

Killeen Independent School District

Audie Murphy Middle School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

Managing our time, resources and expertise, Audie Murphy Middle School faculty and staff will teach so that students learn to their maximum potential every day.

Vision

Audie Murphy Middle School, in partnership with the Fort Hood Community, will cultivate an environment that nurtures the learning of our diverse population in preparation for their future.

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Goals

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: AMMS will meet or exceed the State expectations for Meets Standard or Masters Standard in all tested areas.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Targeted Support Strategy</p> <p>1) During the previous school year at Audie Murphy Middle School most lessons and questioning were at Hess' DOK level 1 and 2 as identified through instructional rounds, and administrative walk-throughs. In order to promote teacher growth and capitalize on student success, teachers will meet in PLCs to identify and discuss strategies that will: increase rigor by using strategic strategies, including AVID strategies, learned at professional development, disaggregate data from researched based program reports and data from common assessments.</p> <p>In addition, after comparing 2016-17 with 2017-2018 STAAR results and noting the decrease in student percentage scores, each subject area has developed specific targeted goals determined from campus red-line data from state testing in that field.</p> <p>Science: The alignment of learning targets and tasks will reflect the expectation of student learning moving up to the high cognitive levels of Webb's Depth of Knowledge. Lesson plans will include gradual release and 40% lab/activity lessons for students. Time will be spent going over the results of assessments with students.</p>	<p>Chris Goodman, Curriculum Instructional Specialist Mario Bronson, AVID Coordinator Tamara Thornhill, Special Education Coordinator Karla Denesha, Jesenia Prado, Cioni Williams, Janet Sutton, Nelly Santana Lead Teachers Mike Quinn, LaBecca Thompson, Tamara Thornhill, TTESS Appraiser</p>	<p>For student: Teacher observation and walk-throughs will indicate that students are answering and asking questions and being successful on activities at higher DOK levels.</p> <p>Common Assessment Scores will improve.</p> <p>9 Week Assessment Scores will improve with a lower failure rate.</p> <p>STAAR Data will show an increase in student percentages.</p> <p>Researched Based Program Reports will show improvement.</p> <p>MAP Scores will show an increase in the RIT.</p> <p>For Teacher: Walk Through documentation will identify that the teacher is using varying DOK levels and Gradual Release.</p> <p>PLC Minutes will note the discussion and planning of DOK, Gradual Release and data disaggregation.</p> <p>Areas of need will be retaught and spiraled through lessons, and re-assessed to check for student mastery.</p>				

Common assessments for each unit will be developed to include reading passages, charts, graphs, diagrams, and application questions, as well as griddable and open response questions.

History:

All grade levels will integrate strategies and activities with the purposeful intent to engage the students in applying critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including instructional technology.

Common assessments will be developed to provide data that is needed to identify improved student achievement and areas of need.

Mathematics:

The goal of the math department is to improve instruction through creative integration of manipulative and hands-on activities to increase achievement in all reporting categories.

Language Arts/Reading:

Sixth grade students will demonstrate improvement in making inferences, drawing conclusions and explaining the structure of figurative language in poetry (6.4)

Seventh and eighth grade students will demonstrate improvement in the areas of analyzing, making inferences and drawing conclusions about expository texts providing evidence from text to support their understanding.

Seventh grade students will be able to use organizational patterns to summarize and form an overview of different kinds of expository texts, so that 8th grade students can make subtle inferences and draw complex conclusions about the ideas in texts and their organizational patterns. (7.10C & 8.10C)

Additional Targeted Support will be provided to White students in Reading and Mathematics through Saturday School and Focus Groups in order to increase academic achievement status meeting grade level standard in Reading from 49% to 60% and Math from 53% to 59%.

Additional Targeted Support in Reading and Math will be

Failure lists and attendance records will be used to identify students who need tutoring, attended tutoring and did/did not have and increase in grades.

Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1
Funding Sources: 166 - State Comp Ed - 51319.50, 177 - Gifted/Talented - 8222.25, 128 - High School Allotment - 24934.14

provided to White students through Falcon Tutoring aimed at individual intervention in order to increase the growth status for Reading from 65%-69% and Mathematics from 71% to 74%.

Additional Targeted Support will be provided to White, Asian, and Pacific Islander students through common Assessments, Falcon Tutoring, Saturday School and Focus Groups to increase student success status (average of all 3 STAAR components-approaches, meets, and masters) with White students increasing from 50% to 58%, Asian students increasing from 49% to 73% and Pacific Islander students increasing from 37% to 48%.

Special Education:

Special Education teachers will collaborate with their regular education peers in their respective content areas on an ongoing basis. This collaborative effort will include working with our DoDEA consultants/KISD Special Ed Lead teachers in the area of language arts and reading.

Special Education students will receive increased levels of support beyond their required amounts of collaborative teaching and inclusion services from special education staff through increased interaction time in the classroom.

2) The ESL teacher will implement AVID strategies to increase rigor and verbal written communication for ELL students. The AVID Coordinator and AVID trained teachers will assist the ELL teacher with implementation and incorporating these strategies into lesson plans. The CIS will do periodic walk-throughs and offer feedback. PLC teachers will also assist the ESL teacher with suggestions. In turn the ELL teacher will be able to identify and share strategies that work with the ELL students.

The ESL teacher will offer tutoring sessions to assist ELL students in language acquisition and with academic gaps and support in order to be successful in other classroom subjects. Before and after school tutoring sessions will offered during the school year.

ESL Teacher
Curriculum
Instructional Specialist
TTESS Appraiser

Students will be more successful outside of the ESL classroom in completing work and passing courses.

An increase in TELPAS and STAAR scores will be reported.

Students will be more accepting of each other in the ESL classroom and receive fewer discipline notations/referrals.

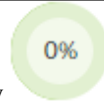
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3 - School Processes & Programs 1
Funding Sources: 165/ES0 - ELL - 4025.00, 263 - ESEA, Title III Part A - 2135.00



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Twelve new teachers will require training and support on all district initiatives. Root Cause 1: The majority of new hires have two years or less teaching experience.
Problem Statement 2: Not all teachers are able to get additional training that aligns with their content area to find strategies to support them in the classroom. Root Cause 2: Professional development is not readily available for all content area teachers.
Student Academic Achievement
Problem Statement 1: Reading scores did not improve in all grade levels and dropped in 6th and 8th grade Root Cause 1: Inconsistent use of gradual release of responsibility model and instructional practices remained at DOK levels 1 and 2.
Problem Statement 2: The STAAR passing rate for Special Education students is below the initial rate of all AMMS students in Reading, Mathematics and Writing. Root Cause 2: Lack of differentiation to address individual gaps in learning.
Problem Statement 3: The number of At-Risk students have increased due to STAAR scores dropping this year. Root Cause 3: Individualization is not consistently implemented to identify and work with student gaps.
Problem Statement 4: Gifted and Talented students are not increasing Mastery percentages. Root Cause 4: Lack of differentiation to address individual gaps and increase rigor.
School Processes & Programs
Problem Statement 1: As determined in the District Instructional Rounds, student and teacher discourse is primarily at the DOK 1 and 2 levels and teachers are not using all the components of the Gradual Release of Responsibility each day. Root Cause 1: Teachers are still in the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 2: Increase the academic performance and preparation for postsecondary education.

Evaluation Data Source(s) 2: STAAR Results / Career Readiness

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) It has been identified through progress reports, failure reports after reporting periods and PLC discussions that many students who have failing averages can be attributed to assignments not being completed and/or not turning assignments in and make-up work for absences. Many of these students have attended summer school and are continuing this pattern year after year. Saturday School will be offered once each month, as well as daily after-school tutoring, to assist these students in completing or redoing their assignments with the assistance of teachers with a smaller teacher to student ratio than the regular classroom.	Classroom Teachers Curriculum Instructional Specialist Attendance Secretary and AP Counselors	Failure lists and attendance records will be used to identify students who need tutoring, attended tutoring and did/did not have and increase in grades.				


Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 3: Increase rate of high school graduation, awareness, readiness and participation in postsecondary education.


Evaluation Data Source(s) 3: STAAR Results /Career Readiness

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 8th grade students will visit the KISD Career Center at least once during the school year.	Exploring Careers Teacher Counselors CIS	Students will have a better understanding of HB-5 and the career strands that are offered by KISD.				
2) All 8th grade students will create 4-year plans according to the endorsement set by TEA.	Exploring Careers Teacher Counselors CIS	Completed 4-Year plans for all 8th grade students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

Performance Objective 1: Campus admin team will take the appropriate measures to ensure that the personal and professional philosophy of all newly hired personnel is in alignment with the campus vision and mission.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regular meetings will be held with the new staff to explore pertinent topics determined by the Admin and new staff members.	Principal Assistant Principals Curriculum Instructional Specialist Counselors	Sign-in sheets Campus calendar Feedback sheets				
Problem Statements: School Processes & Programs 2						
2) Employee of the month nominations, selections and celebrations will be promoted and carried out for the school year.	Counselors Principal	Employee of the month bulletin board announcement and presentation				
3) Lead teacher meetings are held twice a week to support campus objectives, departmental concerns and determine resources and training needed to support all departments.	Curriculum Instructional Specialist Principal Assistant Principals Lead Teachers	Gallop Poll Climate Survey				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Some of our technology is beginning to head towards end of life and there is no plan for replacement. This will result in less access to reliable technology and interruption in instruction. Root Cause 2: Much of our technology is used on a daily basis. Campus technology hardware is becoming outdated and Life cycle Replacement is not in the near future.

Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

Performance Objective 2: AMMS will meet or exceed the State expectations for Meets Standard or Masters Standard in all tested areas.

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:





Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: AMMS will develop and foster a collaborative partnership between the school and the community.

Evaluation Data Source(s) 1: Parent involvement and contact will increase from previous year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Fall and Spring Open Houses will be conducted to showcase content-area student generated work.	Admin Team / Janet Sutton (Open House Program Coordinator)	Increased parent participation and involvement.				
2) Communities in Schools Program will assist at-risk students with academics, attendance and behavioral challenges. Additionally, CIS directors will continue to work with families in at-risk situations.	Communities in Schools (CIS) Directors	Increased student and parent support				
3) Military and Family Life Counselor (MFLC) and Behavior Health Counselor will be on campus to assist students and / or their families.	Military and Family Life Counselor (MFLC) Behavior Health counselor	Student / Parent Contacts, campus visibility				
4) AMMS Fine Arts and Athletic Departments will host a variety of performances and events for parents and community members that will showcase student accomplishments.	AMMS Faculty	Parent & Student Attendance				
5) Monthly Parent Nights will be held to allow different school groups to present information to parents about academics and STAAR , AVID, ELL, GT, Curriculum ideas for At-Risk students and Fun Night for students.	Program Teachers (AVID, ELL, GT...) Counselors	Sign in sheet at event Parent surveys				
	Problem Statements: Perceptions 1					

6) Darnell Hospital will provide a half day health clinic each week.	Darnell Hospital Staff	Students will be seen at the school and not half to be counted absent to leave the school for a doctor visit.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Communication with all campus stakeholders is a challenge. Root Cause 1: There is not a consistent method of communicating (monthly/weekly newsletter)with families regarding the need for volunteers, upcoming events on campus, changes to regular schedules, date/time of orientations, etc.</p>

Goal 4: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: AMMS will meet or exceed the State expectations for Meets Standard or Masters Standard in all tested areas.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Goal 4: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 2: Improve health of all Audie Murphy Middle School students.

Evaluation Data Source(s) 2: Decreased number of overweight and obese students. Increased student participation in physical activities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure food sold in fundraisers meets the Texas Nutrition Policy Guidelines.	Principal School Nutrition Director	Food items that are not allowed according to the "foods with minimal nutrition value" and the Texas Nutrition Policy, have not been sold or provided in the school.				
2) Eliminate the use of foods as rewards for accomplishment and withholding of food as punishment (e.g. Restricting a child's selection of milk at meal time or no a-la-carte items due to behavioral problems.)	Principal Assistant Principal School Nutrition Manager	Alternate items and motives for rewards other than food/beverages are used in school based on established district guidelines.				
3) Students are to be provided many choices of physical activities.	Campus Athletic Director PE Teachers Principal Assistant Principal Curriculum Instructional Specialist	SPARK equipment and lesson plans are used to improve health and fitness of students.				
4) Qualified teachers to teach physical education and supervise physical activities in the district.	Executive Director for Personnel Principal	Highly qualified teachers, who have the desire to improve all students' overall fitness, have been recruited and retained.				

5) To provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.	Principal Campus Athletic Director PE Teachers	PE classes for all levels offered in addition to competitive athletics.				
6) School cafeteria will serve nutritious food: fresh or canned fruits, variety of low-fat milk, whole grain products, no one item to exceed 23 grams of fat.	School Nutrition Manager	Menus created by Central Office. Meals consumed periodically to ensure that nutritious means are served.				
7) Students receive enough time to consume their breakfast and lunch meals.	Administrators Faculty Staff Cafeteria Staff	Monitoring of serving times to ensure time commitment.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 3: AMMS will provide a safe, healthy, secure and orderly environment for students, staff, families, and community.

Evaluation Data Source(s) 3: Reduce incidents of bullying, peer pressure, and drug abuse. Fewer recorded incidents than last year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Small Group Character Education: Passport to Manhood Smart Girls	Communities in Schools Comanche Youth Center Personnel MFLC (Counselor)	Reduction in discipline referrals				
2) Suicide Prevention	Campus Counselors Administrators Communities in Schools Site Coordinator	Parent/Student Contacts				
3) Drug Awareness during Red Ribbon Week	Campus Counselors Communities in Schools Site Coordinator	Speakers present about drug awareness Parent/Student Contacts				
4) National Safety Week/Red Ribbon Week	Campus Counselors Campus Safety Administrator Principal Communities in Schools Site Coordinator	All Safety Drills conducted in a timely manner Use of radio communication during drills Drug Substance Specialist Presentation 6th Grade Safety Fair participation				
5) Safety Presentations will be delivered on the following topics: Bullying Awareness Bullying Prevention Conflict Resolution Violence Prevention Family Deployment Awareness	MFLC (Counselor) Safety Resource Officer Communities in Schools Site Coordinators School Counselors	Decrease in discipline referrals Conflict Resolution sessions Parent/Student Contacts				




Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: AMMS will meet or exceed the State expectations for Meets Standard or Masters Standard in all tested areas.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) AMMS will meet the needs of At-Risk students through assistance in the classroom with an instructional aide and assistance from Communities in Schools.	Principal Curriculum Instructional Specialist Communities in Schools Site Coordinator	STAAR Scores				
Problem Statements: Student Academic Achievement 1, 2, 3		Funding Sources: 166 - State Comp Ed - 21954.50				
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Reading scores did not improve in all grade levels and dropped in 6th and 8th grade Root Cause 1: Inconsistent use of gradual release of responsibility model and instructional practices remained at DOK levels 1 and 2.
Problem Statement 2: The STAAR passing rate for Special Education students is below the initial rate of all AMMS students in Reading, Mathematics and Writing. Root Cause 2: Lack of differentiation to address individual gaps in learning.
Problem Statement 3: The number of At-Risk students have increased due to STAAR scores dropping this year. Root Cause 3: Individualization is not consistently implemented to identify and work with student gaps.