Killeen Independent School District

Audie Murphy Middle School

2020-2021 Campus Improvement Plan

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2020 - 2021 school year will be met with a renewed sense of purpose to provide an engaging education for the middle school children of military personnel living on Fort Hood; especially given the recent events of the Covid-19 shutdown. The projected enrollment for the 2020 - 2021 school year will be approximately 757 students: 276-6th graders; 254-7th graders and 227-8th graders.

Audie Murphy Middle School is comprised of a culturally diverse student population in grades six through eight that is primarily dominated by active duty dependents and federally connected employees' dependents. Current available data illustrates the following breakdown in regard to ethnic and special programs membership: African-American - 29%; Hispanic - 28%; White - 30%; Other -13%; At-Risk - 37%; Gifted and Talented - 5%; Special Education - 13%; LEP - 5%; Economically Disadvantaged - 50%; Active Military (students zoned for AMMS) – 91%. The data listed are approximations and tend to fluctuate throughout the year due to a high student mobility rate.

Attendance rates have remained constant for the last several years with a campus attendance rate that averages around 96%. Additionally, the campus mobility rate (approximately 30%) is higher than the district average and nearly twice the state average of 16%.

The campus dropout rate is near zero percent, which is below the district average and equal to the state average.

In the 2020-2021 school year, AMMS will be supported by a highly qualified professional staff that will consist of 42 teachers (Regular Ed - 34, Dyslexia - 1, ESL - 1, Special Ed - 5, nine Instructional Aides (At-Risk, Interventionist, PBS, Skills, Resource), two Communities in Schools (CIS) Site Coordinators, one Military Family Life Counselor (MFLC), one School Behavioral Health Specialist and nine Administrators (Principal, Assistant Principals, Counselors, Librarian, Curriculum Instructional Specialist, Campus Technologist, Special Programs Facilitator). Campus retention rates have remained high with three or fewer professional staff members leaving each year; however, this year we will be losing eight positions due to projected student enrollment numbers that are considerably less than the last few years and the change in the student to teacher ratio (26:1). Teachers with five or fewer years in education represent approximately 38% of our overall teacher population.

TEACHERS		
	Years' Experience	# Of Teachers
	0 – 5	16 (38%)
	6 – 10	7 (17%)
	11 – 20	12 (28%)
	21 +	7 (17%)

Vacancies are filled through a comprehensive employment search at the district level and an intensive interview process at the campus level - all designed to hire effective, highly qualified personnel who can meet the needs of our unique student population.

New teachers begin a 'New Teacher Induction' program that is facilitated at the district level. The campus assigns a mentor teacher to all new teachers and in conjunction with the admin team, works with new teachers on a consistent basis to ensure growth and progress. Additional district and campus professional development is provided throughout the year for all areas of needed growth.

Relevant professional development opportunities are provided to all professional staff members for the purpose of meeting campus needs based on data gathered from various sources such as STAAR student performance data (utilizing 2018-19 STAAR data due to Covid-19 closure), universal screeners (MAP), Curriculum Unit Assessments (CUA), formative and summative data, T-TESS data, campus and district initiatives (i.e., Coaching Rounds model, Gradual Release of Responsibility model, District-wide Reading Initiative), content growth, etc. While researching professional development opportunities for staff members, it has been noted that some subject areas, such as Foreign language, English as a Second language (ESL) and Physical Education, have fewer opportunities available than other fields. Professional Learning Communities (PLCs) provide teachers with an avenue for collaboration, planning and data dissemination. Additionally, PLCs allow for structured dialogue to discuss the impact of professional development on student success. Through collaborative discussions, it has been determined that an increase in the amount of time spent on after-action reporting after attending professional development needs addressed in the PLC and the development of a set of protocols as to how the information will be presented to staff and PLCs increases faculty and student learning outcomes.

All teachers are evaluated through the Texas-Teacher Evaluation and Support System (T-TESS). This system will ensure on-going monitoring through classroom walk-throughs, informal observations and formalized observations. T-TESS performance data will be utilized for growth, feedback and communication. The data will also help drive professional development planning. Additionally, the district and the campus have implemented the Coaching Rounds model to help improve instructional practices.

Demographics Strengths

- Diverse student population
- Only Ft Hood middle school that serves a similar socio-economic population
- Although campus has a high mobility rate, many students attend all three years
- Campus hiring practices have ensured quality teachers are working with student population
- Staff retention rates have remained high
- Average years of teacher experience is approximately 12 years and the average length of tenure with the district is nearly 11 years
- Backgrounds of faculty and staff reflect the population / community they serve

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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**: Professional development is not readily available for all content area teachers.

Problem Statement 2: Large number of teachers will require additional training and support on all district initiatives. **Root Cause**: Nearly forty percent of the teachers on campus have fewer than three years of teaching experience.

Problem Statement 3: It has been determined that an increase in the amount of time spent on after-action reporting after attending professional development needs addressed in the PLC. **Root Cause**: A set of protocols has not been developed to address how the information will be presented to staff and PLCs to increase faculty and student learning outcomes.

Student Learning

Student Learning Summary

Due to COVID-19 pandemic, this year's CIP data is based on 2018-19 STAAR data. Disaggregation of the 2018-2019 6th, 7th, and 8th grade STAAR data illustrated that AMMS's scores were higher than the district and state averages across all content areas in all three grade levels, the only exception being social studies, which was lower than the state average of 67%. Although STAAR scores have increased in regards to the "Accomplished" standard, STAAR scores in the "Meets: and "Masters" ranges have remained static across all grade levels and content areas making this a primary strategic area that we will address in 2020-2021.

Cumulative data provided after the second administration of the 8th grade STAAR test shows that greater than 90% of the students passed the math test and 89% of the students passed the reading test. This is an increase in the passing rate from 2017-18 scores of 82% and 87%.

The 8th grade STAAR data for science and social studies showed that the scores were higher than the 2017-18 school year. The Science score was at 86%, an increase of 11%, and Social Studies was 60%, an increase of 2%. KISD average scores were 74% for science and 59% for social studies indicating AMMS not only increased the passing rate from one year to the next but continued to surpass the district average. Since these were strategic areas targeted for the 2018-19 school year, continued improvement is expected.

The following data table illustrates the 8th grade passing rates for Meets and Masters expectations:

8th Grade	2017-2018	2017-2018	2018-2019	2018-2019
	Meets	***Masters***	***Meets***	***Masters***
ELA	48%	24%	60%	28%
Math	45%	7%	58%	13%
Science	49%	27%	50%	24%
Social Studies	22%	9%	24%	12%

The 7th grade STAAR scores were 77% in Reading, 74% in Writing, and 82% in Mathematics. All 7th grade STAAR scores increased from the previous year with writing increasing the most with an 8% rise in scores.

The following data table illustrates the 7th grade passing rates for Meets and Masters expectations:

7th Grade	2017-2018	2017-2018	2018-2019	2018-2019
	Meets	***Masters***	***Meets***	***Masters***
Reading	49%	27%	47%	25%
Writing	39%	9%	39%	13%

7th Grade	2017-2018	2017-2018	2018-2019	2018-2019
Math	44%	20%	55%	19%

The 6th grade STAAR scores were 70% in Reading and 88% in Mathematics. All 6th grade STAAR scores incresed from the previous year with Reading increasing 4% and math increasing 11%.

The following data table illustrates the 6th grade passing rates for Meets and Masters expectations:

6th Grade	2017-2018	2017-2018	2018-2019	2018-2019
	Meets	***Masters***	***Meets***	***Masters***
Reading	34%	12%	39%	14%
Math	46%	21%	55%	29%

In analyzing the scores in our sub-groups, it was noted that Special Education students scores made incredible gains from the previous year; however, were below the campus level scores and still need strategic planning to assist with student improvement.

6th grade STAAR scores for these students were: 31% in Reading and 63% in Mathematics highlighting increases of 10% in Reading and 25% in Mathematics from the year before.

7th grade STAAR scores for these students were: 44% in Reading, 38% in Writing, and 52% Mathematics. All scores increased from the previous year and illustrated a 13% increase in Reading, a 32% increase in Writing and an 18% increase in Mathematics.

8th grade STAAR scores for this group were: 56% in Reading and 92% in Mathematics. These scores indicate an increase from the previous year with Reading scores increasing by 15% and Math scores increasing by 32%.

The number of At-Risk students remains at nearly 53% of our overall student enrollment which is well above the overall state At-Risk rate of 40%. This percentage reflects the number of At-Risk students who did not pass the STAAR Reading test. The following two data tables represent the percentage of At-Risk students and Special Education students who 'Did Not Meet' the passing standard as well as the percentage of students who 'Approached', 'Met' or 'Mastered' the reading standards.

AT-RISK (READING)	Did Not Meet	Approaches	Meets	Masters
6th Grade	52%	48%	15%	4%
7th Grade	38%	62%	18%	5%

AT-RISK (READING)	Did Not Meet	Approaches	Meets	Masters
8th Grade	31%	69%	36%	11%

SPECIAL-ED (READING)	Did Not Meet	Approaches	Meets	Masters
6th Grade	69%	31%	6%	1%
7th Grade	56%	44%	21%	3%
8th Grade	58%	42%	15%	12%

The percentage of Gifted and Talented students who Mastered Standards in Grade 6 on STAAR is higher in Reading and slightly lower in Mathematics when compared to 2018 scores. In 2018, Mastery in Mathematics was 86% and in 2018 decreased to 83%. In Reading, the 2018 score was 43% and increased to 50% in 2020-2021. In Grade 7, an increase was noted in the Mastery percentage for both Reading and Mathematics. In Mathematics the score was 86% and in 2018 increased to 90%. In Reading, the 2018 Mastery score was 67% and increased to 80% in 2020-2021.

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 year after year.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Learning Strengths

- Math scores across all grade levels (6, 7, 8) surpassed the passing rates of the district and the state.
- Science and Social Studies passing rates increased from previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading scores have not shown a significant increase in the "Meets" and "Masters" in all grade levels and actually decreased in 7th grade reading. **Root Cause**: Inconsistent use of reading and writing strategies across all content areas.

Problem Statement 2: Of the students identified as At-Risk, 53% are At-Risk because of STAAR Reading failure. **Root Cause**: Reading strategies are not consistently taught in all content areas.

Problem Statement 3: The STAAR passing rate for Special Education students is below the initial rate of all AMMS students in Reading, Mathematics and Writing. **Root Cause**: Lack of differentiation to address individual gaps in learning.

Problem Statement 4: Many students who have failing averages are due to missing assignments. **Root Cause**: Not all teachers participate in Saturday School (or any other program) that is designed to eliminate zeros or missing assignments.

Problem Statement 5: The STAAR Writing Meets percentage for seventh graders was 39% as compared to the State average of 40%. **Root Cause**: Students need opportunities for frequent, timely feedback through common writing prompts.

Problem Statement 6: Struggling demographic groups, students in the ESL program, and students receiving SPED services scored 49%, 43%, and 43% respectively overall on STAAR Math which is below the campus Meets average of 60%. **Root Cause**: Students need more opportunities to engage in problem solving.

Problem Statement 7: The number of students who Mastered STAAR Science declined 3% from the previous year. **Root Cause**: More opportunities for hands-on science as it relates to problem solving is needed.

School Processes & Programs

School Processes & Programs Summary

Audie Murphy Middle School continues its efforts to be pro-active and forward thinking. Through meticulous planning, team meetings, and committee meetings our organization is able to have a well-coordinated and structured environment for staff and students alike. We continue to utilize both district and campus resources designed to track student success, analyze data, and to adjust our instructional plans, as needed, in order to meet growth and needs of our stakeholders.

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 in order 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 (GRR) was introduced to the staff in 2017-18 and it's implementation continued during the 2018-19 school year. After analyzing walk-through comments, data, and suggestions with the staff, our next step to ensure student success would be continued through the study and implementation of Hess' Cognitive Rigor Matrix (CRM) and the Gradual Release of Responsibility Instructional Model. Data was collected through two Internal Instructional Rounds which indicated that we have seen a progression from classrooms primarily embedded in DOK Levels 1 & 2 to one where the majority of the classrooms were embedded in DOK Levels 2 & 3. Further walk-throughs supported this percentage. Lesson planning will include intentional determination of questioning and activities that move through the various levels of the CRM to increase rigor and planning with predetermined questions throughout the lesson to increase student-teacher, student-student, and teacher-student discourse. The components of Gradual Release of Responsibility are noted to determine if all components are being used each day. Professional development opportunities will allow teachers the opportunity to grow and bring strategies back to the campus and assist with increased student learning.

Differentiation in classrooms is incorporated to meet the needs of individual students as identified after studying the data from formal and informal assessments. CUA testing, and the data it produces, will support instruction and help teachers with differentiated grouping to help meet student needs. Tutoring is held by teachers at least twice a week, Edge Forward tutoring is offered daily for assistance with classwork in a peer tutoring and small group setting, Saturday School is available by invitation twice a month to assist students with completion of assignments or for make-up of assignments missed from absences. Falcon Saturdays are given by different core departments to enrich students and prepare them for STAAR.

Currently, we have a lead teacher in each core subject and Special Education. The lead teachers assist their departmental and PLC teachers by modeling, helping develop instructional targets and common assessments, using data to measure student achievement for identification in areas of need and success, and identifying what strategies are in lessons to move forward. These teachers meet weekly with the Campus Instructional Specialist and other administrators to plan PLC meetings, determine directions for departments, and bring information, new ideas or concerns from their departments and District Lead Teacher meetings. In addition, these teachers work with their departments to determine needed instructional supplies, including technology, software, online resources, and books needed to help students be successful in the classroom and on the STAAR tests.

As a campus, we are working to utilize collaborative teaching and cross-curricular projects to strengthen our alignment. Ongoing training and campus coaches prepare our teachers to teach and enhance instruction.

Ongoing professional development opportunities occur throughout the year. Teachers in all areas are encouraged to seek out professional development that will help them meet the needs of students in their classroom and subject area. Professional development learning is shared during PLC and faculty meetings, with a focus on Depth of Knowledge alignment and Gradual Release of Responsibility. Subject- area training meetings are held each month to allow teachers to plan for upcoming units as a department.

The district and campus expectations for the use of technology is to continue giving student access to and practice of 21st Century Skills so they will be prepared for college and the ever changing world of technology and job markets of the future. Audie Murphy has a variety of software to support instruction such as: Study Island, ILit, Imagine Learning, Comic Life, Imagine Math, Brain Pop, Discover Learning, Success Maker and various other applications and websites that are used in conjunction with instruction. One Drive and Schoology are tools used to upload, download, and share files seamlessly between home and school. Technology at Audie Murphy is integrated into the staff and students' lives. Teachers have access to a personalized website to use for lessons, communication, and collaboration which will be replaced daily in the coming months for the same purposes.

Technology use has increased with the increase in numbers of students and staff. A laptop and iPad have been assigned to each teacher to use for lesson design and implementation with a variety of software applications installed. Attendance, grades, communication, and collaboration are all employed through the use of their laptops. Several classrooms have additional desktops for students to use. Students have access to eight mobile labs, two iPod labs, and two iPad labs. The library has several computers for student use as well. Every math class has access to TI-inspire wireless graphing calculators. Audie Murphy's staff and students continue to utilize the BYOD initiative by bringing in their own devices such as smart phones, tablet computers, laptops, and eReaders for more engaging Real-World Lessons. Every core classroom has a mounted projector, a Document Camera, and most teachers have access to a Promethean Smart Board that increases student engagement.

The Campus Technology Support Specialist is always available to support staff and students in technology use and implementation. The students' classroom teachers and the Technology Applications Class evaluate the students' technology proficiencies. All Eighth Grade students take an assessment at the end of the Technology Applications class to evaluate their technological knowledge and skills. Each year the overall results show the most students are proficient in using technology.

The AMMS administrative team meets regularly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. These concerns are brought forward to various committees on campus. The committees include: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be

heard which create dialogue and seek solutions for issues that affect all stakeholders. Weekly meetings for special programs (SPED, RTI, School Behavioral Health) are held to discuss students with specific needs.

The Staff and Student Handbooks are revised each year, reviewed at in-service and shared with the staff. The Staff Handbook is in a shared folder and the Student handbook is posted on our website.

Student safety is a priority and necessitates that staff report to assigned duty locations at the beginning and end of each day. Check in and check out procedures are in place in the main office. We continue to strengthen relationships with students and parents on a daily basis, with staff members greeting students at a central entry point.

Communication with parents is essential to build positive relationships. The Audie Murphy website is located on the KISD web-page and provides information about school news, upcoming calendar events and other pertinent information. Throughout the school year parents are invited to meet with teachers before/after school and during the teacher's assigned conference period to address any issues that may arise concerning their child. Parents are also encouraged to track their student's grades and attendance through the home access portal. The counselor's office remains a center for our parents to use as guidance for academic and behavioral needs.

School Processes & Programs Strengths

- Teachers are using the Depth of Knowledge and Cognitive Rigor matrices to align lessons and develop instructional targets in the core subjects
- Targets and student success criteria are listed on the classroom boards daily, and articulated by teacher and students
- Teachers work together to plan and develop lesson plans, find resources, and research data
- Teachers continually search out ways to improve their teaching and develop strategies that will support their students
- We have very strong lead teachers who are respected by their peers both on campus and off campus
- Walkthroughs are done by the entire administration team
- Instructional teams include lead teachers and eight other teachers in addition to the principal, assistant principals and curriculum instructional specialist
- Teachers will continue to utilize collaborative instructional techniques to strengthen classroom instruction
- Cohesive unit as a school and administrative team
- Principal's Administrative Team of key personnel provides weekly input and serves as a liaison to teachers and PLC's.
- Principal's Administrative Team provides instant communication of safety issues and current personnel and staff concerns.
- Weekly bulletin keeps entire staff informed.
- Audie Murphy webpage kept current by the technologist.
- Campus Facebook page kept current to inform parents about Campus and District events.
- Global emails keep staff and administration aware of issues and concerns.
- Weekly Special Programs meetings are held to provide information about our special needs students (Special Ed, RtI, School Behavioral Health Triage)

- Campus is saturated with technology
- Access to a variety of resources are available
- Most faculty and students are technology literate

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As determined in the District Instructional Rounds and Campus Internal Instructional Rounds, there is a progression towards lesson design and instructional practices that are at the DOK levels 2&3; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers are still in the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Perceptions

Perceptions Summary

The 2020-2021 school year will mark the fifth year of serving all military dependents living on Fort Hood.

The students and staff participated in a variety of activities that mark a dedication to developing the whole person. Students trained and competed in Academic UIL events coached by AMMS teachers. They also participated in all district-offered sports and fine arts activities. Students coordinated a school-wide recycling program that not only raised awareness, but also physically reduced the amount of trash thrown into the school's dumpster.

To assist students who may struggle academically, socially, or emotionally, our campus holds weekly meetings to identify those in need of intervention, determine a plan of intervention, and monitor progress once implemented. Our intervention team includes representatives from Communities in School, MFLC, School Behavioral Health personnel, and AMMS school counselors and administrators.

To grow the culture at AMMS, we have made a conscientious effort to support collaborative teamwork and team building throughout the school year. AMMS staff enthusiastically participates in district wellness initiatives such as registering and participating in the Superintendent's Cup competition. The district-wide wellness program allows campuses and departments to compete against each other in a 5K Run/Walk event, a bowling tournament, and the "Million Mile Month" (Done during COVID-19) step challenge. In 2018-2019, AMMS finished first among all secondary schools in the district for the third year in a row displaying whole-school participation and support. Additionally, our campus had the most participation at the district's family wellness fair.

This year we implemented a revamped student recognition program designed to shine a spotlight on students who excelled in the area of academic performance. Parents were invited on campus during the school day to see their students receive recognition at honor roll assemblies after each marking period. Parents of select students were also invited to assemblies after school hours to see their student receive the KISD academic achievement award.

Parents continue to identify AMMS as the school of choice for their children. Over 20% of our student body attends AMMS on transfer with many occurring after the school year has started. Our staff works hard to welcome new families as they move to the area, and to deepen relationships with those already in attendance. Military families arriving on post are encouraged to find that our campus has numerous staff members who are prior service, current or former military dependents, or who were military children themselves. Through a partnership with the Military Child Education Coalition, we provide professional development to staff members designed to ease the transition experience for students and families moving to the Fort Hood area. Customer service is a priority and we continually seek to improve our procedures so that we can help all our new families' transition as smoothly as possible.

Communication is an ongoing challenge as we seek to keep families updated on events and emergencies and as we steadily enroll new students throughout the year. We update the AMMS website with information and resources to help new and existing families stay up to date with school and district information. We also use ConnectEd to send mass emails and texts to parents. This year we went to our feeder elementary campuses to brief their fifth graders on course offerings and extracurricular activities. This marks the first year we have an Audie Murphy Facebook page where parents can find current

information.

This year, AMMS volunteers contributed volunteer time. Counselors provided guidance and advisory support to students as they developed their four-year plans and as they selected courses for the following year. Parents and students of eighth graders were able to attend informational meetings for the KISD Early College High School program.

We have parent and community members who participate in our campus Site Based Decision Making committee, helping to provide us with a committee that equitably represents the ethnic and socio-economic make-up of the community. We have partnerships with Communities in Schools, Military Family Life Consultant, Military Child Education Coalition, and the Sergeant Audie Murphy Club. These partnerships support relationships throughout the year, and campus administration utilizes these organizations to assist with varying activities hosted for students and their families. Our Special Education and Section 504 programs help to support our population of families with special needs. We also host a School Behavior Health Clinic and Medical clinic, extensions of Darnall Hospital, on campus to assist with the mental health and medical needs of our students and their families.

Perceptions Strengths

- Expansion of volunteering
- More extracurricular activities offered (Dance team, FCA, etc.)
- Revising of procedures to help transitioning families and to provide support to existing families
- Experienced, caring, innovative staff dedicated to student achievement and success
- SBH and Health clinic support on campus
- Strong and extensive MFLC and CIS support
- Weekly RTI/Triage meetings to identify struggling students and determine a plan for intervention

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication with all campus stakeholders is a challenge. **Root Cause**: 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.

Priority Problem Statements

Problem Statement 1: Reading scores have not shown a significant increase in the "Meets" and "Masters" in all grade levels and actually decreased in 7th grade reading.

Root Cause 1: Inconsistent use of reading and writing strategies across all content areas.

Problem Statement 1 Areas: Student Learning

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 2 Areas: Student Learning

Problem Statement 3: Of the students identified as At-Risk, 53% are At-Risk because of STAAR Reading failure.

Root Cause 3: Reading strategies are not consistently taught in all content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Large number of teachers will require additional training and support on all district initiatives.

Root Cause 4: Nearly forty percent of the teachers on campus have fewer than three years of teaching experience.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 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 5: Professional development is not readily available for all content area teachers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: As determined in the District Instructional Rounds and Campus Internal Instructional Rounds, there is a progression towards lesson design and instructional practices that are at the DOK levels 2&3; however, it is not consistent across all grade levels and content areas.

Root Cause 6: Teachers are still in the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Many students who have failing averages are due to missing assignments.

Root Cause 7: Not all teachers participate in Saturday School (or any other program) that is designed to eliminate zeros or missing assignments.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Communication with all campus stakeholders is a challenge.

Root Cause 8: 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.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The STAAR Writing Meets percentage for seventh graders was 39% as compared to the State average of 40%.

Root Cause 9: Students need opportunities for frequent, timely feedback through common writing prompts.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Struggling demographic groups, students in the ESL program, and students receiving SPED services scored 49%, 43%, and 43% respectively overall on STAAR Math which is below the campus Meets average of 60%.

Root Cause 10: Students need more opportunities to engage in problem solving.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The number of students who Mastered STAAR Science declined 3% from the previous year.

Root Cause 11: More opportunities for hands-on science as it relates to problem solving is needed.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: It has been determined that an increase in the amount of time spent on after-action reporting after attending professional development needs addressed in the PLC.

Root Cause 12: A set of protocols has not been developed to address how the information will be presented to staff and PLCs to increase faculty and student learning outcomes.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Revised/Approved: September 02, 2020

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

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	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To increase reading achievement, teachers will incorporate reading strategies in content areas using a variety of intentional tactics including AVID strategies, Close reading and Text-Dependent Questioning.	Admin CIS	For student: Teacher observation and walk-throughs will indicate that students are answering and asking questions and being successful on activities. Curriculum Unit Assessment scores will improve. 9 Week assessment scores will improve with a lower failure rate. STAAR Data will show an increase in student percentages. Researched Based Program Reports will show improvement. MAP Scores will show an increase in the RIT. For Teacher: Walk-through documentation will identify that the teacher is using varying strategies. PLC minutes will note the discussion and planning of reading and writing strategies. Areas of need will be retaught and spiraled through lessons, and re-assessed to check for student mastery. Failure lists and attendance records will be used to identify students who need tutoring, attended tutoring and did/did not have an increase in grades.				
	Funding Sources: 166 - State Comp Ed - 34694.34, 177 - Gifted/Talented - 3898.94					

Strategy Description	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 2) Teacher will use interventions to increase capacity in writing by providing opportunities for writing that incorporate the writing process, summarizing, and journaling, etc. in all core subjects.	Curriculum Instructional Specialist AVID Coordinator Tiphani Morris, Special Education Coordinator Monique Armas, Jesenia Prado, Cioni Williams, Janet Sutton, Nelly Santana Lead Teachers Mike Quinn, LaBecca Thompson, Tamara Thornhill, TTESS Appraiser	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. Common Assessment Scores will improve. 9 Week Assessment Scores will improve with a lower failure rate. STAAR Data will show an increase in student percentages. Researched Based Program Reports will show improvement. MAP Scores will show an increase in the RIT. For Teacher: Walk Through documentation will identify that the teacher is using varying DOK levels and Gradual Release. PLC Minutes will note the discussion and planning of DOK, Gradual Release and data disaggregation. Areas of need will be retaught and spiraled through lessons, and re-assessed to check for student mastery. 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.				
	Funding Sources: 166 - State Comp Ed - 6446.66					

Strategy Description	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 3) 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 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.	Curriculum Instructional Specialist AVID Coordinator Tiphani Morris, Special Education Coordinator Monique Armas, Jesenia Prado, Cioni Williams, Janet Sutton, Nelly Santana Lead Teachers Mike Quinn, LaBecca Thompson, Tamara Thornhill, TTESS Appraiser	For student: Teacher observation and walk-throughs will indicate that students are answering and asking questions and being successful on activities. Curriculum Unit Assessment scores will improve. 9 Week assessment scores will improve with a lower failure rate. STAAR Data will show an increase in student percentages. Researched Based Program Reports will show improvement. MAP Scores will show an increase in the RIT. For Teacher: Walk-through documentation will identify that the teacher is using varying strategies. PLC minutes will note the discussion and planning of reading and writing strategies. Areas of need will be retaught and spiraled through lessons, and re-assessed to check for student mastery. Failure lists and attendance records will be used to identify students who need tutoring, attended tutoring and did/did not have an increase in grades.				
	Funding Sources: 166 - State Comp Ed - 1000.00					

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Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

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	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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.				
	Funding Sources: 166 - State Comp Ed - 11200.00					
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.				
	Funding Sources: 263 - ESEA, Title III Part A - 986.70, 165/ES0 - ELL - 2866.50					

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Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

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

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

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	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				

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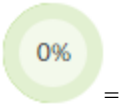
Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

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	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regular monthly 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				
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 once 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				

= Accomplished = Continue/Modify 

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Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

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	Staff Responsible for Monitoring	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) Quarterly 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				
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.				

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Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: Improve health of all Audie Murphy Middle School students.

Evaluation Data Source(s) 1: Decreased number of overweight and obese students. Increased student participation in physical activities.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	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.				

Strategy Description	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				

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Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

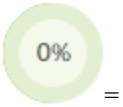
Performance Objective 2: AMMS will provide a safe, healthy, secure and orderly environment for students, staff, families, and community.

Evaluation Data Source(s) 2: Reduce incidents of bullying, peer pressure, and drug abuse. Fewer recorded incidents than last year.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	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				

Strategy Description	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				

= Accomplished = Continue/Modify 

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Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities 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	Staff Responsible for Monitoring	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				
	Funding Sources: 166 - State Comp Ed - 23243.00					

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State Compensatory

Personnel for Audie Murphy Middle School:

Name	Position	Program	FTE
Underwood, Melissa	Aide PCN 14057		1.0

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	**Killeen ISD**	**Campus Name**	**Audie Murphy Middle School**	**Superintendent**	**Dr. John Craft**	**Principal**	**Dr. Jen Warren**
District Number		**Campus Number**	**000000052**	**District Coordinator of School Improvement (DCSI)**	**Mr. Mike Quinn**	**ESC Number**	12
Is this a Turnaround Implementation Plan?	**No**	**What Year was the TAP first implemented?**		**Was TAP Implementation Ordered or Voluntary?**		**ESC Support**	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Mr. Mike Quinn**
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Mr. Mike Quinn**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Dr. Jen Warren**
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2A and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.	https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1 Score (Student Achievement): Goal 87, Current 82; Domain 2A Score (School Progress/Academic Growth); Goal 80, Current 75; Domain 2B Score (School Progress/Relative Performance): Goal 86, Current 81; Domain 3 Score (Closing the Gaps): Goal 84, Current 79
	What changes in student group and subject performance are included in these goals?	Our student performance outcomes will increase by at least 5 points for each Domain of STAAR accountability.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**4 - Partial Implementation**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**4 - Partial Implementation**

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	**3 - Planning for Implementation**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3 - Planning for Implementation**
5.1 Objective-driven daily lesson plans with formative assessments.	**3 - Planning for Implementation**
5.3 Data-driven instruction.	**3 - Planning for Implementation**

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	**5.3**		
Rationale	**We recognize that we need to develop strong data practices on our campus. Looking deeply at student data and making strong instructional decisions based on that data is what will ultimately lead to improvement for our campus.**		
How will the campus build capacity in this area? Who will you partner with?	PLCs will take place after district CUAs are completed for all core subjects. PLCs will include data dives after all unit assessments utilizing the district's CUA Data Analysis Tool to identify next levels of work for remediation/extension. Partners will include the content teachers, curriculum instructional specialist, assistant principals, and the principal.		
Barriers to Address throughout this year	Our instructinal schedules do not align so that content area teachers have the same conference time. Data PLCs will have to take place after school hours. The new district CUA Data Analysis Tool is new. Teachers will have to stick to the Pacing Calendar in order to have CUAs completed by data meetings and to have the "bridge" days for remediation/extension.		
How will you communicate these priorities to your stakeholders? How will create buy-in?	We will communicate these priorities thorugh staff meetings, PLCs, SBDM, and annual parent meetings. We will create buy-in by validating our reasoning, providing support, fostering regular communication, asking for feedback, and using data to guide future decisions.		
Desired Annual Outcome	Through the data dissagregation process using the CUA Data Analysis Tool consistently in PLCs after CUA data is available, teachers will be able to make data-driven instructional decisions to remediate or extend student learning so that overall student success increases across all subjects.		
District Commitment Theory of Action	If the district continues to provide a pacing calendar for CUAs, district instructional specialist support, common unit assessments, and a guaranteed and viable curriculum, then we will be able to establish strong data-driven instructional practices to improve student achiement.	If....then,	If....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please select the Assessment Type from the drop-down. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please select the Assessment Type from the drop-down. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regards to COVID-19.

Key:	Cycle 0	Cycle 1	Cycle 2	Cycle 3

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results 6th/7th/8th	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal 6th/7th/8th	Actual Result 6th/7th/8th	Assessment Type	Formative Goal 6th/7th/8th	Actual Result 6th/7th/8th	Assessment Type	Formative Goal 6th/7th/8th	Actual Result 6th/7th/8th	Summative Goal 6th/7th/8th
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	70%/77%/89%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
		All	All	Reading	Meets	STAAR	39%/47%/60%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
		All	All	Reading	Masters	STAAR	14%/25%/28%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
		All	All	Mathematics	Approaches	STAAR	88%/82%/92%		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		61%/63%/64%/(61%)
		All	All	Mathematics	Meets	STAAR	55%/55%/58%		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		61%/63%/64%/(61%)
		All	All	Mathematics	Masters	STAAR	29%/19%/13%		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		MATH CUA	61%/63%/64%/(61%)		61%/63%/64%/(61%)
		All	All	Science	Approaches	STAAR	86%		SCIENCE CUA	71%		SCIENCE CUA	71%		SCIENCE CUA	71%		71%
		All	All	Science	Meets	STAAR	50%		SCIENCE CUA	71%		SCIENCE CUA	71%		SCIENCE CUA	71%		71%
		All	All	Science	Masters	STAAR	24%		SCIENCE CUA	71%		SCIENCE CUA	71%		SCIENCE CUA	71%		71%
		All	All	Social Studies	Approaches	STAAR	60%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		70%
		All	All	Social Studies	Meets	STAAR	24%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		70%
		All	All	Social Studies	Masters	STAAR	12%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		SOCIAL STUDIES CUA	70%		70%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ACADEMIC ACHIEVEMENT WHITE	READING	TARGET 60%	STAAR	51%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ACADEMIC GROWTH WHITE	READING	TARGET 69%	STAAR	67%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
		All	ACADEMIC GROWTH 2 OR MORE RACES	READING	TARGET 68%	STAAR	56%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		RLA CUA	78%/74%/75%		78%/74%/75%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS READING	All	TELPAS READING	PROGRESSING AT LEAST ONE LEVEL: 21%/38%/25%		ELL ILIT			ELL ILIT			ELL ILIT			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	0	0
Desired Annual Outcome	Through the data dissagregation process using the CUA Data Analysis Tool consistently in PLCs after CUA data is available, teachers will be able to make data-driven instructional decisions to remediate or extend student learning so that overall student success increases across all subjects.	0	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district continues to provide a pacing calendar for CUAs, district instructional specialist support, common unit assessments, and a guaranteed and viable curriculum, then we will be able to establish strong data-driven instructional practices to improve student achiement.	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- **the prioritized essential action it is aligned to,**
- **the start date/end date during this specific cycle,**
- **the resources needed to accomplish this task,**
- **the person(s) responsible for ensuring task is accomplished,**
- **the evidence that will be used to determine progress toward the action step, and**
- **the date evidence will be collected.**

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	0	0
Desired Annual Outcome	Through the data dissagregation process using the CUA Data Analysis Tool consistently in PLCs after CUA data is available, teachers will be able to make data-driven instructional decisions to remediate or extend student learning so that overall student success increases across all subjects.	0	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district continues to provide a pacing calendar for CUAs, district instructional specialist support, common unit assessments, and a guaranteed and viable curriculum, then we will be able to establish strong data-driven instructional practices to improve student achiement.	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- **the prioritized essential action it is aligned to,**
- **the start date/end date during this specific cycle,**
- **the resources needed to accomplish this task,**
- **the person(s) responsible for ensuring task is accomplished,**
- **the evidence that will be used to determine progress toward the action step, and**
- **the date evidence will be collected.**

At the end of each cycle -
For each action step, (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	0	0
Desired Annual Outcome	Through the data dissagregation process using the CUA Data Analysis Tool consistently in PLCs after CUA data is available, teachers will be able to make data-driven instructional decisions to remediate or extend student learning so that overall student success increases across all subjects.	0	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district continues to provide a pacing calendar for CUAs, district instructional specialist support, common unit assessments, and a guaranteed and viable curriculum, then we will be able to establish strong data-driven instructional practices to improve student achiement.	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- **the prioritized essential action it is aligned to,**
- **the start date/end date during this specific cycle,**
- **the resources needed to accomplish this task,**
- **the person(s) responsible for ensuring task is accomplished,**
- **the evidence that will be used to determine progress toward the action step, and**
- **the date evidence will be collected.**

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu; and (2) describe what next steps will be taken during the next cycle.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	**Carryover Action Steps**	**New Action Steps**

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action		0	0
Desired Annual Outcome		0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.
Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
- **the prioritized essential action it is aligned to,**
- **the start date/end date during this specific cycle,**
- **the resources needed to accomplish this task,**
- **the person(s) responsible for ensuring task is accomplished,**
- **the evidence that will be used to determine progress toward the action step, and**
- **the date evidence will be collected.**

At the end of each cycle -
For each action step, (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps