is as follows:

Economically Disadvantaged = 27.7%

Special Education = 17.4% (8.2% Mainstream, 6.2% Resource, 2.6% Self-Contained, 0.4% No Setting)

Limited English Proficiency/EL = 6.2%

The average daily attendance for the 2021-2022 school year for all students was 93.1%. Attendance rates averaged 93.6% for the 2022-2023 school year, so there was little change. However, tardies were a chronic issue for the 2022-2023 school year. Only 88 students (12%) had no tardies for the year. Many students accumulated tardies throughout the day, every day.

Discipline incidents last year (2021-2022) totaled 519. For the 2022-2023 school year, the number of incidents more than doubled with 1097 total discipline infractions. This is below the district average for middle schools (1081 incidents). Repeat offenders accounted for 19.2%.

Audie Murphy Middle School Staff

For the 2023-2024 school year, the teaching staff at AMMS will include 37 general education/elective teachers, 1 intervention (ACC) teacher, 1 dyslexia teacher, 1 ESL teacher, 4 inclusion/resource teachers, and 2 self-contained (skills) teachers for a total of 46 teachers.

Years of Teaching Experience:

Beginning Teachers - 6.6%

1-5 Years of Experience - 31.4%

6-10 Years of Experience - 22.3%

11-20 Years of Experience - 18.9%

21-30 Years of experience 18.0%

The 1-5 Years of Experience category is the highest with 31.4%; however, 36.9% of AMMS teachers have over a decade of teaching experience.

AMMS will welcome 16 new teachers for the 2022-2023 school year. Of the 16, five are beginning teachers. Three allocations have been created for the 2022-2023 school year in addition to the allocations provided by the district. We are adding a Curriculum Instructional Specialist, a Science Teacher, and a Parent Liaison.

AMMS strives to be a culturally diverse campus where students and communities see a teaching staff that mirrors our community.

Teachers by Ethnicity is as follows:

African American - 31%

Hispanic - 9%

White - 57%

Asian - 2%

Pacific Islander - 2%

Teachers are appraised using the Texas Teacher Evaluation and Support System (T-TESS). When looking at summative T-TESS averages for our 2022-2023 appraised teachers, 7.7% were Distinguished, 50% were Accomplished, 42.3% were Proficient, 0.0% were Developing, 0.0% were Improvement Needed.

There is a variety of other staff members that support instruction and school operations. Aide positions include a clinic aide, media aide, computer aide, library aide, two resource/inclusion aide, SPED aide III, a Restorative Practices aide III, and four skills aides. This year, AMMS will add a parent liaison, which is an aide II position. There are four secretaries and one receptionist. The leadership team consists of one principal, two assistant principals, three counselors, one librarian, two curriculum instructional specialists, one campus technologist, and one facilitator. To support the needs of both students and parents, we also have two Communities in Schools staff members, one School Behavioral Health Worker, and one Military Family Life Counselor assigned to our campus. The nutrition staff and custodial team round out the allocations at AMMS.

Demographics Strengths

- Diverse student population
- Only Fort Cavazos middle school that serves a similar socio-economic population
- Support staff include Communities in Schools, a Military Family Life Counselor, and School Behavioral Health
- A district provided Social Emotional Learning Specialist (counselor)
- Although campus has a high mobility rate, many students attend all three years
- Backgrounds of faculty and staff reflect the population/community they serve
- Strong teaching staff with experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. **Root Cause:** Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.

Problem Statement 2: The number of discipline referrals have doubled in the past year from 519 in 2021-2022 to 1097 in 2022-2023. **Root Cause:** Students need consistent access to school guidance curriculum and restorative practices.

Problem Statement 3: In relation to tardies, 88% of students at AMMS had at least one tardy for the year. **Root Cause:** Students need to see the correlation between tardies and how they negatively impact teaching, learning, and overall academic success.

Student Learning

Student Learning Summary

Audie Murphy Middle School (AMMS) incorporates innovative learning experiences, technology, best teaching practices, and positive relationships to support the academic, social, and emotional needs of our students. Teachers utilize the Gradual Release of Responsibility Instructional Framework along with tasks aligned to learning objectives to provide a broad range of problem-solving and critical-thinking skills essential for post-secondary academic readiness.

AMMS academic achievement focuses on how our student population scores on the Meets and Grade Level Performance Standards. According to the Texas Education Agency (TEA) when students meet grade level standards, they are most likely to be successful in the next grade or course but may still need some short-term, targeted academic interventions. Our campus-wide goal is to increase the percentage of students achieving the Meets or Masters Performance Standard across all grade levels and subject areas.

In the 2022-2023 school year, student achievement at AMMS was measured using a variety of methods including Common Unit Assessments (CUA), Measures of Academic Progress (MAP), and the State of Texas Assessments of Academic Readiness (STAAR). The 2022-2023 STAAR data will be updated in August 2023 when scores become available.

STAAR Data 2022-2023 School Year

Table 1

8 th Grade All STAAR																
8 th Grade	2017-2018			2018-2019			2019-2020	2020-2021			2021-2022			**2022-2023		
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	COVID No Test Data	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
ELA	90%	53%	26%	91%	63%	29%		64%	36%	13%	84%	58%	39%	84%	57%	25%
Math	86%	50%	8%	94%	60%	15%		60%	34%	9%	73%	38%	10%	74%	43%	15%
Science	82%	53%	28%	89%	53%	27%		72%	46%	21%	64%	28%	8%	70%	38%	11%
History	61%	25%	10%	63%	25%	13%		68%	32%	19%	59%	26%	12%	62%	29%	11%
Algebra	100%	88%	69%	100%	82%	62%		91%	78%	38%	83%	58%	39%	100%	67%	29%

Table 1 compares 8th grade STAAR data over a six year period. For all 8th grade tests, students increased in the Approaches STAAR level passing rate. For 8th grade reading, the Masters STAAR level decreased from 39% to 25%. For 8th grade history, there was a decrease from 38% to 29%.

Table 2

7 th Grade All STAAR																
7 th Grade	2017-2018			2018-2019			2019-2020	2020-2021			2021-2022			2022-2023		
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	COVID No Test Data	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
Reading	77%	50%	27%	79%	46%	24%		<i>App</i>	<i>Meets</i>	<i>Mast</i>	80%	55%	33%	79%	47%	15%
Writing	68%	40%	9%	75%	39%	12%		*	*	*	*	*	*			
Math	76%	47%	22%	85%	57%	19%		64%	29%	9%	68%	34%	8%	74%	47%	9%

Table 2 compares 7th grade STAAR data over a six year period. For 7th grade STAAR reading, the Approaches, Meets and Masters level decreased from the previous year. However, the Approaches, Meets and Masters levels increased as compared to the previous year.

Table 3

6 th Grade All STAAR																
6 th Grade	2017-2018			2018-2019			2019-2020	2020-2021			2021-2022			2022-2023		
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	COVID	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
Reading	67%	35%	13%	72%	39%	14%	No Test	54%	24%	7%	70%	36%	17%	74%	50%	17%
Math	78%	47%	23%	90%	58%	32%	Data	61%	25%	6%	73%	28%	7%	70%	29%	8%

Table 3 compares 6th grade STAAR data over a six year period. The STAAR math approaches level decreased from 73% to 70%.

Table 4

STAAR Passing Rate Comparison for Special Populations from 2022 to 2023										
6th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Math	61%	52%	90%	29%	100%	100%	39%	45%	60%	64%
Reading	56%	61%	80%	57%	100%	100%	31%	38%	64%	69%
7th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Math	56%	55%	46%	100%	100%	100%	35%	34%	62%	68%
Reading	69%	60%	62%	86%	100%	100%	39%	33%	73%	73 %
8th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Math	63%	59%	64%	36%	**	**	35%	36%	71%	71%
Reading	76%	66%	60%	50%	100%	100%	56%	31%	83%	77%
Science	50%	44%	38%	21%	100%	100%	28%	33%	59%	63%
Social Studies	46%	32%	25%	29%	75%	100%	25%	11%	45%	50%

Table 4 compares the STAAR passing rate for special populations from 2022 to 2023. The 6th grade math and reading passing rates declined 61% and 23% respectively for ESL students. The 8th grade math and reading passing rates showed a decline of 28% and 10% respectively for ESL students. The passing rates for all 8th grade students identified as At-Risk declined in all areas. However, the passing rate for economically disadvantaged students increased for 6th grade math and reading, as well as 8th grade science and social studies.

Failure Data

Below is a Table showing the percentage of students by grade level that were failing at the end of each nine week period.

Table 5

% of Students Failing 1 or More Courses 2022-2023				
	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
6 th Grade	43.4%	39.7%	39.5%	27.7%
7 th Grade	23.7%	36.5%	27.4%	27.2%
8 th Grade	44.4%	43.7%	44.5%	32.0%

Table 5 shows the percentage of 6th, 7th, and 8th grade students who failed one or more subjects for each nine week period. For summer school, AMMS had 166 students who qualified for credit recovery. Based on end of year averages, 168 students, or 23%, failed one or more core subject areas (math, English language arts/reading, science, social studies). Twenty eight students will need a grade placement committee meeting after summer school because they failed 3 or more core subjects.

Student Learning Strengths

- 8th grade STAAR math Approaches level improved 5%.
- 8th grade science improved 6%.
- 8th grade history improved 3%.
- 7th grade STAAR math Approaches improved from 6% and STAAR Meets improved 13%.
- 7th grade ESL passing rate improved for both math (54%) and reading (24%).
- 6th grade STAAR math Meets and Masters levels both improved by 1%.
- 6th grade STAAR reading Approaches level improved 4% and the STAAR Meets level improved 14%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The Reading Meets Performance Standard for 7th and 8th grade declined from the previous year 1% and 8% respectively. **Root Cause:** Students need more opportunities for collaborative reading and writing strategies across all content areas and scheduled, data driven intervention time or skill spirals during the class time.

Problem Statement 2: The percentage of At Risk, EB and SPED students achieving Meets Grade Level Standard is below the campus average for most grade levels and content areas tested. **Root Cause:** Walkthrough data shows when collaborative teaching is taking place. More opportunities are needed for parallel, station, and team teaching. Additionally, STAAR accommodations, such as charts, manipulatives, and graphic organizers should be used with fidelity throughout the school year.

Problem Statement 3: Less than 40% of 8th grade students achieved Meets Grade Level Standard on STAAR Science. **Root Cause:** More opportunities for hands-on science as it relates to problem solving is needed along with rigorous tasks implemented through the Gradual Release of Responsibility Model.

Problem Statement 4: Less than 30% of 8th grade students achieved Meets Grade Level Standard on STAAR Social Studies. **Root Cause:** Students need more opportunities to engage in rigorous tasks implemented through the Gradual Release of Responsibility Model.

Problem Statement 5: At-Risk students who made Meets Performance Standard declined in 6th grade and 8th grade math from the previous year. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 6: GT students who made Masters Performance Level declined in 6th grade math (9%) and 7th grade reading (16%). **Root Cause:** Students are not getting hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.

Problem Statement 7: Less than 30% of 6th grade, 50% of 7th grade, and 45% of 8th grade students achieved Meets Grade Level Standard on STAAR Math. **Root Cause:** Students need more opportunities to engage with hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.

Problem Statement 8: Less than 50% of 6th grade and 7th grade students , and 60% of 8th grade students achieved Meets Grade Level Standard on STAAR Reading. **Root Cause:** Students need more opportunities to engage with hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.

Problem Statement 9: Sixth grade Emerging Bilingual students declined in Approaches Performance Standard on the STAAR Reading. Last year, 80% made Approaches whereas this year the percentage was 57%. **Root Cause:** Integrate small group guided reading into the iLit program to improve reading fluency and comprehension through the ELPS.

Problem Statement 10: More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. **Root Cause:** The overall number of students who meet grade level standard on STAAR in reading and math declined, and there are students who failed one or more STAAR.

Problem Statement 11: At the end of the 2022-2023 school year, 23% of students failed one or more core subject areas. Failing averages are due to missing assignments. **Root Cause:** Improvement needed for systems designed to support students and eliminate zeros or missing assignments. (Falcon tutoring, teacher tutoring, Saturday school)

School Processes & Programs

School Processes & Programs Summary

To ensure students are learning to their maximum potential, Audie Murphy Middle School (AMMS) follows Killeen ISD district curriculum guidelines and instructional practices. Our teachers and administrators meet during professional learning communities (PLC) where assessment data, lesson planning and student achievement are discussed to make the necessary changes to meet students' needs. Formative and summative assignments are administered regularly to assess the level of student learning. AMMS utilizes multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

AMMS teachers identify current units of study from TEKS Resource System (TRS) using the “Year at a Glance” and the “IFD” as a guide. Campus and District areas of need are identified, historical data evaluated, and strategies developed to address these areas to incorporate the strategies into lessons as appropriate. Teachers use Webb’s Depth of Knowledge, Bloom’s Taxonomy, Hess’ Cognitive Rigor matrix and other resources to:

- Unpack the standards to determine the learning goals and targets.
- Identify the cognitive level of objectives, targets, activities, tasks, and/or assessments.
- Develop learning goals and targets to post, articulate, and reference throughout the lesson.
- Assess student understanding, at high cognitive levels, through student discourse, justification, and questioning.

Gradual Release of Responsibility Instructional Framework (GRR) was introduced to the staff in 2017-18; however, coaching walk data continues to support the need for additional training to support the full, consistent implementation of the GRR.

AMMS is an Advancement Via Individual Determination (AVID) campus with teachers utilizing the AVID research-based best practices in teaching methodology. The focus of these strategies is on promoting rigor through Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). These methods increase engagement through student ownership, accountability, and critical thinking. AVID strategies have been observed during walkthroughs and coaching walks; however, not all classrooms are using AVID strategies consistently.

We are a co-teaching campus where special education teachers work together with general education teachers to help special education students acquire content and high educational standards. Being in a co-taught classroom benefits students by allowing students to have more time opportunities for individual or small group attention inside a classroom setting. Ongoing training and campus coaches are needed to support teachers with working together as equals in the classroom. The Co-Teaching Model includes one teach/one observe, one teach/one assist, parallel teaching, station teaching, alternative teaching, and team teaching. Almost 100% of the time, the co-teach model observed is one teach/one observe.

Professional development is provided on an ongoing basis to all staff with a focus on the campus needs based on student performance data. Through monthly faculty meetings, PLCs, PD days, and frequent collaborative interactions among staff and leadership, we have systems currently in place to build teacher capacity, support continuous improvement and retain highly qualified staff. Teachers meet weekly in professional learning communities by content area for planning purposes, and twice per month in campus-level PLCs for ongoing data discussions and professional development. There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. During this school year, coaching walks have identified the

need for improvements in providing rigorous tasks aligned to the standards, teaching “bell to bell,” holding all students accountable for the learning, differentiation practices, effective questioning with opportunities for student discourse, accountable student talk, and wait time.

Our campus utilizes technology to support classroom instruction and supplement intervention programs. Our staff and students have access to laptop mobile carts, camcorders, digital cameras, document cameras, and iPads. Each teacher has a staff laptop and a document camera available for daily technology integration.

Students who need academic support can attend various core content area tutoring opportunities throughout the school year. Students may also utilize Edge Forward tutoring which we have Monday through Thursday in the library. Targeted areas of improvement are getting more students to attend and having more instructional materials for hands-on spiral activities that support red-line TEKS when students do not bring work. Students who continue to struggle or need addition support above Tier I instruction are referred to Response to Intervention (RtI) for Tier II and Tier III support.

AMMS is adding a Parent Liaison to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together. Our parent liaison will help empower parents to become active participants in the education of their children. Adding a parent liaison will help target parents who need help in determining how to best help their children, and it will also bolster our volunteer program and parent participation.

School Processes & Programs Strengths

- PLCs are consistently used to monitor student progress and inform instruction.
- Lead teachers are strong and respected by their peers.
- Coaching walks are implemented to gather feedback for overall school improvement.
- RtI/Triage meetings to identify struggling students and determine a plan for intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. **Root Cause:** Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

Perceptions

Perceptions Summary

Audie Murphy Middle School (AMMS) has a collaborative, family type school culture that is steeped in many traditions from the time it opened in 2004. As the only middle school on post, military families enrolling at AMMS are encouraged to hear our campus has numerous staff members who are prior military, current or former military dependents, or who were military children themselves. Parents continue to identify AMMS as the school of choice for their children. Approximately 10% of our student body attends AMMS on transfer. We know transitioning to a new community and school can be challenging, so we continually seek to improve our procedures so that we can help all our new families' transition as smoothly as possible.

AMMS offers incoming 6th grade students and students new to AMMS an opportunity each summer to visit the campus before school starts. This event, Falcon Camp, help students learn more about middle school life and how their school day will look when school starts. Students can orientate themselves to the campus, get their pictures taken for their IDs, learn about lockers, and see their preliminary schedules. It is also a great time to meet some of the staff and make new friends.

Students can be themselves and be accepted as a part of AMMS's diverse student population. Every student we teach has a diverse set of needs, and our staff is effective in supporting the cultural, personal, emotional, and educational needs of all students. They are honored academically, but we continue to add a variety of ways to recognize students for their positive character traits and/or academic growth. In addition to appreciation, AMMS values accountability. We hold ourselves accountable for our own actions and strive to be our best selves. We would like to add more opportunities for students to be able to track their own progress and set their own goals for the 2023-2024 year.

At AMMS, we value the people we work beside and we always have each other's back. We show appreciation for one another whenever possible. Staff receive shout outs from each other and from students. We have a Falcon of the Month for both teachers and auxiliary staff. We provide coffee and daily treats in the main lounge, and we regularly show appreciation through the giving of small tokens of appreciation. Gibson audit data for the 2022-2023 school year showed that AMMS is the top secondary campus in Killeen ISD when it comes to overall staff satisfaction. We like to say our culture is our secret sauce at AMMS.

We know the climate for learning is greatly enhanced by involved parents. Parents are encouraged to become involved in our school events, committees, and councils. We encourage parents to support their children, help with homework, ask questions, follow student grades through Home Access Center (HAC), request conferences, and celebrate their child's successes. Parent, business, and community members are supportive of campus standards and initiatives and regularly contribute to campus decision-making processes through our site-based committee meetings. We have plans in place to provide more opportunities for parents to get involved for the 2023-2024 school year.

In a recent survey, 32% of our parents would like more parent engagement opportunities, and 12% would like parent workshops. Parents requested opportunities to learn more about understanding STAAR, reading strategies, math skills, homework help, and navigating middle school successfully. Evening meetings, virtual meetings, and access to information online would help parents be more active in the school community. Parents preferred method of communication is email. Forty-six percent of parents strongly agree/agree that they feel comfortable reaching out to AMMS staff with concerns; however, 32% strongly disagree/disagree. One area of overall parent concern is the responsiveness to emails from teachers.

AMMS is adding a Parent Liaison to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together. Our parent liaison will help empower parents to become active participants in the education of their children. Adding

a parent liaison will help target parents who need help in determining how to best help their children, and it will also bolster our volunteer program and parent participation.

We believe that all students can learn to their maximum potential. Every student needs different attributes to success, so we nurture the whole child at AMMS. Counselors provided guidance and advisory support to students as they developed their four-year plans and as they selected courses for the following year. We added an at-risk counselor to supplement the counseling program by planning, organizing, implementing, and delivering program activities to improve at-risk Students' intrapersonal effectiveness, personal health and safety, and post-secondary planning and readiness. Our two Communities in Schools (CIS) staff members provide additional community support and resources. Additionally, we have a Military and Family Life Counselor (MFLC) on campus to respond to a variety of both student and staff by offering counseling and support. The MFLC also provides educational presentations to our military families. We have not had a School Behavioral Health (SBH) worker consistently assigned to our campus in the past three years; however, AMMS is being assigned a full time SBH worker for the 2023-2024 school year.

Perceptions Strengths

- A Parent Liaison has been added to support parents.
- Experienced, caring, innovative staff dedicated to student achievement and success.
- Strong and extensive MFLC, CIS, and SBH support.
- Positive campus culture for both students and staff.
- Involved parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 32% of parents do not feel comfortable reaching out to AMMS staff, and parents do not perceive AMMS staff as being responsive to email communication.

Root Cause: Being proactive in communicating information in a timely manner can be improved, and parent/teacher communication response expectations have been 48 hours.

Problem Statement 2: There is a lack of parental involvement in school activities and our volunteer program. Parents have requested additional engagement opportunities and workshops. **Root Cause:** The volunteer program and parent outreach responsibilities do not always receive priority when those tasks are a small part of another staff member's job duties, and more opportunities for parents to be involved need to be planned throughout the year.

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: 100% of all ELAR students will achieve meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Reading Results

Reading CUA Data

Common Formative Assignments

Benchmark Data

Strategy 1 Details

Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for ELA/Reading/EB teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.

Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.

Staff Responsible for Monitoring: Principals

CIS

Lead Teacher

Problem Statements: Student Learning 1, 2, 6, 9

Funding Sources: Subs for ELAR Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.052.30.000 - \$1,800, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.052.30.000 - \$1,000

Strategy 2 Details

Strategy 2: ELAR and Dyslexia teachers will attend professional development opportunities, such as TCTELA, to learn and grow so they can better meet the diverse needs of their students. The Dyslexia teacher will attend a Dyslexia or literacy specific conference.

Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness to improve student engagement and achievement.

Staff Responsible for Monitoring: Principal

CIS

Lead Teacher

Problem Statements: Student Learning 1

Funding Sources: ELAR/Dyslexia Teacher Travel for Conference - 166 - State Comp Ed - 166.13.6411.00.052.24.AR0 - \$11,000, Substitutes for ELAR Teachers attending PD - 166 - State Comp Ed - 166.11.6116.00.052.24.AR0 - \$900

Strategy 3 Details

Strategy 3: Teachers will provide all RLA students a digital/print resources that includes multi-genre stories and engaging activities that strengthen literacy skills and instill a lifelong love of reading.

Strategy's Expected Result/Impact: Students will improve their reading comprehension skills and STAAR scores will increase.

Staff Responsible for Monitoring: CIS

Lead Teacher

ESL Teacher

Problem Statements: Student Learning 1

Funding Sources: Print Resources for ELAR At-Risk Students - 166 - State Comp Ed - 166.11.6329.00.052.30.AR0 - \$7,200

Strategy 4 Details

Strategy 4: RLA teachers will provide a classroom library with a diverse array of book levels and genres, so students have immediate and frequent access to books to encourage reading.

Strategy's Expected Result/Impact: Providing access to books will promote literacy, help students become critical thinkers, analytic readers, and informed citizens.

Staff Responsible for Monitoring: CIS

Lead Teacher

Problem Statements: Student Learning 1, 2, 6, 9

Funding Sources: Books and Materials for Classroom Libraries - 211 - ESEA, Title I Part A - 211.11.6329.00.052.30.000 - \$10,600

Strategy 5 Details

Strategy 5: RLA and Dyslexia students will have access to a variety of RLA based games and station activities for review and application of learned concepts.

Strategy's Expected Result/Impact: Reinforcing difficult concepts in spiraling curriculum encourages reinforcement to previously learn concepts, which promote retention of skills.

Staff Responsible for Monitoring: CIS

Lead Teacher

Principal

Problem Statements: Student Learning 2

Funding Sources: Instructional Supplies and Learning Games for ELAR and Dyslexia Students - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$6,703

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The Reading Meets Performance Standard for 7th and 8th grade declined from the previous year 1% and 8% respectively. **Root Cause:** Students need more opportunities for collaborative reading and writing strategies across all content areas and scheduled, data driven intervention time or skill spirals during the class time.

Problem Statement 2: The percentage of At Risk, EB and SPED students achieving Meets Grade Level Standard is below the campus average for most grade levels and content areas tested. **Root Cause:** Walkthrough data shows when collaborative teaching is taking place. More opportunities are needed for parallel, station, and team teaching. Additionally, STAAR accommodations, such as charts, manipulatives, and graphic organizers should be used with fidelity throughout the school year.

Problem Statement 6: GT students who made Masters Performance Level declined in 6th grade math (9%) and 7th grade reading (16%). **Root Cause:** Students are not getting hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.

Problem Statement 9: Sixth grade Emerging Bilingual students declined in Approaches Performance Standard on the STAAR Reading. Last year, 80% made Approaches whereas this year the percentage was 57%. **Root Cause:** Integrate small group guided reading into the iLit program to improve reading fluency and comprehension through the ELPS.

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

Performance Objective 2: 100% of all Math students will achieve meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Math Results

Math CUA Data

Common Formative Assignments

Benchmark Data

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Math teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1, 2, 3, 4</p> <p>Funding Sources: Subs for Math Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.052.30.000 - \$1,080, Supplies for Math Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.052.30.000 - \$1,000</p>

Strategy 2 Details
<p>Strategy 2: Math teachers will attend professional development opportunities, such as the Conference for the Advancement of Mathematics Teaching, to improve their skillset so they can better meet the diverse needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Problem Statements: Demographics 1 - Student Learning 5, 6</p> <p>Funding Sources: Travel for Math Teachers - CAMT or similar conference - 166 - State Comp Ed - 166.13.6411.00.052.24.AR0 - \$12,500, Subs for Math teachers attending PS - 166 - State Comp Ed - 166.11.6116.00.052.24.AR0 - \$500</p>

Strategy 3 Details

Strategy 3: Math students will have access to a variety of math manipulatives, games, and materials to apply learned knowledge and skills across multiple contexts, enabling them to move between concrete and abstract, thinking, and to solve problems to the depth and rigor of the TEKS.

Strategy's Expected Result/Impact: Enforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learned concepts, which promote retention of skills.

Staff Responsible for Monitoring: CIS
Lead Teacher

Problem Statements: Student Learning 5, 6

Funding Sources: Math Instructional Supplies for problem solving - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$18,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. **Root Cause:** Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.

Student Learning

Problem Statement 5: At-Risk students who made Meets Performance Standard declined in 6th grade and 8th grade math from the previous year. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 6: GT students who made Masters Performance Level declined in 6th grade math (9%) and 7th grade reading (16%). **Root Cause:** Students are not getting hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.

School Processes & Programs

Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. **Root Cause:** Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

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

Performance Objective 3: 100% of 8th grade Science students will achieve meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Science Results (Eighth Grade)

Science CUA Data

Science Common Formative Assignments

Benchmark Data

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Science teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Subs for Science Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.052.30.000 - \$1,080, Supplies for Science Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.052.30.000 - \$500</p>

Strategy 2 Details
<p>Strategy 2: Science teachers will attend professional development, such as the CAST 23 conference hosted by STAT, in order to improve their skillset so they can better meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 11 - School Processes & Programs 1, 2, 3, 4</p> <p>Funding Sources: Travel for Science Teachers - CAST or similar conference - 166 - State Comp Ed - 166.13.6411.00.052.24.AR0 - \$13,000, Subs for Science teachers attending PD - 166 - State Comp Ed - 166.11.6116.00.052.24.AR0 - \$540</p>

Strategy 3 Details

Strategy 3: All 6th, 7th and 8th grade science students will have access to a variety of science based instructional materials and supplies for hands-on-learning and experiments to include technology such as adapters for iPads for science probes.

Strategy's Expected Result/Impact: Students and hands on science programs, retain information better, and are better able to transfer experiences to other learning situations by enhancing creativity and critical thinking skills.

Staff Responsible for Monitoring: CIS

Lead Teacher

Principal

Problem Statements: Student Learning 3 - School Processes & Programs 2

Funding Sources: Instructional Supplies for hands on science instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$10,000, Sensors, Probes, Microscopes for iPads - 211 - ESEA, Title I Part A - 211.11.6394.00.052.30.000 - \$3,000

Strategy 4 Details

Strategy 4: 8th grade Science students will participate in relevant field-based instruction in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Students who participate in science field trips score better on the state science test. Field trips and hands on learning make concepts more memorable.

Staff Responsible for Monitoring: Lead Teacher

8th Grade Science Teachers

CIS

Problem Statements: Student Learning 3

Funding Sources: Field Based Learning - Admission for Students - 166 - State Comp Ed - 166.11.6412.00.052.24.AR0 - \$1,800, Field Based Learning - Transportation - 166 - State Comp Ed - 166.11.6494.00.052.24.AR0 - \$3,000

Strategy 5 Details

Strategy 5: Audie Murphy Middle School will add a Title I class size reduction Science Teacher to improve the academic progress of science students.

Strategy's Expected Result/Impact: Improved STAAR Science Scores

Increased Student Achievement in Science

Staff Responsible for Monitoring: CIS

Lead Science Teacher

Mentor

Problem Statements: Student Learning 3

Funding Sources: Salary and Benefits for Title I Science Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.052.30.000 - \$71,000

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. **Root Cause:** Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.

Student Learning

Problem Statement 3: Less than 40% of 8th grade students achieved Meets Grade Level Standard on STAAR Science. **Root Cause:** More opportunities for hands-on science as it relates to problem solving is needed along with rigorous tasks implemented through the Gradual Release of Responsibility Model.

Problem Statement 11: At the end of the 2022-2023 school year, 23% of students failed one or more core subject areas. Failing averages are due to missing assignments. **Root Cause:** Improvement needed for systems designed to support students and eliminate zeros or missing assignments. (Falcon tutoring, teacher tutoring, Saturday school)

School Processes & Programs

Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. **Root Cause:** Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

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

Performance Objective 4: 100% of 8th grade Social Studies students will achieve meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Social Studies Results (Eighth Grade)

Social Studies CUA Data

Common Formative Assignments

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Social Studies teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher Assistant Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 11 - School Processes & Programs 1, 2, 3, 4</p> <p>Funding Sources: Subs for Social Studies Planning - 166 - State Comp Ed - 166.11.6116.00.052.30.AR0 - \$1,080, Supplies for Social Studies Planning - 166 - State Comp Ed - 166.13.6399.00.052.30.AR0 - \$500</p>

Strategy 2 Details
<p>Strategy 2: Social Studies teachers will attend professional development opportunities in order to learn and grow so they can better meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal CIS Lead Teacher</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Travel for Social Studies Teachers PD - 166 - State Comp Ed - 166.13.6411.00.052.24.AR0 - \$13,000, Subs for Social Studies Teachers attending PD - 166 - State Comp Ed - 166.11.6116.00.052.24.AR0 - \$540</p>

Strategy 3 Details
<p>Strategy 3: All 6th, 7th and , 8th grade social studies will have access to a variety of social studies based instructional materials and supplies for hands-on learning.</p> <p>Strategy's Expected Result/Impact: Instructional materials are essential to help the teacher and learners avoid overemphasis on recitation a learning that can easily dominate a social studies lesson. Resource materials will allow learners to have practical experiences which helped develop and retain skills.</p> <p>Staff Responsible for Monitoring: CIS Lead Teacher</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Supplemental Instructional Supplies for Social Studies - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$10,000</p>
Strategy 4 Details
<p>Strategy 4: 7th grade Social Studies students will participate in relevant field-based instruction. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Students who participate in social studies field trips score better on assessments. Field trips and hands on learning make concepts more memorable.</p> <p>Staff Responsible for Monitoring: Lead Teacher 7th Grade Teachers CIS</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Field Based Learning - Admission for Students - 166 - State Comp Ed - 166.11.6412.00.052.24.AR0 - \$2,250, Field Based Learning - Transportation - 166 - State Comp Ed - 166.11.6494.00.052.24.AR0 - \$3,500</p>

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. Root Cause: Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.</p>
Student Learning
<p>Problem Statement 4: Less than 30% of 8th grade students achieved Meets Grade Level Standard on STAAR Social Studies. Root Cause: Students need more opportunities to engage in rigorous tasks implemented through the Gradual Release of Responsibility Model.</p> <p>Problem Statement 11: At the end of the 2022-2023 school year, 23% of students failed one or more core subject areas. Failing averages are due to missing assignments. Root Cause: Improvement needed for systems designed to support students and eliminate zeros or missing assignments. (Falcon tutoring, teacher tutoring, Saturday school)</p>
School Processes & Programs
<p>Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. Root Cause: Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.</p>

School Processes & Programs

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

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

Performance Objective 5: The number of At-Risk, economically disadvantaged, students performing below grade level, and students in special programs, including Special Education, Dyslexia, Section 504, and ESL, who made meets/masters grade level on STAAR will increase by 5%.

High Priority

Evaluation Data Sources: Core Content Grades

STAAR Results

CUA Data

Benchmark Data

Strategy 1 Details
<p>Strategy 1: Utilizing observation, classroom performance data, STAAR and CUA data, teachers will identify students in need of additional interventions such as HB4545 requirements and ACC Reading or ACC Math classes and provide the determined intervention that is supported through technology as well as instructional supplies, games, and manipulatives when appropriate.</p> <p>Strategy's Expected Result/Impact: Student failures in core subjects will decrease and STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Principal All Teachers CIS</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Instructional Supplies for Intervention/Tutoring - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$3,664, iPads Plus Apple Care (10 pack) x3 - 211 - ESEA, Title I Part A - 211.11.6398.00.052.30.000 - \$10,590, iPad Cases (30 each) - 211 - ESEA, Title I Part A - 211.11.6398.00.052.30.000 - \$2,700</p>

Strategy 2 Details
<p>Strategy 2: The dyslexia teacher will use his/her expertise to develop, plan, and implement curriculum, lesson plans, and educational programs for students with dyslexia. Dyslexia students will have access to a variety of instructional materials and supplies. The dyslexia teacher will provide a classroom library with a diverse array of book levels and genres, so students have immediate and frequent access to books to encourage reading.</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 4</p> <p>Funding Sources: Instructional Supplies for Students - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$3,000, Books & Materials for Classroom Library - 211 - ESEA, Title I Part A - 211.11.6329.00.052.30.000 - \$3,000</p>

Strategy 3 Details

Strategy 3: Teachers will provide academic support to At-Risk and EB students specifically in literacy with emphasis on vocabulary. Teachers will implement learning strategies and lessons so At-Risk and EB students will build their academic vocabulary in the content areas.

Strategy's Expected Result/Impact: - Increase and academic performance specifically in reading, with students reading at or above grade level.

- An increase in academic performance on classroom, campus, and district assessments

Staff Responsible for Monitoring: ESL Teacher

CIS

Problem Statements: Student Learning 5, 9

Funding Sources: Supplemental instructional supplies for building EB students academic vocabulary and reading fluency - 165/ES0 - ELL - 165.11.6399.00.052.25.ES0 - \$500, Reading materials for EB students - 165/ES0 - ELL - 165.11.6329.00.052.25.ES0 - \$800

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. **Root Cause:** Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.

Student Learning

Problem Statement 5: At-Risk students who made Meets Performance Standard declined in 6th grade and 8th grade math from the previous year. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 9: Sixth grade Emerging Bilingual students declined in Approaches Performance Standard on the STAAR Reading. Last year, 80% made Approaches whereas this year the percentage was 57%. **Root Cause:** Integrate small group guided reading into the iLit program to improve reading fluency and comprehension through the ELPS.

Problem Statement 10: More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. **Root Cause:** The overall number of students who meet grade level standard on STAAR in reading and math declined, and there are students who failed one or more STAAR.

School Processes & Programs

Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. **Root Cause:** Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

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

Performance Objective 6: GT students at Audie Murphy Middle School will increase master status on star assessment by 10% and they're identified areas of giftedness.

Evaluation Data Sources: STAAR

Strategy 1 Details
<p>Strategy 1: GT Teacher will support GT students in instructional settings. GT teachers will work to provide enrichment activities to extend the student learning in order for student to meet Masters grade level standard on the STAAR test in the content areas they are identified as GT. This will also extend their Texas Performance Standards Project (TPSP) learning. Technology purchased with GT funds will only be used for GT students.</p> <p>Strategy's Expected Result/Impact: GT students will make Meets on all STAAR assessments</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Instructional materials for GT enrichment - 177 - Gifted/Talented - 177.11.6399.00.052.21.000 - \$2,820, iPads plus Apple Care (10 pack) - 177 - Gifted/Talented - 177.11.6398.00.052.21.000 - \$3,530, iPad Cases (10 each) - 177 - Gifted/Talented - 177.11.6398.00.052.21.000 - \$900, iPad Charging Cart (1 each) - 177 - Gifted/Talented - 177.11.6394.00.052.21.000 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Selected GT students will participate in field-based instruction to extend their learning and prepare them for both STAAR and the Texas Performance Standards Project (TPSP).</p> <p>Strategy's Expected Result/Impact: GT students will see an increase in achievement and engagement.</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 2</p>
Strategy 3 Details
<p>Strategy 3: GT Teachers will attend related professional development and/or conferences to gain knowledge on specific strategies to work with gifted learners to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: GT teachers will be able to provide enrichment activities to facilitate GT students' growth to obtain masters level on STAAR.</p> <p>Staff Responsible for Monitoring: GT Teachers CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 1, 2, 3</p>

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. Root Cause: Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.
Student Learning
Problem Statement 6: GT students who made Masters Performance Level declined in 6th grade math (9%) and 7th grade reading (16%). Root Cause: Students are not getting hands on, problem-based learning opportunities where they can engage in higher level critical thinking and grapple with real world problems.
School Processes & Programs
Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. Root Cause: Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System. Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. Root Cause: Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model. Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. Root Cause: Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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

Performance Objective 7: 70% of Emergent Bilingual students will be at approaches grade level for STAAR exams, and there will be a 5% increase for students that meet/master grade level.

High Priority

Evaluation Data Sources: STAAR Results

CUA Data

Benchmark Data

TELPAS

Strategy 1 Details
<p>Strategy 1: Emergent Bilinguals who demonstrate challenges in literacy will have access to a variety of materials for reading to support literacy and academic achievement. This will include such resources as diverse classroom libraries, headphones, dictionaries, glossaries, vocabulary games, and instructional materials.</p> <p>Strategy's Expected Result/Impact: Resources will support and enrich the EB classroom which ultimately will improve comprehension and student achievement.</p> <p>Staff Responsible for Monitoring: EB Teacher CIS</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: Materials for Classroom Library - 165/ES0 - ELL - 165.11.6329.00.052.25.ES0 - \$600, Instructional Supplies for EB Students - 165/ES0 - ELL - 165.11.6399.00.052.25.ES0 - \$550</p>

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 9: Sixth grade Emerging Bilingual students declined in Approaches Performance Standard on the STAAR Reading. Last year, 80% made Approaches whereas this year the percentage was 57%. Root Cause: Integrate small group guided reading into the iLit program to improve reading fluency and comprehension through the ELPS.</p>

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

Performance Objective 8: All AVID students will achieve college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

Evaluation Data Sources: AVID Participation Numbers
Student Interest in Post-Secondary Education

Strategy 1 Details
<p>Strategy 1: Students will interact with learning tasks that provide opportunities for AVID strategies WICOR.</p> <p>Strategy's Expected Result/Impact: Increased student ownership, accountability, engagement, and critical thinking skills.</p> <p>Staff Responsible for Monitoring: AVID Site Leader CIS AVID Teachers Lead Teachers</p> <p>Problem Statements: School Processes & Programs 2, 3, 4</p>
Strategy 2 Details
<p>Strategy 2: AVID teachers will promote school-wide AVID awareness by hosting events, such as Career Day, College Week, college visits, guest speakers, and other activities that incorporate helping students pursue interests and goals upon graduation.</p> <p>Strategy's Expected Result/Impact: Increased participate in AVID classes and overall increase in the number of students who are planning on attending a college or university after school.</p> <p>Staff Responsible for Monitoring: AVID Site Leader AVID Teachers CIS</p>
Strategy 3 Details
<p>Strategy 3: AVID students will participate in relevant field-based experiences, such as high school visits, KISD Career Center visits, and visits to other local universities or learning centers.</p> <p>Strategy's Expected Result/Impact: Improved student understanding of career options and high school opportunities</p> <p>Staff Responsible for Monitoring: AVID Teachers CIS Counselors</p>

Strategy 4 Details
<p>Strategy 4: Students in eighth grade will create 4-year plans according to the endorsement set by TEA.</p> <p>Strategy's Expected Result/Impact: Completed 4-year plans</p> <p>Staff Responsible for Monitoring: CCR Teacher Counseling Team</p>

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. Root Cause: Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.</p> <p>Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. Root Cause: Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.</p> <p>Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. Root Cause: Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.</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: AMMS Administrators and teaching staff will engage in professional development opportunities through campus PLCs and PD, local professional development, and book studies.

Evaluation Data Sources: Walkthrough Data
Coaching Walk Data
Teacher Surveys
Discipline Data
CUA Data

Strategy 1 Details
<p>Strategy 1: All teachers will collaborate in campus PLCs to review student data, set learning goals, reflecting on teaching practice, learn about new practices, and planning how to apply new learning.</p> <p>Strategy's Expected Result/Impact: PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.</p> <p>Staff Responsible for Monitoring: Lead Teachers CIS</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 4</p>
Strategy 2 Details
<p>Strategy 2: Lead teachers will facilitate weekly meetings with content teachers to collaboratively plan and disaggregate data in addition to meeting as needed with campus leadership to collaboratively plan for needed resources and instructional support.</p> <p>Strategy's Expected Result/Impact: Lead teachers will facilitate support for campus and district initiatives with their content teams.</p> <p>Staff Responsible for Monitoring: CIS Assistant Principal Lead Teachers Principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>

Strategy 3 Details

Strategy 3: Add a second Campus Instructional Specialist will be added to help facilitate instructional effectiveness, mentor new teachers, and coordinate curriculum development so that the learning needs of students can be met through the implementation of the district curriculum and effective Tier I instruction.

Strategy's Expected Result/Impact: Improved Instruction

Increased Student Achievement

Increased Teacher Retention

Staff Responsible for Monitoring: CIS

Principal

Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3, 4

Funding Sources: CIS Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.052.30.000 - \$91,500

Strategy 4 Details

Strategy 4: Our campus will implement Coaching Walks for systematic instructional improvement through the Gradual Release of Responsibility Instructional Framework.

Strategy's Expected Result/Impact: Overall instructional improvement campus-wide

Staff Responsible for Monitoring: Principal

Assistant Principals

CIS

Problem Statements: School Processes & Programs 4

Strategy 5 Details

Strategy 5: New teachers will attend New Teacher Induction during the summer and be assigned a campus-level mentor to provide ongoing support and mentorship.

Strategy's Expected Result/Impact: Positive impact on student achievement and better retention quality teachers

Staff Responsible for Monitoring: CIS

Mentor Teachers

Principals

Problem Statements: Demographics 1

Strategy 6 Details

Strategy 6: Attend a conference, such as the Solution Tree PLC conference, that includes, informative sessions and hands-on workshops in order to learn best practices, enhance the curriculum and increase collaborative teacher planning effectiveness.

Strategy's Expected Result/Impact: Improved Tier I Instruction
Increased Student Achievement

Staff Responsible for Monitoring: Principals
CIS
Lead Teachers

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

Funding Sources: Registration and Travel for Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.052.30.000 - \$8,110, Registration and travel for Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.052.30.000 - \$2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher trainings, and new teacher supports are needed to provide ongoing learning opportunities for teaching staff. **Root Cause:** Sixteen teachers will be new to AMMS or the district this year with five of those teachers being new to the profession. 38% of current teachers have five or less years of experience.

School Processes & Programs

Problem Statement 1: Standards-based, aligned instruction is not implemented with fidelity in every classroom. **Root Cause:** Not all teachers are planning consistently and collaboratively with their content teams utilizing in depth instructional documents, such as the Instructional Focus Document from TEKS Resource System.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 4: Evidence through walkthroughs and coaching walks indicate support is still needed regarding the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Teachers do not always plan lessons through the Gradual Release of Responsibility framework. Ongoing PD and modeling has not been consistent at AMMS.

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 2: Build a culture and climate where teachers love their job and students thrive in school.

Evaluation Data Sources: Staff Surveys
Staff Retention Data

Strategy 1 Details
Strategy 1: Continue the faculty and staff club which honors and celebrates faculty and staff on birthdays, school anniversaries, new family members, and just because. Strategy's Expected Result/Impact: Increased Staff Morale Improved Staff Retention Data Staff Responsible for Monitoring: Leadership Team SBDM
Strategy 2 Details
Strategy 2: A weekly digital newsletter will be sent to all staff to maintain clear lines of communication and to celebrate faculty and staff accomplishments through Shout Outs given to and by any and all staff members. Strategy's Expected Result/Impact: Improved Staff Morale Increased Staff Retention Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: To boost staff morale, a cart (treat trolley) will deliver treats or surprises to staff monthly. Treats and surprises may also be distributed at meetings, professional development, or in office boxes. Daily coffee and treats are also offered in the main lounge. Strategy's Expected Result/Impact: Improved Staff Morale Increased Staff Retention Staff Responsible for Monitoring: Leadership Team
Strategy 4 Details
Strategy 4: Creation and implementation of duty schedules and daily schedules maximize instructional planning time for teachers and staff so that there is ample time for teaching and learning. Strategy's Expected Result/Impact: Improved teacher satisfaction and reduction of teacher burn out Staff Responsible for Monitoring: Principal

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

Performance Objective 1: Key partnerships with families and community members will be created to support student learning, creating structures for two-way communication, reporting regular updates on student progress, and creating regular opportunities to engage with the school and participate in school functions.

Evaluation Data Sources: Parent Surveys
Participation Numbers
Volunteer Hours

Strategy 1 Details
<p>Strategy 1: AMMS will engage families and community members in student learning through a variety of parent engagement activities, workshops, and stakeholder meetings.</p> <p>Strategy's Expected Result/Impact: Increase in parental and community involvement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Problem Statements: Perceptions 1, 2</p>
Strategy 2 Details
<p>Strategy 2: The principal will host an annual Title I Annual Parent Meeting to inform parents of their school's participation in the title one program, discuss the parent and Family Engagement Policy and Home school Compact, and explain our TEKS and Title I Program Evaluation.</p> <p>Strategy's Expected Result/Impact: Informed Parents Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 2</p>

Strategy 3 Details

Strategy 3: AMMS will provide and implement effective parent, family, and community engagement activities to parents of English Language Learners/Emergent Bilingual students that are above and beyond other federal programs.

Strategy's Expected Result/Impact: Increased ESL/EB Parent Participation

Staff Responsible for Monitoring: Principal

LPAC Coordinator

ESL Teacher

Problem Statements: Perceptions 2

Funding Sources: Reading Materials - Parents of EB Students - 263 - ESEA, Title III Part A - 263.61.6329.LE.052.25.000 - \$200, Food for Meetings/Workshops with Parents of EB Students - 263 - ESEA, Title III Part A - 263.61.6499.LE.052.25.000 - \$100, Supplies for Meetings/Workshops with Parents of EB Students - 263 - ESEA, Title III Part A - 263.61.6399.LE.052.25.000 - \$225

Strategy 4 Details

Strategy 4: A Parent Liaison will help to assist the principal in establishing and maintaining the relationship between parents, teachers, and volunteers at the campus by providing them with materials and programs designed to increase parental involvement and improve student achievement.

Strategy's Expected Result/Impact: Increased Parental Involvement

Improved Student Achievement

Staff Responsible for Monitoring: Principal

Parent Liaison

Problem Statements: Perceptions 1, 2

Funding Sources: Salary for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.052.30.000 - \$31,537, Mileage for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.052.24.PAR - \$2,000, Supplies for Parent Engagement Activities/Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.052.24.PAR - \$1,000, Refreshments for Parent Engagement Activities/Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.052.24.PAR - \$328

Strategy 5 Details

Strategy 5: Our Communities in Schools (CIS) directors will work with students by providing health and human services, guidance and counseling, parental and family engagement, academic support, college and career awareness, and a variety of other enrichment activities.

Strategy's Expected Result/Impact: Increased Student & Parent Support

Staff Responsible for Monitoring: Communities in Schools (CIS) Directors

Problem Statements: Perceptions 1, 2

Strategy 6 Details

Strategy 6: Our Military Family Life Counselor (MFLC) is trained to work with the military community by delivering valuable face-to-face counseling services, as well as by phone and video. The MFLC also provides group support with briefings and topic-specific presentations to the military community both on and off the installation.

Strategy's Expected Result/Impact: Increased Student & Parent Support

Staff Responsible for Monitoring: MFLC

Problem Statements: Perceptions 2

Strategy 7 Details

Strategy 7: Communication between home and school will include AMMS Facebook, AMMS Instagram, a monthly parent newsletter, and the district approved communication system.

Strategy's Expected Result/Impact: Increased Student & Parent Involvement

Improved Parent Clarity

Staff Responsible for Monitoring: Principal

Receptionist

Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 32% of parents do not feel comfortable reaching out to AMMS staff, and parents do not perceive AMMS staff as being responsive to email communication.

Root Cause: Being proactive in communicating information in a timely manner can be improved, and parent/teacher communication response expectations have been 48 hours.

Problem Statement 2: There is a lack of parental involvement in school activities and our volunteer program. Parents have requested additional engagement opportunities and workshops. **Root Cause:** The volunteer program and parent outreach responsibilities do not always receive priority when those tasks are a small part of another staff member's job duties, and more opportunities for parents to be involved need to be planned throughout the year.

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: AMMS will use a variety of positive and proactive student discipline techniques, such as Restorative Practices, to meet the behavioral and academic needs of individual students.

Evaluation Data Sources: Restorative Practices Implementation
Discipline Referrals

Strategy 1 Details
<p>Strategy 1: AMMS staff will implement Restorative Practices to empower students to learn from their mistakes, to understand the impact of their actions, and to grow personally in their ability to problem-solve and make responsible decisions.</p> <p>Strategy's Expected Result/Impact: Increased Restorative Practices Across the Campus Decreased Discipline Referrals Improved Problem-Solving Abilities Stronger Student to Student Relationships</p> <p>Staff Responsible for Monitoring: Assistant Principals SEL Specialist</p> <p>Problem Statements: Demographics 2, 3</p>
Strategy 2 Details
<p>Strategy 2: A Restorative Interventionist Aide will support students in the implementation of Restorative Practices. The Restorative Interventionist Aide will proactively intervene in the behavioral needs of students through Behavior Response to Intervention (RTI) to establish a safe and supportive school climate.</p> <p>Strategy's Expected Result/Impact: Decrease in Student Behaviors Increased Classroom Instructional Time</p> <p>Staff Responsible for Monitoring: Restorative Interventionist Aide Assistant Principals Rtl Coordinator</p> <p>Problem Statements: Demographics 2</p>

Strategy 3 Details
<p>Strategy 3: AMMS will be assigned a School Behavioral Health (SBH) worker to provide an array of integrated services such as one-on-one therapy, meditation and other non-clinical wellness services, as well as peer-to- peer youth support groups and programs.</p> <p>Strategy's Expected Result/Impact: Improved Student Mental Health Increased Learning Time Decrease in Behaviors</p> <p>Staff Responsible for Monitoring: SBH Principal</p> <p>Problem Statements: Demographics 2</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The number of discipline referrals have doubled in the past year from 519 in 2021-2022 to 1097 in 2022-2023. Root Cause: Students need consistent access to school guidance curriculum and restorative practices.</p> <p>Problem Statement 3: In relation to tardies, 88% of students at AMMS had at least one tardy for the year. Root Cause: Students need to see the correlation between tardies and how they negatively impact teaching, learning, and overall academic success.</p>

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: AMMS will create and maintain an orderly environment and an atmosphere of safety for students, staff, families, and community.

Evaluation Data Sources: Improved Safety Standards

Strategy 1 Details
<p>Strategy 1: AMMS will conduct all safety drills in accordance to district requirements to ensure all students and staff are knowledgeable of emergency operation procedures.</p> <p>Strategy's Expected Result/Impact: School Safety Compliance</p> <p>Staff Responsible for Monitoring: Principal Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: AMMS has a Behavioral Threat Assessment Team to provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.</p> <p>Strategy's Expected Result/Impact: Maximized Student/Staff Safety</p> <p>Staff Responsible for Monitoring: Threat Assessment Team Members</p>

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 3: The SEL Specialist will provide supplemental social and emotional services related to the academic and social needs of identified at-risk and educationally disadvantaged students in order to increase the capacity so that students benefit from the instructional program, meet state academic standards, and achieve post secondary goals.

Evaluation Data Sources: Improved Academic Success
Improved STAAR Scores

Strategy 1 Details
<p>Strategy 1: The SEL Specialist will support the social, emotional, and learning needs of students by planning, organizing, implementing, and delivering classroom guidance activities.</p> <p>Strategy's Expected Result/Impact: Increased Classroom Instructional Time Decreased Discipline Referrals Improved Student Mental Health</p> <p>Staff Responsible for Monitoring: School Behavioral Health Principal</p> <p>Funding Sources: Student Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.052.30.000 - \$3,000</p>

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

Performance Objective 1: AMMS will be fiscally responsible for all budgetary accounts.

Evaluation Data Sources: Financial Documents and Accounts

Strategy 1 Details
<p>Strategy 1: The principal and financial secretary will meet weekly to discuss financial issues.</p> <p>Strategy's Expected Result/Impact: Budget fidelity</p> <p>Staff Responsible for Monitoring: Principal Secretary Principal</p>

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

Performance Objective 2: Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.

Evaluation Data Sources: SBDM Minutes and Meeting Logs

Strategy 1 Details
<p>Strategy 1: The SBDM committee will meet at least six times per year to collectively make campus-level decisions.</p> <p>Strategy's Expected Result/Impact: SBDM decisions will help ensure fiduciary responsibility and improve student achievement.</p> <p>Staff Responsible for Monitoring: Principal SBDM Committee</p>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Yolanda Bailey	Principal
Classroom Teacher	Swantje Drayton	English/ELAR
Classroom Teacher	Kenneth Henry	Math
Classroom Teacher	Karen Wall	Social Studies
Classroom Teacher	Nelly Santana	Science
Classroom Teacher	Chris Willis	SPED Teacher
Business Representative	Veronica Zannotti	Business Representative
Community Representative	No'Randa Smith	Community Member
District-level Professional	Jennifer Hagan	District-Level Professional
Parent	Jennifer Lichak	Parent
Parent	Jaimie Machuca	Parent
Paraprofessional	Yvette Peete	Paraprofessional (Title I)
Paraprofessional	Blanche Willis	Paraprofessional (Title I)
Student	Amara Lichak	Student (Title I)
Student	Dominic Machuca	Student (Title I)
Technologist	Deb Blevins	Other Appropriate Personnel (Title I)
Campus Instructional Specialist	Tonya Brown-Johnson	Other School Leader (Title I)
AP	Betty Selvy	Other School Leader (Title I)
Counselor	Starlett Bohannon	Specialized Instructional Support (Title I)
Student	Lilliana Lichak	Student