

Killeen Independent School District
Audie Murphy Middle School
2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview 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 short-term, targeted academic intervention. 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 2023-2024 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).

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections.

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According to the Texas Education Agency (TEA) when students achieve the Meets performance standard, they are most likely to be successful in the next grade or course, but may still need short-term, targeted academic intervention. 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 2023-2024 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).

Strategies:

- **Mentorship Programs:** Establish peer and teacher mentorship programs to help students build positive relationships. Every staff member will be assigned a student for whom they will mentor. If a student who was assigned a mentor moves during the school, the staff member will then have a new student to continue to help the student build connections.
- **Counseling Department:** The AMMS counseling team consists of two school counselors and one Social-Emotional Learning (SEL) counselor. Additionally, our students benefit from the support of Communities in Schools (CIS) representatives, who serve as mentors, and a School Behavioral Health counselor, who specifically supports students from active-duty military families.
- **Social-Emotional Learning:** Throughout the school year, the counseling team offers programs focused on students' well-being. Classroom guidance lessons address topics such as bullying, violence prevention, and healthy relationships. Our SEL counselor plays a key role in fostering emotional and social skills by engaging students through activities like mindfulness practices, emotional regulation strategies, and conflict resolution techniques. These SEL lessons are integrated into classroom instruction, equipping students with tools to manage stress, build positive relationships, and make responsible decisions.
- **Capturing Kids' Hearts (CKH) & Social Contracts:** CKH equips teachers and staff with strategies to cultivate meaningful and positive relationships with students, fostering a productive learning environment. Classrooms collaboratively develop social contracts with students to establish shared norms, expectations, and guidelines, promoting accountability and mutual respect.
- **Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. We offer clubs such as: Art Club, Dungeons & Dragons, Gaming Club, National Junior Honor Society, and No Place for Hate.
- **Intervention/Advisory Period:** During the intervention and advisory period, students engage in activities that promote both academic growth and personal development. They work with online reading and math programs and use this time to prepare for upcoming assignments and assessments. The period emphasizes building time management skills, participating in SEL lessons with counselors, and developing SMART goals. Students also regularly track their academic progress, review their grades, and make adjustments to stay aligned with their goals.

Measurement:

- Surveys assess students' sense of belonging and connectedness.

- Participation rates in extracurricular activities and community events.
- Feedback from teachers and students on the impact of the program.
- Parent engagement metrics, such as attendance at meetings and events.

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing

Audie Murphy Middle School will focus on improving literacy skills to address diverse student needs, aiming to help all students work toward meeting or exceeding Texas grade-level standards in reading and writing through targeted instruction, strategic planning, and community support.

Strategies:

- **Differentiated Instruction:** AMMS utilizes differentiated instruction techniques and best practices to address the varied needs of students.
- **Reading Programs:** AMMS will implement school-wide reading initiatives, reading challenges, to improve comprehension across subjects.
- **Digital Learning Support:** AMMS uses online tools like I-Ready, and iLit to close learning gaps and enhance literacy skills. Emerging Bilingual (EB) students are provided with translating devices and access to various programs for additional support.
- **Parental Involvement:** AMMS will partner with parents and guardians to engage parents through literacy activities and provide resources to support reading and writing at home.
- **Campus Planning & Collaboration:** Through departmental planning, Professional Learning Communities (PLC) meetings, student data analysis, and Falcon Tutoring for targeted interventions and acceleration, Audie Murphy Middle School aims to provide focused support to address academic gaps, promote student growth, and enhance overall achievement in reading and writing.

Measurement:

- Standardized test scores in reading, writing, science, and social studies.
- Progress monitoring through common formative assessments.
- Student interactive writing notebooks showcasing their writing progress over time, utilizing scaffolded writing strategies.

The data below shows the percentage of students who scored in the corresponding grade-level performance standard on the STAAR Reading assessment.

	Grade 6 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	42%	44%	13%	14%
Region	25%	26%	75%	74%	40%	51%	18%	19%
State	23%	25%	77%	75%	52%	55%	22%	25%
Audie Murphy Middle School	23%	22%	77%	78%	53%	52%	18%	18%

	Grade 7 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024

	2023	2024	2023	2024	2023	2024	2023	2024
District	26%	34%	74%	66%	44%	41%	15%	16%
Region	23%	29%	77%	71%	51%	48%	23%	23%
State	22%	28%	78%	72%	55%	52%	27%	28%
Audie Murphy Middle School	20%	29%	80%	71%	47%	48%	15%	17%

	Grade 8 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	22%	23%	78%	77%	46%	45%	18%	19%
Region	17%	21%	83%	79%	55%	52%	24%	25%
State	17%	21%	83%	79%	58%	54%	28%	28%
Audie Murphy Middle School	15%	23%	85%	77%	58%	44%	25%	17%

Goal 3: All student meet or exceed the Texas grade level standards in math.

AMMS is committed to ensuring all students meet or exceed Texas grade-level standards in math by providing differentiated learning opportunities that engage, and challenge students based on their individual needs and abilities. Our teachers utilize data-driven strategies to design tailored lessons that address each student’s needs, allowing us to provide targeted interventions using Carnegie Math and other online resources, such as IXL.

Strategies:

- **Differentiated Instruction:** AMMS utilizes differentiated instruction techniques and best practices to address the varied needs of students.
- **Math Intervention Programs:** AMMS will implement targeted intervention programs for students struggling in math.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and learning center.
- **Parental Involvement:** Engage parents in math activities during curriculum nights and provide strategies and resources to support learning at home at home.
- **Math-Focused Tutoring Support:** Provide targeted tutoring outside of the school day through Falcon Tutoring and the KISD Tutorial Center.
- **Campus Planning:** Departmental planning, PLC, analyzing student data for acceleration/intervention, and tutorial in Falcon Tutoring.

Measurement:

- Standardized math test scores
- Progress monitoring through common formative assessments.
- Ongoing assessment data, including district provided 9-Week Benchmark tests, MAP testing, and Interim STAAR.

The data below shows the percentage of students who scored in the corresponding grade-level performance standard on the STAAR Math assessment.

	Grade 6 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	30%	39%	70%	61%	28%	25%	9%	6%

Region	26%	32%	74%	68%	36%	33%	13%	10%
State	25%	30%	75%	70%	40%	37%	16%	13%
Audie Murphy Middle School	26%	40%	74%	60%	31%	24%	9%	4%

	Grade 7 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	38%	54%	62%	46%	31%	24%	7%	5%
Region	36%	47%	64%	53%	36%	30%	10%	9%
State	27%	47%	63%	53%	37%	32%	11%	10%
Audie Murphy Middle School	25%	50%	75%	50%	49%	29%	9%	4%

	Grade 8 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	33%	44%	67%	56%	31%	20%	7%	5%
Region	26%	34%	74%	66%	41%	30%	12%	8%
State	24%	30%	76%	70%	46%	40%	17%	15%
Audie Murphy Middle School	24%	44%	76%	56%	44%	16%	16%	2%

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

Audie Murphy Middle School is dedicated to preparing students for successful transitions to high school and beyond, whether their path leads them to higher education, the military, or the workforce. We provide a strong academic foundation combined with essential life skills through comprehensive programs that foster critical thinking, problem-solving, and leadership. Our college and career readiness initiatives, such as AVID, career-focused electives, and technology-driven learning platforms, help students explore future opportunities and prepare for a range of postsecondary options.

AMMS also offers personalized guidance through our counseling department, which helps students navigate academic planning, career exploration, and military pathways. With targeted interventions and personalized learning plans, we ensure that each student is supported according to their unique goals. Through collaboration with families and community partners, AMMS equips students with the tools and knowledge they need to confidently progress to high school and beyond, ensuring they are ready for future success in whichever path they choose.

Strategies:

- **College and Career Readiness Class:** All 8th grade students are exposed to various career paths and postsecondary education options.
- **AVID Program:** AMMS will ensure students who have the drive to attend college and are willing to work hard, but may lack the necessary resources, are prepared for college readiness. Many of these students are the first in their families to pursue higher education and come from underrepresented groups. Through the AVID program (Advancement Via Individual Determination), AMMS equips teachers with the tools to support these students on their path to success in both college and their future careers.
- **4-Year High School Plan:** AMMS counselors work with students to develop a personalized 4-year plan high school academic plan.
- **PSAT Test:** All 8th grade students and students taking AVID will take a PSAT test each year.

- **Academic Previews:** Students learn about the various opportunities available to them in high school. This also includes visiting their zoned high school as well as the KISD Career Center and KISD Early College High School.
- **Credit Advancement:** Students can take high school courses during middle school. AMMS currently offers Algebra I, Art I, Spanish I, and Theatre Arts I.
- **Intervention & Enrichment:** AMMS is dedicated to ensuring student success through a variety of support systems and interventions. Enrichment activities are available for students performing at or above grade level, encouraging them to explore and expand their learning. For students needing additional help, specialized reading and math interventions are provided through Falcon Tutoring, with support from skilled teachers and online tools.

Measurement:

- Tracking student participation in college and career readiness programs.
- Feedback from students and parents on the effectiveness of campus visits and career nights.
- Tracking student 4-year planning.
- Data from various assessments, and high school credits earned in middle school and 4-year planning

Student Success Strengths

Audie Murphy Middle School student success strengths:

- District-adopted curriculum is aligned vertically across subjects and grade levels and implemented by all teachers.
- Teachers and staff participate in many professional development opportunities to support student success.
- Teachers engage in PLC (Professional Learning Community) planning within content and grade level teams.
- New teacher mentor program
- Multiple venues for parent communication
- Tutorials outside of the school day
- Wide variety of online tools and resources
- Multicultural student body and staff celebrations
- Volunteer Program
- Mentor Program
 - SBDM (Site-Based Decision Making Team) Meetings
 - Award Ceremonies
 - Counseling guidance and SEL lessons

Problem Statements Identifying Student Success Needs

Problem Statement 1: All performance standard levels for math decreased for all grade levels. **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 2: Less than 31% of all students achieved the Meets or above grade-level performance on their grade-level STAAR, indicating that many students are not ready for the next grade level coursework on the Math STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS, while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 3: In all grade levels, the economically disadvantaged student population did not achieve 25% at the Meets or above grade-level standards in STAAR Math for 2023-2024 school year. **Root Cause:** There is a lack of differentiated instructional strategies at the Depth Of Knowledge (DOK) Level 2 and DOK Level 3. Students lack opportunities to grapple with real-world concepts.

Problem Statement 4: AMMS GT students showed a decrease in Meets or above grade-level performance standard on the 2023-2024 STAAR Math **Root Cause:** Differentiation is more focused on interventions rather than enriching and extending the learning experience for GT students.

Problem Statement 5: Less than 25% 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 6: 45% of 8th grade students did not achieve the Approaches or above grade-level standard for the 2023-2024 STAAR Social Students. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS, while differentiating for the needs of all learners. There is a need to provides tutoring and additional instructional strategies to close the learning gaps for students.

Problem Statement 7: Less than 46% of 8th grade students achieved Meets grade-level standard on the 2023-2024 STAAR Science. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS, while differentiating for the needs of all learners.

Problem Statement 8: The overall number of students who meet grade level standards on STAAR in reading and math declined, and there are students who failed one or more STAAR. **Root Cause:** Students lack adequate technology required access to formalized math and reading interventions during intervention period. There is not enough technology for one-to-one, and two laptop carts consist of outdated devices that are slow and often crash or stall when accessing various intervention programs.

Problem Statement 9: In 2024, the percentage of students achieving Approaches or above in reading across all grades at AMMS fell below the district, region, and state averages. 7th grade had 71% at Approaches or above compared to 72% statewide, and 8th grade had 77%, compared to 79% at both regional and state levels. **Root Cause:** There is a need for stronger alignment between curriculum, instruction, and assessment practices to ensure that students are adequately prepared to meet or exceed grade-level expectations.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. Despite various initiatives, there has been limited growth in reading achievement from 2023 to 2024 across all grade levels, with some grades even showing a decline in performance. **Root Cause:** Instructional strategies may not be effectively addressing students' individual needs or closing learning gaps over time. Teachers require additional support in data analysis and instructional planning to monitor and adjust instruction, ensuring that all students show measurable progress.

Problem Statement 11: In all grades, there has been an increase in the percentage of students who did not meet the Approaches standard. 6th grade remained relatively stable (23% in 2023 to 22% in 2024), but 7th grade increased from 20% to 29%, and 8th grade from 15% to 23%. **Root Cause:** Intervention strategies may not be consistently or effectively implemented across all grade levels. Teachers require more support in early identification of struggling readers and providing timely interventions, leading to an increase in students falling below grade-level expectations.

Problem Statement 12: In all grades, the percentage of students achieving the Math Performance STAAR level of Meets or above decreased from 2023 to 2024. 6th grade dropped from 31% in 2023 to 24% in 2024. 7th grade dropped from 49% to 29%, and 8th grade dropped from 44% to 16%. **Root Cause:** There may be insufficient differentiation and support for students who are capable of meeting or exceeding grade-level expectations. Teachers may require additional resources and professional development to implement higher-

order thinking tasks and scaffold challenging content to push more students into the Meets or Masters performance categories.

Problem Statement 13: In 2024, Audie Murphy Middle School's performance in math across all grades fell below district, regional, and state averages. **Root Cause:** The instructional practices and interventions may not be aligned with the rigor and expectations of the state standards. There may be a need for stronger curriculum alignment, enhanced instructional resources, and data-driven instruction to meet state benchmarks more effectively.

Problem Statement 14: There was a significant reduction in the total number of discipline incidents at Audie Murphy Middle School in 2025 compared to the previous two years (146 incidents in 2025, compared to 1239 in 2024 and 1237 in 2023). However, the percentage of repeat offenders increased to 21.92% in 2025, despite a lower total number of incidents. **Root Cause:** A contributing factor to the repeated offenses may be a lack of empathy among some students, affecting their ability to form positive relationships and understand the consequences of their actions. There is a need for social-emotional learning (SEL) programs and targeted interventions that focus on building empathy, emotional intelligence, and conflict resolution skills to address these recurring

Human Capital

Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Audie Murphy Middle School is committed to recruiting and retaining high-quality staff by fostering a supportive and inclusive work environment.

Strategies:

- Recognition Programs: AMMS will celebrate staff through staff recognition programs and appreciation events to highlight achievements and foster a sense of community.
- Onboarding and Mentorship: AMMS will provide mentors and buddies for new teachers, both new to teaching and new AMMS. The new teacher will be paired with an experienced staff to provide guidance and support during their first year.

Progress Measures:

- Increased retention rates of teaching staff, especially in high-need areas.
- Positive feedback from staff satisfaction surveys regarding work environment and compensation.
- Participation rates in recognition programs.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Audie Murphy Middle School will adopt district-wide staffing standards to ensure that all departments and programs are appropriately staffed with qualified professionals. This includes a strategic focus on recruiting talent for high-need areas, while maintaining equitable student-to-teacher ratios and ensuring adequate support for specialized programs.

Strategies:

- Strategic Staffing Plan: Develop a data-driven staffing plan to ensure equitable student-teacher ratios and adequate staffing for specialized programs (e.g., special education, GT).
- Diversity and Inclusion: Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Progress Measure:

- Staff retention rates and turnover statistics.
- Surveys assessing staff satisfaction with work environment and compensation.
- Participation rates in wellness programs and team-building activities.
- Feedback from staff on recognition programs.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

To support continuous professional growth, Audie Murphy Middle School will prioritize ongoing training and coaching tailored to the specific needs of its staff. This will include access to professional development opportunities, mentoring programs for new teachers, and leadership development initiatives that equip educators with the skills and resources to excel in the classroom and beyond.

Strategies:

- Coaching and Mentorship: AMMS will engage in a coaching and feedback culture, providing coaching for all through evaluation teams.
- Leadership Development: AMMS will offer leadership development through coaching and distributive leadership, in alignment with the district leadership definition.
- Technology Training: AMMS will provide ongoing training on technology integration to ensure staff are proficient in using digital tools to enhance instruction and monitor student progress.
- New to Teaching: All new teachers will attend a monthly Lunch & Learn to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.
- Professional Development: AMMS will ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on Quarterly Benchmarks, MAP, and STAAR through best practices.
- Teacher Professional Learning Communities & Planning: AMMS will provide 1 day per semester for each PLC area. Teachers will engage in effective PLC planning, with a focus on Depth of Knowledge (DOK) learning progression and Gradual Release of Responsibility (GRR). Planning will also include ways to increase student achievement and connectedness through collaboration with all departments, including Fine Arts, PE, and athletics.

Progress Measures:

- Increased participation in professional development workshops and leadership programs.
- Improved teacher evaluations and classroom performance observations.
- Positive feedback from teachers on the relevance and impact of professional development offerings.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Audie Murphy Middle School values open communication and will provide all staff with regular opportunities to give and receive feedback. This will be achieved through formal performance evaluations, staff surveys, and informal check-ins with leadership. The school will foster a culture of collaboration, where staff feel heard, supported, and empowered to contribute to the continuous improvement of the school environment.

Strategies:

- Formal Evaluations: AMMS will conduct formal yearly performance evaluations for all staff, with opportunities for goal setting and feedback.
- Staff Surveys: AMMS will conduct anonymous staff satisfaction surveys twice per year to gather insights on campus culture, support needs, and areas for improvement.
- Open-Door Policy: AMMS will implement regular, informal check-ins between staff and administration through morning Huddles, where staff can voice concerns or ideas without waiting for formal staff meetings.

- Peer Feedback Opportunities: AMMS will establish opportunities for peer observation and feedback, allowing teachers to learn from each other and provide constructive input on instructional practices.

Progress Measures:

- Increased participation in staff surveys and feedback opportunities.
- Improved staff satisfaction as indicated in survey results.
- Evidence of implemented changes based on staff feedback.

Human Capital Strengths

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- PLCs focused on student data protocols and common assessment data review.
- Various staff retention programs implemented through a combination of professional learning, and staff recognition, AMMS will work to ensure all staff feel valued and supported in their roles.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- AMMS collaborates with KiSD through various hiring events to staff positions.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- A strong culture of collaboration exists at Audie Murphy, where teachers frequently engage in peer-to-peer learning through PLCs, peer observations, and instructional coaching, reinforcing professional growth.
- Teachers regularly participate in data-driven PLCs, where they review student assessment data and collaborate on strategies to improve instructional effectiveness, helping staff stay focused on student growth and achievement.
- A structured mentorship program is implemented that pairs new teachers with experienced mentors who offer guidance, classroom support, and continuous feedback to help them develop professionally and improve instructional practices.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- The campus staff actively participate in decision-making processes through SBDM (Site-Based Decision Making) meetings, allowing them to voice their opinions and contribute to campus-wide initiatives and improvements.
- Audie Murphy Middle School leadership maintains an open-door policy, encouraging informal conversations and providing staff with regular opportunities to give feedback or discuss concerns in a supportive and approachable environment.

- Teachers at Audie Murphy have the opportunity to engage in peer observations, allowing them to both give and receive feedback from colleagues. This collaborative approach helps build a culture of continuous improvement and shared best practices.

Problem Statements Identifying Human Capital Needs

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Root Cause: A contributing factor to the repeated offenses may be a lack of empathy among some students, affecting their ability to form positive relationships and understand the consequences of their actions. There is a need for social-emotional learning (SEL) programs and targeted interventions that focus on building empathy, emotional intelligence, and conflict resolution skills to address these recurring

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations

AMMS will utilize data to make informed decisions about resource allocation to maximize student success.

Strategies:

- Needs Assessment: Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.
- Data Analysis: Use financial data and performance metrics to guide resource allocation decisions.
- Resource Allocation Model: Develop a transparent model that aligns resources with strategic priorities and educational goals.
- Regular Review: Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.
- Attendance Monitoring: Implement a robust attendance monitoring system to identify and address attendance issues promptly.

Measurement:

- Alignment of resource allocation with strategic priorities.
- Improvement in key performance indicators (KPIs) such as student achievement and attendance.
- Feedback from stakeholders on the effectiveness of resource allocation.
- Periodic audits and reviews of resource allocation processes.
- Regular analysis of attendance data to identify trends and areas for improvement.
- Reduction in the number of attendance-related issues.
- Increased student attendance rates.
- I-lit
- iReady
- Carnegie
- NWEA-MAP

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Strategies:

- Stakeholder Meetings: Conduct regular meetings with the school secretary, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.
- Communication: Maintain open lines of communication with all stakeholders throughout the budgeting process.
- Stakeholder Engagement: Involve teachers, parents, staff, and community members in the budgeting process through SBDM meetings, surveys, and other events allowing for

opportunities for feedback.

Measurement:

- Feedback from stakeholders on the budgeting process.
- Documentation of budget meetings and decisions made.
- Stakeholder satisfaction with the transparency and inclusivity of the budgeting process.

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate

AMMS will ensure that school policies and procedures are regularly reviewed and updated to support a positive school culture and climate.

Strategies:

- Regular Meetings: Hold regular meetings with the SBDM committee, department/grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.
- Parent Engagement: Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs to involve parents and the community in school activities and decision-making.

Measurement:

- Number of policies and procedures reviewed and updated annually.
- Feedback from stakeholders on the effectiveness of the updated policies and procedures.
- Participation rates in Family Engagement Nights and other community events.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

AMMS will enhance the efficiency and sustainability of district operations through targeted training programs.

Strategies:

Operational Training: Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, iLit, Carnegie, Schoology, NWEA MAP, and Eduphoria.

Training Programs: Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.

Best Practices Sharing: Facilitate the sharing of best practices and successful strategies among departments.

Sustainability Initiatives: Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

Measurement:

- Participation rates in operational training programs.
- Staff feedback on the effectiveness and relevance of the training.
- Improvements in the efficient and sustainable use of district resources as observed through periodic audits and reviews.

Financial Stewardship Strengths

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide an opportunity for students to build relationships through the use of Capturing Kids' Hearts.

Progress Measure (Lead): All teachers and staff will complete the training within the first semester and implement CKH strategies . Social Contracts, Good Things, and other key strategies will be implemented in all classrooms.

Outcome Measure (Lag): Students discipline referrals will decrease 20% by the end of the school year.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Administrators, Teachers, Counselors

Collaborating Departments: None

ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 2 Details

Key Strategic Action 2: Provide opportunities to join various clubs and organizations.

Progress Measure (Lead): Encourage teachers to sponsor clubs to offer more diverse club options to students. Clubs will be advertised during announcements, on social media, and in parent newsletters to encourage participation.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the number of clubs offered and attended on campus will increase from 9 clubs to at least 15 clubs.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Administrators, Teachers

Collaborating Departments: None

ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: AMMS will encourage students to attend school daily through an incentive program being implemented every month at the nine-week mark for perfect attendance. The RAAWEE system will be used to monitor absences and tardies.

Progress Measure (Lead): Recognition at the end of each 9 weeks

Outcome Measure (Lag): The daily attendance rate will increase by 4% by the end of the 2025 school year.

Dates/Timeframes: October - May

Staff Responsible for Monitoring: Attendance Secretary, Teachers, APs and Principal

Collaborating Departments: None

ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Recognition Awards - 166 - State Comp Ed - 166.11.6498.00.052.30.AR0 - \$2,500

Key Strategic Action 4 Details

Key Strategic Action 4: A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills through a variety of presentations, to include Challenge Day. Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement.

Progress Measure (Lead): Students will participate in Challenge Day and be taught emotional intelligence and leadership skills in order to understand how actions affect themselves and others.

Outcome Measure (Lag): At the end of the school year, the number of students receiving a discipline referral will decrease 10%.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Administrators, counselors

Collaborating Departments: None

ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Challenge Day Fees - 166 - State Comp Ed - 166.11.6299.00.052.30.AR0 - \$7,000, Substitutes needed for teachers to attend Challenge day with students. - 166 - State Comp Ed - 166.11.6112.00.052.30.AR0 - \$10,000

Key Strategic Action 5 Details

Key Strategic Action 5: Audie Murphy will hire a Parent Liaison to foster collaboration between the community, our parents, students, and staff. Parent Liaison to support a positive campus culture that brings the community, parents, students and staff together. This staff member will provide parent support, community outreach, student /parent support with the staff, and cultural events.

Progress Measure (Lead): Opportunities for parents and the community to stay connected to the campus and create a collaborative community will be provided each month.

Outcome Measure (Lag): The number of parent/community activities will increase from 3 to 6.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Principal

Collaborating Departments: None

ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Parent Liaison Salary - 211 - ESEA, Title I Part A - 211.61.6129.00.052.30.000 - \$29,533

Key Strategic Action 6 Details

Key Strategic Action 6: Students in the behavior management unit will learn strategies and tools to proactively address and support students' social-emotional needs. The resources will reinforce essential skills like self-regulation, conflict resolution, and effective communication. As a result, students would be better equipped to focus on learning, experience fewer disruptions, and have improved peer relationships.

Progress Measure (Lead): Fidelity Checks on Capturing Kid's Heart Strategies, Weekly Discipline Reports, Referral Data

Outcome Measure (Lag): Decrease the number of disciplinary incidents by 20% compared to the previous school year by the end of the academic year.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal, APs, DOI, BMU Teacher

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Instructional Resources for BMU students - 211 - ESEA, Title I Part A - 211.11.6399.00.052.30.000 - \$3,500

Key Strategic Action 7 Details

Key Strategic Action 7: AMMS will decrease disciplinary incidents by enhancing teacher-student relationships and implementing effective behavior management strategies. This includes establishing a positive incentive program using HERO and offering a variety of rewards, such as school spirit gear and other incentives.

Progress Measure (Lead): Fidelity Checks on Capturing Kid's Heart Strategies, Weekly Discipline Reports

Outcome Measure (Lag): Decrease the number of disciplinary incidents by 20% compared to the previous school year by the end of the academic year, as tracked through disciplinary records and incident reports.

Dates/Timeframes: August 2024-May 2025, monitored monthly

Staff Responsible for Monitoring: Principal; SEL Counselor; Dean of Instruction, Assistant Principals

Collaborating Departments: None

Funding Sources: Positive reward incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.052.30.000 - \$6,000

Key Strategic Action 8 Details

Key Strategic Action 8: GT students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences of content area TEKS, their academic performance and in order to make connections to real-world experiences.

Progress Measure (Lead): Bi-monthly data reviews on student performance, focusing on formative assessments and benchmarks.

Outcome Measure (Lag): GT students will enrich and extend their understanding of the content area TEKS by providing hands-on and immersive learning experiences. These field trips help students connect classroom knowledge to real-world applications, deepening their comprehension and enhancing academic performance. Additionally, these experiences foster critical thinking, creativity, and engagement, allowing gifted students to explore their interests and broaden their perspectives beyond the traditional classroom setting.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal, GT/TPSP Sponsors/DOI

Collaborating Departments: None

Funding Sources: Field Trip Fees for - 177 - Gifted/Talented - 177.11.6299.00.052.21.000 - \$4,277, Substitutes needed for teachers to attend field trips. - 177 - Gifted/Talented - 177.11.6112.00.052.21.000 - \$300

Key Strategic Action 9 Details

Key Strategic Action 9: Teachers of GT students will attend professional development to learn best practices for differentiation and facilitating the Texas Performance Standards Project (TPSP) . GT students will participate problem-solving opportunities, and critical thinking challenges that align with state standards and promote Mastery-level performance on the STAAR test.

Progress Measure (Lead): Supplies will be purchased to support the GT students with their TPSP projects and in their weekly pull-out block of instruction. A hands-on learning experience will afford students the opportunity to apply critical thinking skills in real world situations.

Outcome Measure (Lag): Increase in STAAR scores for GT students.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: DOI, Principal, GT Teachers who are TPSP Sponsors

Funding Sources: Supplies for TPSP - 177 - Gifted/Talented - 177.11.6399.00.052.21.000 - \$446

Key Strategic Action 10 Details

Key Strategic Action 10: Increase student engagement and collaboration in the classroom by providing collaborative work spaces, to include standing student desks. Standing desks can help improve student focus and encourages students to actively participate in group discussions,

Progress Measure (Lead): Regularly collect feedback from students and teachers on their experience using the standing desks, focusing on engagement, comfort, and productivity.

Outcome Measure (Lag): Measure changes in student engagement through surveys or observations comparing levels of participation and attentiveness before and after the implementation of standing desks. Track the reduction in the number of behavioral incidents, disruptions, or off-task behavior, as increased movement options can lead to better classroom behavior.

Dates/Timeframes: quarterly

Staff Responsible for Monitoring: Principal, DOI, Teachers

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 8

Funding Sources: Standing Student Desks - 211 - ESEA, Title I Part A - 211.11.6393.00.052.30.000 - \$13,827

Key Strategic Action 11 Details

Key Strategic Action 11: Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and Back to School Bash to involve parents and the community in school activities and decision-making.

Progress Measure (Lead): Measure the number of parents and community members attending each event.

Outcome Measure (Lag): Collect feedback from parents and community members regarding their satisfaction with the events and their perceived impact on school activities and decision-making.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Administrative Team, Parent Liaison

Collaborating Departments: None

Funding Sources: Resources, guides, handouts, for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.052.24.PAR - \$1,186

Goal 1 Problem Statements:

Student Success

Problem Statement 8: The overall number of students who meet grade level standards on STAAR in reading and math declined, and there are students who failed one or more STAAR. **Root Cause:** Students lack adequate technology required access to formalized math and reading interventions during intervention period. There is not enough technology for one-to-one, and two laptop carts consist of outdated devices that are slow and often crash or stall when accessing various intervention programs.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: All students will be encouraged to attend and participate in after school tutoring and interventions to address student weakness and gaps in learning. Healthy snacks will be provided during after school interventions and tutorials.

Progress Measure (Lead): Gather feedback from students about the effectiveness of the interventions and the appeal of the healthy snacks provided.

Outcome Measure (Lag): Grades in subjects where students had previously shown weaknesses.
Attendance records for the after-school sessions.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIC

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 9

Funding Sources: Nutritional snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.052.30.000 - \$2,000, Supplies for At-Risk students during tutoring - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$2,500, Toner for At-Risk students - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$1,500

Key Strategic Action 2 Details

Key Strategic Action 2: Integrate ELA into other subjects(cross-curricular) to show real-world applications and relevance through Campus PLC.

Progress Measure (Lead): The percentage of lesson plans across various subjects that include ELA components to demonstrate real-world applications and relevance.

Outcome Measure (Lag): The percentage of lesson plans across the campus which include ELA components go from 0% to 50% by the end of 24-25 school year.

Dates/Timeframes: 24-25 school year

Staff Responsible for Monitoring: Lead Teachers, Principal, Assistant Principals, CIC, DOI

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Key Strategic Action 3 Details

Key Strategic Action 3: Implement school-wide reading programs, including reading challenges. Teachers will use a variety of strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.

Progress Measure (Lead): View the percentage of classrooms actively participating in school-wide reading programs and challenges.

Outcome Measure (Lag): The percentage of students who demonstrate measurable improvement in their reading and writing comprehension skills as a result of the implemented programs and strategies from 0% to 5% for the 24-25 school year.

Dates/Timeframes: Yearly, with monthly updates

Staff Responsible for Monitoring: DOI, CIC, Teachers

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Supplemental student reading materials to support at risk students - 166 - State Comp Ed - 166.11.6329.00.052.30.AR0 - \$1,000, Purchase I-XL - 211 - ESEA, Title I Part A - 211.11.6329.00.052.30.000 - \$15,830, Science kits for at-risk learners to enhance reading strategies - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$3,000, Reading materials to build language acquisition skills - 165/ES0 - ELL - 165.11.6329.00.052.25.ES0 - \$1,650

Key Strategic Action 4 Details

Key Strategic Action 4: Engage parents in literacy activities and provide resources to support reading and writing at home.

Progress Measure (Lead): The number of literacy events (e.g., workshops, reading nights) and sessions where resources (e.g., books, guides) are distributed to parents.

Outcome Measure (Lag): The percentage of parents who actively participate in school-organized literacy activities and utilize provided resources to support their children's reading and writing at home increase by 2% for the 2024-2025 school year.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: DOI, CIC, Parent Liaison

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Parent resources, such as books, activities, pamphlets and print shop. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.052.24.PAR - \$500, Parent resources, such as books, activities, pamphlets and print shop. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.052.24.PAR - \$200

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers will attend professional development, such as the Lead4Ward THINK conference, to implement proven strategies and resources into the curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

Progress Measure (Lead): Integrate Lead4Ward resources into the training curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

Outcome Measure (Lag): Regularly observe classrooms to assess the application of new strategies.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: DOI, CIC, Principal

Collaborating Departments: None

Funding Sources: Professional Development Registration and Fees - Teachers (Ex: THINK Conference) - 166 - State Comp Ed - 166.13.6411.00.052.30.AR0 - \$7,500, Substitutes for Teachers - 166 - State Comp Ed - 166.13.6299.SB.052.30.AR0 - \$2,100

Key Strategic Action 6 Details

Key Strategic Action 6: Each semester, one full day of collaborative planning will be provided for Reading Language Arts and Social Studies PLC areas. Engage in effective PLC planning, with a focus on Depth of Knowledge (DOK) learning progression, and Gradual Release of Responsibility (GRR). Additionally, target supplemental focus on building lessons to engage all learners in each student group.

Progress Measure (Lead): Provide ongoing support and coaching to PLC members as they implement DOK-focused lessons. Monitor the frequency and impact of this support.

Outcome Measure (Lag): Perform regular classroom observations to evaluate the implementation of DOK-focused lessons and their impact on student engagement and learning.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: DOI, CIC, Principal

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Substitutes for RLA and Social Studies teachers - 166 - State Comp Ed - 166.13.6299.SB.052.30.AR0 - \$3,200

Goal 2 Problem Statements:

Student Success

Problem Statement 9: In 2024, the percentage of students achieving Approaches or above in reading across all grades at AMMS fell below the district, region, and state averages. 7th grade had 71% at Approaches or above compared to 72% statewide, and 8th grade had 77%, compared to 79% at both regional and state levels. **Root Cause:** There is a need for stronger alignment between curriculum, instruction, and assessment practices to ensure that students are adequately prepared to meet or exceed grade-level expectations.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide teachers with ongoing professional development on effective math instruction strategies (best practices), as well as utilizing Lead4Ward resources.

Progress Measure (Lead): Integrate best practice resources into the training curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

Outcome Measure (Lag): Regularly observe classrooms to assess the application of new strategies.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: DOI, CIC, Principal

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Funding Sources: Professional Development Registration and Fees - 165/ES0 - ELL - 165.13.6411.00.052.25.ES0 - \$800, Substitutes for teachers so teachers can attend PD - 166 - State Comp Ed - 166.13.6299.SB.052.30.AR0 - \$2,277, Professional Development Registration and Fees - 211 - ESEA, Title I Part A - 211.13.6411.00.052.30.000 - \$2,700, Professional Development Registration and Fees - 177 - Gifted/Talented - 177.13.6411.00.052.21.000 - \$2,000, Substitutes for teachers so teachers can attend PD - 177 - Gifted/Talented - 177.11.6116.00.052.21.000 - \$600

Key Strategic Action 2 Details

Key Strategic Action 2: Engage parents in Math Night activities and provide resources to support learning at home at home.

Progress Measure (Lead): The number of math events (e.g., workshops, math nights) and sessions where resources (e.g., books, guides) are distributed to parents.

Outcome Measure (Lag): The percentage of parents who actively participate in school-organized math activities and utilize provided resources to support their children's math at home increase by 2% for the 2024-2025 school year.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: DOI, CIC, Parent Liaison

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies for parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.052.24.PAR - \$500, Snacks for parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.052.24.PAR - \$200

Key Strategic Action 3 Details

Key Strategic Action 3: Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

Progress Measure (Lead): Schedule regular training sessions focused on differentiated instruction techniques. Ensure these sessions are practical and provide teachers with actionable strategies.

Outcome Measure (Lag): Analyze changes in students' standardized test scores over time.- 2023-2024 to 2024-2025 SY

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: DOI, CIC, Parent Liaison

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Key Strategic Action 4 Details

Key Strategic Action 4: Implement targeted intervention programs for students struggling in math.

Progress Measure (Lead): Implement a system for regularly monitoring students' progress. Use formative assessments and data tracking tools to adjust interventions as needed.

Outcome Measure (Lag): Use periodic benchmark assessments/MAP scores to track the number of students who move from below proficiency to at or above proficiency levels.

Dates/Timeframes: 9-weeks

Staff Responsible for Monitoring: DOI, CIC, Teachers

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Instructional Supplies for At-Risk Students - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$3,000, Instructional Supplies for GT Students - 177 - Gifted/Talented - 177.11.6399.00.052.21.000 - \$2,000, Toner and paper used for printing intervention instructional materials - 166 - State Comp Ed - 166.11.6399.00.052.30.AR0 - \$5,000

Key Strategic Action 5 Details

Key Strategic Action 5: All students will be encouraged to attend and participate in after school campus interventions and tutoring to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.

Progress Measure (Lead): Create incentive programs to motivate students to attend and participate. This could include rewards for consistent attendance or improvement in performance.

Outcome Measure (Lag): Analyze changes in students' grades and test scores to see if there is a correlation between attendance at after-school programs and academic improvement.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: DOI, CIC, Principal

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Key Strategic Action 6 Details

Key Strategic Action 6: Provide one full day of collaborative planning for Math and Science areas. Engage in effective PLC planning, with a focus on Depth of Knowledge (DOK) learning progression, and Gradual Release of Responsibility (GRR). Additionally, target supplemental focus on building lessons to engage all learners in each student group.

Progress Measure (Lead): Provide ongoing support and coaching to PLC members as they implement DOK-focused lessons. Monitor the frequency and impact of this support.

Outcome Measure (Lag): Perform regular classroom observations to evaluate the implementation of DOK-focused lessons and their impact on student engagement and learning.

Dates/Timeframes: Each Semester

Staff Responsible for Monitoring: DOI, CIC, Principal

Collaborating Departments: None

Key Strategic Action 7 Details

Key Strategic Action 7: AMMS will increase student engagement, and facilitate interactive learning by supplying each teacher with an mobile whiteboard. These whiteboards will provide flexible spaces for brainstorming, problem-solving, and peer-to-peer discussions. Additionally, they will allow teachers to create dynamic learning stations, enhance small-group instruction, and support differentiated learning activities tailored to the varying needs of students.

Progress Measure (Lead): Measure the percentage of lesson plans that incorporate the use of mobile whiteboards for group activities or interactive learning experiences.

Outcome Measure (Lag): Monitor changes in student performance, specifically in areas where the whiteboards were used to enhance collaboration, understanding or practice. Evaluate student growth in collaboration skills through teacher observations or self-assessments, focusing on teamwork, communication, and problem-solving abilities.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal, DOI

Funding Sources: Mobile Instructional Whiteboards for supplemental instruction - 166 - State Comp Ed - 166.11.6398.00.052.30.ARO - \$5,000

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

Key Strategic Action 1: Effectively staff administration to support the growth and development of teachers.

Progress Measure (Lead): Increase the number of curriculum administrators who can support all content areas in PLC's.

Outcome Measure (Lag): At the start of the school year will be fully staffed with one Dean, one CIC.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Funding Sources: Dean of Instruction Salary - 211 - ESEA, Title I Part A - 211.23.6119.00.052.30.000 - \$99,320

Key Strategic Action 2 Details

Key Strategic Action 2: Audie Murphy Middle School will add a Title I class size reduction Science teacher to improve the academic progress of science students.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Funding Sources: Science Teacher Salary - 211 - ESEA, Title I Part A - 211.11.6119.00.052.30.000 - \$70,805

Key Strategic Action 3 Details

Key Strategic Action 3: Effectively staff an at-risk paraprofessional to support the growth and development of students.

Progress Measure (Lead): AMMS will hire an At-Risk Paraprofessional.

Outcome Measure (Lag): By the end of the first semester, this position will be fully staffed.

Dates/Timeframes: Yearly

Staff Responsible for Monitoring: Principal

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Funding Sources: At-Risk Aide Salary - 166 - State Comp Ed - 166.11.6129.00.052.30.AR0 - \$20,494

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

SBDM & Title I Stakeholders (SEC)

Committee Role	Name	Position
Administrator/Chair	Yolanda Bailey	Principal
Business Representative	Priscilla Stanback	Business Representative
Community Representative	Riakos Adams	Community Member
District-level Professional	Jennifer Hagen	District-Level Professional
Parent	Swantje Drayton	Parent
Classroom Teacher	Pam Kropp	Subject: English/ELAR
Classroom Teacher	Christian Wesbrock	Subject: Math
Classroom Teacher	Sandra Angell-Moyer	Subject: Science
Classroom Teacher	Wendell Williams	Subject: Social Studies
Classroom Teacher	Tess Lakey	Teacher: SPED
Other Appropriate Personnel	Yasheka Lewis	Title I: Other Appropriate Personnel
Other Appropriate Personnel	Wyndy Burney	Title I: Other Appropriate Personnel
Other School Leader	Colleen Gillen-Joyce	Title I: Other School Leader
Other School Leader	Su Frank	Title I: Other School Leader
Paraprofessional	Yvette Peete	Title I: Paraprofessional
Paraprofessional	x x	Title I: Paraprofessional
Specialized Instructional Support	Ritia Lever	Title I: Specialized Instructional Support
Student	Jayla Lever	Title I: Student
Student	Jer'Ricka Lever	Title I: Student
Student	Mariah Stanback	Title 1: Student