

Granbury Independent School District
Acton Middle School
2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: October 21, 2014
Public Presentation Date: September 22, 2014

Mission Statement

The mission of Acton Middle School is to offer all students the opportunity to be successful at school and become self-motivated, resourceful learners who can make informed choices.

AMS Belief Statement

AMS BELIEVES IN.....

- POSITIVE CONTRIBUTIONS
- RELATIONSHIP BUILDING
- SAFE AND CARING ENVIRONMENT
- QUALITY EDUCATION FOR ALL STUDENTS

"AMS Faculty and Staff are committed to making this happen!"

TEXAS EDUCATION AGENCY
2014 Accountability Summary
ACTON MIDDLE (111901042) - GRANBURY ISD

Accountability Rating

Met Standard

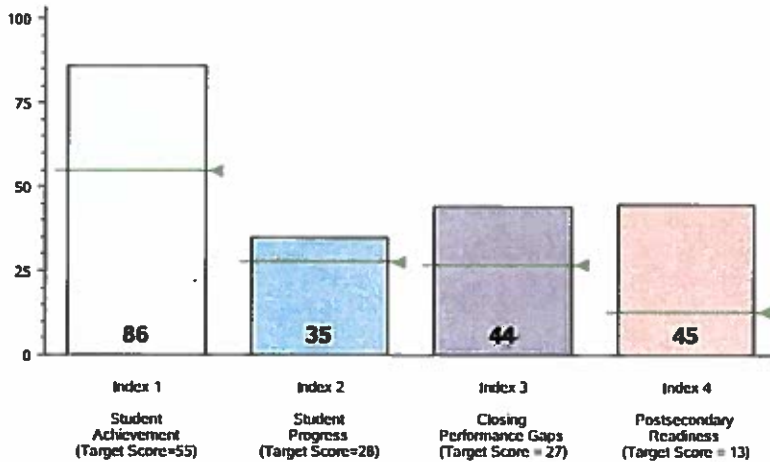
Met Standards on	Did NOT Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

Distinction Designation



Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science DISTINCTION EARNED
Academic Achievement in Social Studies DISTINCTION EARNED
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,953	2,261	86
2 - Student Progress	563	1,600	35
3 - Closing Performance Gaps	885	2,000	44
4 - Postsecondary Readiness			
STAAR Score	44.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		45

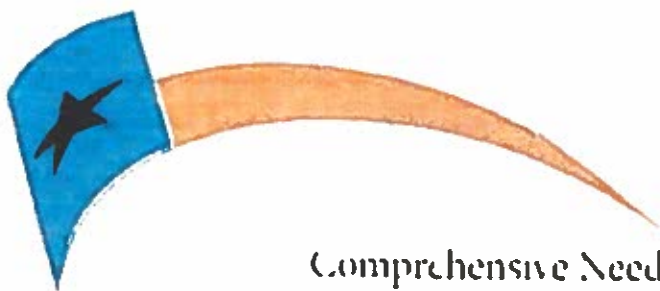
Campus Demographics

Campus Type	Middle School
Campus Size	803 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	35.5%
Percent English Language Learners	2.4%
Mobility Rate	12.4%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	22 out of 23 = 96%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	32 out of 33 = 97%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|-----------------------|---|
| ● Attendance | ● At-Risk Students data |
| ● Enrollment | ● Gender of our students and their data |
| ● Special Programs | ● STAAR Exam Scores |
| ● Discipline Reports | ● Failure Reports |
| ● LEP Failure Reports | ● RTI data |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reflections on Common Assessment

- Hispanic Partnership

- Parental Support

- Academic Growth across sub-pops

- RTI interventionists

- IPI's for all student not passing STAAR

- RTBI interventions

- Students rewarded for good attendance each 6 weeks

- Students rewarded for good grades each 6 weeks

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Needs

- Additional support with special pops

- Additional intervention methods

- Improved Attendance

- Time for teacher collaboration

- Additional RTI support

- Training on proper implementation of IPI's

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Summary of Needs

- An increased focus on student attendance

- Additional training for intervention methods

- Be able to target all student groups to have them College and Career Ready-monitoring

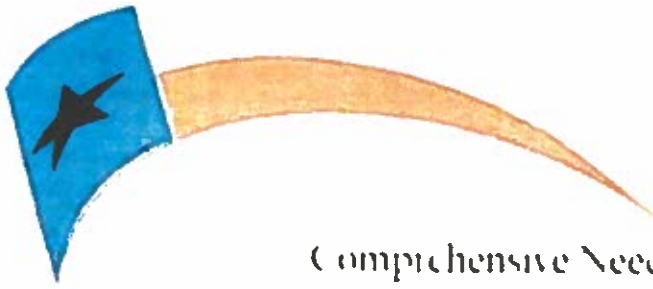
- Additional support for RTI interventists

- Additional training to properly implement IPI's

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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● State Assessment Data <hr/> ● 6 Weeks Common Assessment <hr/> ● RTI Data & Special Program Data <hr/> ● BOY and EOY universal screeners <hr/> ● Readistep and Explore Results <hr/> | <ul style="list-style-type: none"> ● Class Grades <hr/> ● Benchmark data <hr/> ● _____ <hr/> ● _____ <hr/> ● _____ <hr/> |
|---|---|

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- State Assessment above State Levels

- State Assessment Increases Yearly

- Special Populations have increased

- Willing teachers with high expectations

- All students attended Camp El Tesoro

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Needs

- 6th grade for Reading Improvement

- More tools for RTI interventions

- Attendance for some students struggling

- LEP writing improvement

- More students reaching Level III

- Engagement strategies for Special population students

- 7th Grade Writing improvement in all subpopulations

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Summary of Needs

- Focus on Reading for 6th grade

- Focus on RTI Intervention Improvement

- Partner with families to improve attendance.

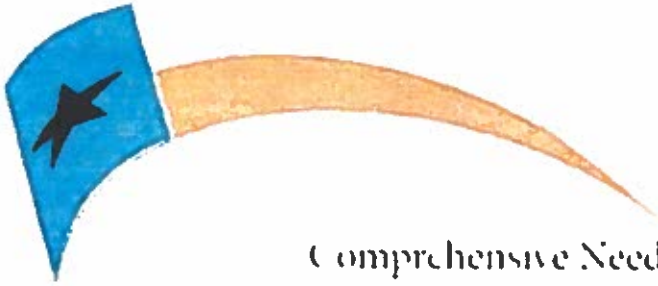
- Focus on writing for 7th grade students

- Engagement strategies training for special populations

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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, and Staff

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- Campus Leadership Team

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- Dept. Head's input

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- Parent/Teacher Conferences

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- Parent informational meetings
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- F.O.R. Club meetings

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- Team Building Breakfasts

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- PTO meetings

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- Grade Level Meetings

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- Monkey Surveys for staff
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See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Belief Statement - We live it

- Capturing Kids Hearts

- Teachers supportive of one another

- Rachel's Challenge

- Cyber Bullying Awareness Training

- Advisory Support for Students

- Online Bully Reporting

- Outdoor Learning Center Grants Funded

- Teen Leadership classes offered

- Lunch Bunches with at risk students

Needs

- Fitness and Wellness strategies

- More opportunities for at-risk students

- Interventions to Bullying

- New staff trained with Rachel's Challenge

- New staff trained with CKH

- Training on LEP interventions

- Student training on conflict resolution

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Summary of Needs

- Training for at-risk students and teachers to over-come the non traditional student

- All classes be relational and empathetic to all students needs

- Bullying training for all staff to support students

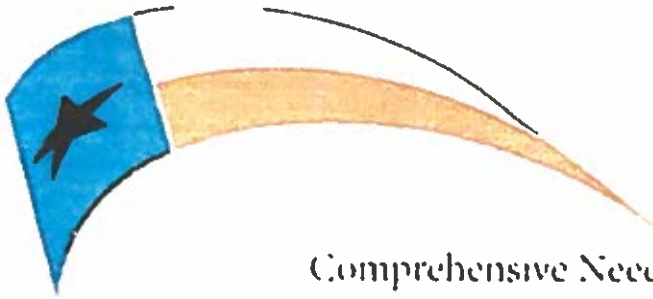
- Continue to keep Rachel's Challenge as a campus focus

- Student training on conflict resolution

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness In Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- PDAS Evaluations ● _____
- State Assessments & Common Exams ● _____
- State Accountability Comparisons ● _____
- Highly Qualified Certification Data ● _____
- _____ ● _____
- _____ ● _____

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Quality Instruction with strong alignment

- Proven Assessment results

- Students encouraged to advance

- Strong alignment with teachers

- Excellent support district wide with scope and assessments

- Proven Training for staff support

- Conference periods are the same for each subject allowing collaboration

- Teachers utilize the technology available on campus

- 16.4 student to teacher ratio

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Needs

- More Professional Development

- Opportunities for additional certifications

- Training for new state assessments

- Clear understanding of new accountability system

- Balance with scope and PBL

- Continued Technology training and support

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Summary of Needs

- Teachers are in need of additional training for varied instructional and engagement strategies

- Differentiation training for teachers

- Funds provided to support professional development for teachers

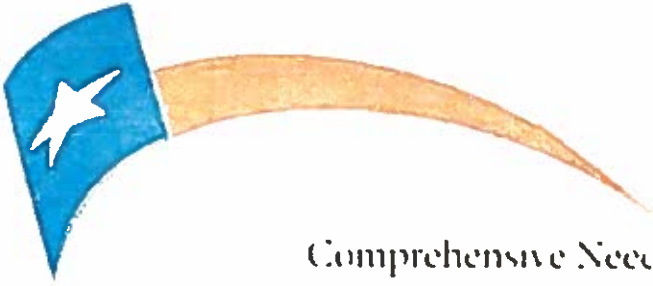
- All staff trained in PBL

- Space out time for collaboration with Professional Development

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|-----------------------|----------------------------------|
| ● Walk-Through Data | ● PBL projects |
| ● _____ | ● _____ |
| ● Parents Surveys | ● State Assessments |
| ● _____ | ● _____ |
| ● Leadership Team | ● Common Assessments/ Benchmarks |
| ● _____ | ● _____ |
| ● Molina Walks | ● BOY/EOY Screeners |
| ● _____ | ● _____ |
| ● Scope and Sequences | ● GT data |
| ● _____ | ● _____ |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Effective Curriculum at AMS

- Gateway To Technology pre-engineer class

- High school credits at middle school level can be earned by all students

- Molina Training

- Project Based Learning

- Advisory time gives students support time for homework and tutoring

- PBL showcase

- Science Fair and History Fair projects awards; Math Counts awards

- Tutoring available morning, lunch, and after school in all subjects

- Flipped Classrooms/sophia.org

Needs

- Support for staff with struggling students

- More teacher collaboration

- Knowing the new accountability system

- Working in the spirals to utilize as review and new information

- Additional support for GT teachers with projects

- Additional training on flipping classrooms

- Utilizing technology resource for students at home

- Increased technology for student interventions

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Summary of Needs

- Emphasis on PBL and new tools

- Provide intervention times for ELA & Math

- Create training session for math teachers to be effective with new approach

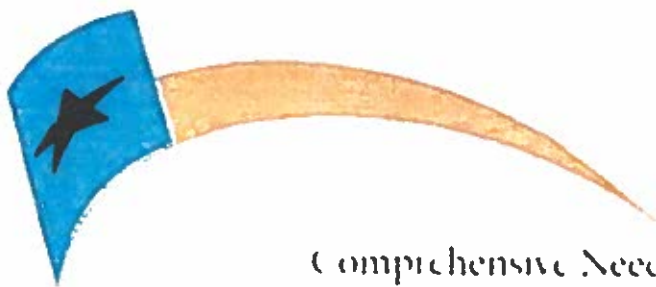
- Re-Create guidelines for Advisory time

- Utilizing technology to provide resources for students at home

- 3 week checkpoints to help align scope across grade level

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Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Parent Survey <hr/> <ul style="list-style-type: none"> ● PTO Board Input/ Meetings <hr/> <ul style="list-style-type: none"> ● Campus Leadership Team <hr/> <ul style="list-style-type: none"> ● Hispanic Heritage Partnership Data <hr/> <ul style="list-style-type: none"> ● Elective Fair Night <hr/> | <ul style="list-style-type: none"> ● PBL Showcase <hr/> <ul style="list-style-type: none"> ● NJHS Inductions <hr/> <ul style="list-style-type: none"> ● Fine Arts Night, Choir Concerts, Band Concerts, Athletic events <hr/> <ul style="list-style-type: none"> ● Rachel's Challenge Day/F.O.R. Club community fund raisers <hr/> <ul style="list-style-type: none"> ● Camp El Tesoro <hr/> |
|---|---|

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PTO Involvement

- Parent Support

- School Messenger System for info

- Online Skyward Grading System

- Parents funded all students to Camp El Tesoro

- Pirate Camp for 6th Grade for students and parents

- 7th and 8th Grade Orientation for students and parents

- Principal Remind 101 texts, e-mails, and videos for students and parents

- Hispanic Heritage Partnerships

- Parents volunteer for tutoring, awards, special days, and professional development

Needs

- More family partnerships

- Improved communication from programs

- Time for more teacher/parent conferences

- More Information sessions for parents

- Get tutoring schedules out to parents

- All messages sent in English and Spanish

- Master list of parents willing to volunteer at school

- Mentoring program

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Summary of Needs

- Support from school community for new outdoor learning center

- Provide information sessions for parents to be more informed

- Send more online videos to families for information

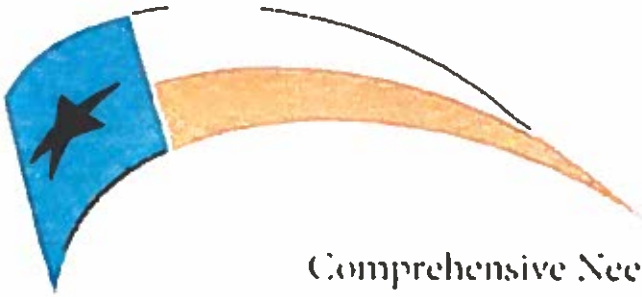
- Academic Advising for students and parents with more venues

- Continue to promote our Hispanic Partnership Dinners

- Be intentional with getting out messages and letters in English and Spanish

- Create a mentoring program utilizing community members for at-risk students

- Create a survey for parents, students, and staff



Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Survey Parents, Students, & Staff ● _____
- Campus Leadership Team ● _____
- PTO Board Members ● _____
- Department Meetings ● _____
- Team Building Breakfasts ● _____

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

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Strengths

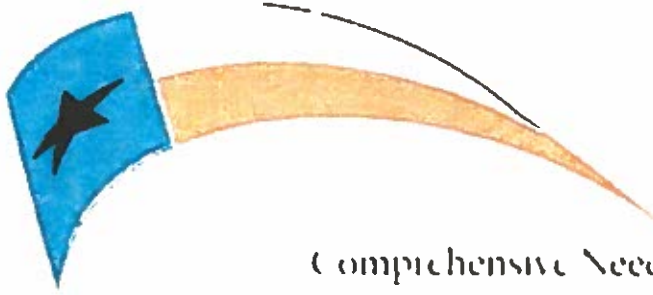
- AMS Belief Statement
- _____
Communication from school to home
- _____
Leadership & Decision Making Processes
- _____
Strong Teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Duty Rosters for school safety
- _____
Specific programs improve communication
- _____
Streamline calendar communication
- _____
Teacher websites updated weekly
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Possibly move to one calendar for entire staff
- _____
Hire quality staff to help lead and guide students daily
- _____
Continually work to enhance communication from school to home in all programs
- _____
AMS Leadership Team provide support for all staff in all areas of school programs
- _____
Teacher websites updated frequently
- _____
- _____
- _____
- _____



Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|-------------------------|---------|
| ● Technology Committee | ● _____ |
| ● _____ | ● _____ |
| ● Technology Plan | ● _____ |
| ● _____ | ● _____ |
| ● Star Chart | ● _____ |
| ● _____ | ● _____ |
| ● Campus Infrastructure | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Technology Department

- Equipment upgrades

- Available Equipment

- Technology Training Opportunities

- Librarian technology support for staff

- Emerging Technology class

- Gateway To Technology

- Tech Applications class

- Technology training available during summer

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Needs

- Diverse use of technology from teachers

- Lessons developed for technology

- More technology training for teachers

- Time to develop and implement

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Summary of Needs

- Additional inservice days devoted to Technology

- Open additional computer labs for classes

- Keep a tech equipment replacement schedule plus additional funding needed

- Collaboration time for lesson design

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or PLAN assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: All stakeholders (parents, students, staff and community) will have a positive experience and feel "involved" at AMS.

Summative Evaluation: Survey results will show over 90% satisfaction with their AMS experience.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Capturing Kid's Hearts - promote relationship building between students and staff	2, 8	Principal, Teachers	Student Survey; Discipline Report; Student Survey				
Funding Sources: Local (199)							
2) Develop and implement character education curriculum	2	Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel.				
Funding Sources: Local (199)							
System Safeguard Strategies 3) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.	1, 4, 7	Teachers	Notice of Parent Meeting; Parent Participation				
Funding Sources: Local (199)							
System Safeguard Strategies 4) Hispanic Heritage dinners - promote school and home connection with Hispanic families	7, 8	Principal, ESL & Spanish Teachers	Hispanic family involvement				
Funding Sources: Local (199) - \$1400.00, ESL/Bilingual (25) - \$500.00							
5) TEEN Leadership classes offered to all 7th grade students	2, 4, 8	Teachers, Admin	Lesson Plans; Report Cards, Discipline Data				
Funding Sources: State Comp Ed (24) - \$900.00							
System Safeguard Strategies 6) Crime Stoppers Club		Asst Principal	Crime reports being turned in; Discipline Report				
Funding Sources: Local (199) - \$80.00							
7) Honor Roll Awards		PEIMS Clerk	Student's Grade improvement				
Funding Sources: Local (199)							
8) Perfect Attendance Awards	1, 2, 8	Asst Principals; Attendance Clerk	Six Weeks Attendance Data				
Funding Sources: Local (199)							

9) Teacher of the Month	5	Principal, Secretary	Certificate & gift card presented to teacher				
Funding Sources: Local (199) - \$300.00							
10) Principal Updates sent by School Messenger emails and Reminder 101	7	Principal, Secretary	School Messenger Reports; Positive Communication				
Funding Sources: Local (199)							
11) Student/Parent Handbook	7	Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
12) New students to AMS will have a Welcome Breakfast once each month in the Library	1	Counselors, Asst. Principals	Student progress in the classroom and increased relationships				
Funding Sources: Local (199)							
13) Parent Informational Meetings in various school programs	7	Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Involvement in extracurricular activities.				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: The staff at AMS will maintain positive home/school relationships.

Summative Evaluation: Survey results will show over 90% satisfaction with school to home relations.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Rachel's Challenge-FOR Club; 1 of RC objectives each 6 weeks posted in the hallways & put on announcements.	1, 2	Principals	Safe Environment; Acts of Kindness; more Pirate Pride Awards; FOR Club meets on a regular basis				
Funding Sources: Local (199)							
System Safeguard Strategies 2) Pirate Camp and Open House	1, 2, 4, 7	All Faculty	Smooth transition, relationships; Sign In Sheets				
Funding Sources: Local (199) - \$2000.00							
3) Parents will serve on CLT	7	Principal, Secretary	Positive Relations; Sign In Sheets				
Funding Sources: Local (199)							
4) "Team Dadz" monthly on duty with students	7	Principals, Secretary	Positive Relations; Attendance of dads				
Funding Sources: Local (199) - \$15.00							
5) FCA-Fellowship of Christian Anybodies		FCA Sponsors	Student Relations; Sign-In Sheets				
Funding Sources: Local (199)							
6) Student Council		Student Council Sponsor	Monthly Meetings; Communication; Positive Relations				
System Safeguard Strategies 7) Acton Middle School will only interview highly qualified applicants.	4, 5	Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
Funding Sources: Local (199)							
8) Customer Care training of all office staff:	7	Principal; All Acton Middle School Employees	Parent and student survey; Observation				
9) Develop and Review servant leadership plan with staff members		Principal and Assistant Principals	Parent and student survey; meeting agenda				
10) Librarian will post announcements on channel 48 during advisory. Occasionally staff & students may record special announcements.	2, 7	Librarian, Staff & Students	Improved Communication				
Funding Sources: Local (199)							

 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: All student populations will engage in high rigor curriculum and instruction daily.





Summative Evaluation: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Target College Readiness standards for all students	1, 2, 3, 4, 5, 6, 8	Principals, Counselors, Teachers	College Readiness Presentations to parents & Course Enrollments; STAAR Data/Course Enrollment data				
Funding Sources: Local (199)							
System Safeguard Strategies 2) Academic Advising for all students	1, 2, 4	Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
Funding Sources: Local (199)							
System Safeguard Strategies 3) Scope & Sequence and Common Assessments focus teachers on TEKS	1, 2, 3, 4, 5, 6, 8	Curriculum Dept	Scope & Sequence; Guaranteed & Viable Curriculum				
Funding Sources: Local (199)							
System Safeguard Strategies 4) CARA Meetings - teachers monitor data from CA's to look for areas of weakness	1, 2, 3, 4, 6, 8	Teachers, Curriculum Department	CA Data & Reflection Forms; Teacher growth & collaboration				
Funding Sources: Local (199)							
System Safeguard Strategies 5) SIOP strategies used in classrooms, posting TEK and ELP objectives on board	1, 2, 3, 4, 5, 6, 8	Teachers, Admin	Benchmarks; Walkthrough Data				
Funding Sources: Local (199)							
System Safeguard Strategies 6) Professional Development for Teachers to teach effectively	1, 2, 3, 5, 6	Principal; Curriculum Department	Discipline Referral data & student academic scores; STAAR Data, Report Cards				
Funding Sources: Local (199) - \$7000.00							
7) Meetings with Students to Extent Awareness of Post Secondary Options	2, 8	Principal, Counselors, Teachers,	Number of students taking Algebra & English I				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Frequent monitoring of student progress

Summative Evaluation: 90% of students will meet or exceed state minimum standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Differentiated instruction in the classroom.	1, 2, 3, 4, 5, 6, 8	Teachers	Student Achievement; Teacher Growth				
Funding Sources: Local (199)							
System Safeguard Strategies 2) AP Spanish	1, 2, 3, 5	Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
Funding Sources: Gifted (21) - \$900.00							
System Safeguard Strategies 3) 3 Week Checkpoints for core content classes	1, 2, 4, 5, 6	Principal, Instructional Specialist	Data from checkpoint results				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Raise standards and student competency in all CTE programs.





Summative Evaluation: CTE Courses will be 90% full capacity each year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Project Lead the Way (Gateway to Technology) implementation	1, 2, 4, 5, 8	Principal, PLTW Teachers	Teacher Training, Student Participation; Math/Science Growth				
	Funding Sources: State Comp Ed (24) - \$7500.00						
2) Participate in Recruiting Events for GHS CTE Courses	4, 7, 8	Principal, PLTW Teachers	Student Enrollment Data				
	Funding Sources: CTE (22)						
3) Participation in Career Explorations course for 7th grade.	5	Principal	Student Enrollment Data				
	Funding Sources: CTE (22)						
4) Participation in Principles of Emerging Technologies	1, 3, 5	Principal, Technology teachers, District Instructional Technology Coordinator	Student enrollment data				
	✓ = Accomplished 🍊 = Considerable 🍊 = Some Progress = No Progress ✗ = Discontinue						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Student time on task will be increased to maximize learning opportunities.





Summative Evaluation: Students will be engaged 90% of classroom learning time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) AMS Theatre Arts department presents annual musical		Theatre Arts Teacher	Musical Performance; Musical Attendance				
Funding Sources: Local (199) - \$2000.00							
2) Provide effective instructional leadership for all staff <i>System Safeguard Strategies</i>	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principals, Instructional Specialist	Faculty Survey; STAAR Results				
Funding Sources: Local (199)							
3) Summer Conference instruction will be used to improve classroom learning. <i>System Safeguard Strategies</i>	1, 2, 3, 4, 5, 6, 8	Superintendent, Curriculum Department, Campus Administrators, and Instructional Specialist	Sign In Forms				
Funding Sources: Local (199)							
4) Horizontal and vertical team meetings/PLCs <i>System Safeguard Strategies</i>	1, 2, 3, 4, 5, 6, 8	Principal, Instructional Specialist, and Curriculum Coordinators	Meeting Agendas; Curriculum Coordination				
Funding Sources: Local (199)							
5) Project Based Learning training for staff with PBL opportunities <i>System Safeguard Strategies</i>	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principal, and Instructional Specialist	Final presentation of projects.				
Funding Sources: Local (199)							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: AMS will continue to develop technology skills for 21st century learners.





Summative Evaluation: AMS Technology Committee will have 90% committee attendance monthly and provide input in campus decisions involving technology at AMS.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Committee Meetings monthly	1, 3, 5, 6	Principal	Meeting notes and action plans				
Funding Sources: Local (199)							
2) Annual completion of STAR chart data	3, 4	Principal	Survey results				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Teachers will be competent in technology TEKS and the integration of technology into the curriculum.





Summative Evaluation: PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Librarian as media specialist to support classroom technology.	1, 3, 4, 5, 6, 8	Librarian	Use of technology labs and number of devices checked out for student use.				
Funding Sources: Local (199) - \$7000.00							
System Safeguard Strategies 2) Technology integration and professional development	1, 3, 4, 5, 6	Principal	Use of new technology in the classroom with students				
Funding Sources: Local (199) - \$3000.00							
System Safeguard Strategies 3) Integration of New Technologies into all classrooms	1, 3, 6, 8	Principal, Technology Department,	Use of technology in the classrooms				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: AMS will implement Safety Procedure Training





Summative Evaluation: All AMS Staff will complete the required safety trainings annually. (100%)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Fire and Bad Weather Practice Drills		Asst Principals, Teachers	AMS student knowledge of emergency plan				
Funding Sources: Local (199) - \$1000.00							
2) Signs throughout building with teacher's names and room numbers		Office Staff	User Friendly Hallways				
Funding Sources: Local (199) - \$50.00							
3) Security Updates with New front office entrances		Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 2: Acton Middle School facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.





Summative Evaluation: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Requests for maintenance service will address facility maintenance and repairs		Principal and Head Custodian	Completion of Requested Repairs				
	Funding Sources: Local (199)						
2) The budget planning process will be used to address facility improvements.		Principal and Secretary	Budget Process				
	Funding Sources: Local (199)						
3) Review facilities improvement plan each semester		Principal and Head Custodian	Request for Maintenance Completed				
	Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Develop and implement an effective plan to improve the academic performance of all students.





Summative Evaluation: STAAR results will reflect 90% or higher in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout	1, 2, 4, 5	PEIMS Clerk, Counselors, Principal, Teachers	7 Period Day Schedule; STAAR & Common Assessment Data				
Funding Sources: Local (199)							
System Safeguard Strategies 2) Maximize Instructional Days - even when early dismissal schedule	1, 2, 3, 4, 5, 6, 8	Principal, Teachers	STAAR/CA Data; Instructional Time				
Funding Sources: Local (199)							
System Safeguard Strategies 3) Science & History Review days (all 8th grade students involved) right before STAAR	1, 3, 4, 5, 8	Principal, Sci/Hist Teachers	Schedule of Student Rotations; STAAR Data				
Funding Sources: Local (199) - \$200.00							
System Safeguard Strategies 4) Advisory Time 5 days a week for all students	1, 2, 3, 4, 5	Teacher	Student academic data and RTI Data; STAAR Data				
Funding Sources: Local (199)							
System Safeguard Strategies 5) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.	1, 2, 3, 4, 5, 8	Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials				
Funding Sources: State Comp Ed (24) - \$13000.00							
6) Team Building Breakfast-Monthly	1, 2, 6, 8	Principal	Faculty well-informed & trained; Communication; Positive Relations				
Funding Sources: Local (199)							
System Safeguard Strategies 7) Implement Hallway Meetings	1, 3	Principal	Staff participation; grade level events				
Funding Sources: Local (199) - \$200.00							
System Safeguard Strategies 8) Tutoring Schedules Posted	1, 3, 5	Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Provide Instructional help to all students in all content areas.

Summative Evaluation: STAAR results will reflect 90% or higher in each sub-population and program area.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) RTI Intervention-struggling students assigned to an intervention teacher/mentor	1, 2, 3, 4, 5, 8	Counselors, Teachers, Assistant Principal, and Instructional Specialist	Numbers of RTI Students; Report Cards; STAAR/CA Data				
Funding Sources: State Comp Ed (24) - \$5000.00, State Comp Ed (24) - \$1000.00							
System Safeguard Strategies 2) Study Island (computer program) - used to focus on individual objectives per student	1, 4	Teachers	Weekly Usage Report; Lesson Plans; Report Cards				
Funding Sources: Local (199) - \$5000.00							
System Safeguard Strategies 3) Brain-Pop (computer program) - used for STAAR-type questions in the classroom	1, 3, 5	Teachers	Lesson Plans; Report Cards				
Funding Sources: Local (199) - \$2300.00							
4) Think Through Math & IStation for Reading / Math interventions		Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
5) Utilize the Outdoor Learning Center at Acton Middle School	1, 3	Principal, Teachers	Usable learning center; teacher use				
Funding Sources: Local (199) - \$1700.00							
System Safeguard Strategies 6) Strive for and maintain viable library services.	1, 3, 4, 5	Librarian	Number of classes meeting in library; Library Rating				
Funding Sources: Local (199) - \$7000.00							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: All staff members will maintain open communication and develop relationships to create a safe and orderly environment.

Summative Evaluation: Survey results from students will reflect 90% or higher they feel safe at AMS.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Counselor Lunches with Students		Counselors	RTBI Meetings; Discipline Report				
Funding Sources: Local (199) - \$900.00							
2) School Messenger-daily attendance calls & event information		Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
Funding Sources: Local (199)							
3) Parent/Teacher Conferences		Teachers	Sign-In Reports Attendance; Positive Relations				
Funding Sources: Local (199)							
4) PTO		PTO Board; Principal	Sign In Sheets				
Funding Sources: Local (199)							
5) Boy's & Girl's Athletic Booster Clubs		Athletic Coordinator	Positive Relations				
6) AMS & Teacher Websites/Blogs		Teachers	Periodic Updates				
Funding Sources: Local (199)							
7) Teacher Emails and phone calls to parents		Teachers	Teacher Documentation; Positive Relations				
Funding Sources: Local (199)							
8) Skyward Family Access - posting grades weekly for parent and student information		Teachers	CA's & Benchmarks; Parent Involvement				
Funding Sources: Local (199)							
9) Communicate guidelines to staff members.		Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
Funding Sources: Local (199)							
10) Implement regulations from TEA and other State Agencies		Principal and Assistant Principal	Decisions will be in compliance with TEA and Other State Policies				
Funding Sources: Local (199)							

11) Provide information to staff members to help them identify and report children who experience abuse.		Counselors and Teachers	Record of Reports to CPS; Meeting notes				
	Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: The budget for Acton Middle School will provide adequate resources to meet all instructional needs.





Summative Evaluation: AMS Department Heads will collaborate to help allocate funding based on campus and student need.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Develop a budget for the 2014 - 2015 school year		Principal, Department Heads, and Site Based Committee	Completed Budget; Adequate Resources for Instructional Program				
	Funding Sources: Local (199)						
2) Monitor and Maintain appropriate and efficient expenditures		Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
	Funding Sources: Local (199)						
3) The majority of the budget will focus on instructional programs.		Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
	Funding Sources: Local (199)						
4) Employees will be compensated at a rate that is competitive with surrounding school districts.		Superintendent	Salary Schedule; Number of Resignations				
	Funding Sources: Local (199)						
5) Demonstrate an awareness of the needs of teachers, parents and students		Principal, Assistant Principal and Teachers	Parent and student survey; Observation				
	Funding Sources: Local (199)						
							

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 1: Students will be given an opportunity to participate in Fine Arts programs.





Summative Evaluation: Fine Arts programs will maintain 90% capacity student enrollment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.		Theatre Arts Teacher	Student Participation				
	Funding Sources: Local (199) - \$1000.00, Local (199) - \$500.00						
2) Choir Students will perform in numerous concerts, as well as, competitions.		Choir Teachers	Choir Schedule; Competition Results				
	Funding Sources: Local (199) - \$1200.00, Local (199) - \$250.00						
3) Art students will be given the opportunity to enter their work in the Quad County Art Show.		Art Teacher	Art Schedule; Art Show Results				
	Funding Sources: Local (199) - \$500.00, Local (199) - \$2700.00						
4) Band students will perform in numerous concerts, as well as, competitions.		Band Teachers	Band Schedule; Competition Results				
	Funding Sources: Local (199) - \$1000.00, Local (199) - \$850.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 2: Students will be given the opportunity to participate in academic activities.





Summative Evaluation: Each UIL academic entry will be filled with students and alternates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) A number of scholastic activities are available including: Spelling Bee, Geography Bee, Mathcounts, Academic UIL Competition.		Sponsors/Coaches	Participation; Activity/Project Results				
	Funding Sources: Local (199) - \$450.00, Local (199) - \$1450.00, Local (199) - \$400.00						
2) Other events are Science Fair, History Fair (District, Area, Regional, State).		Science & History Teachers	Student Participation and Science/History Fair Results				
	Funding Sources: Gifted (21) - \$3500.00, Gifted (21) - \$2500.00, Gifted (21) - \$500.00						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 3: Students will be given the opportunity to participate in various clubs & organizations.





Summative Evaluation: Each club and organization will maintain 90% attendance with students involved.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be given the opportunity to create the AMS Yearbook.		Yearbook Sponsor	Scheduled Deadlines; Final Product				
	Funding Sources: Local (199) - \$1000.00						
2) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc)		Club Sponsors	Club Involvement				
	Funding Sources: Local (199)						
3) Students will be given the chance to perform in the annual Spring Talent Show.		Theatre Arts and Choir Teachers	Participation; Show Performance				
	Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 7: Acton Middle School students will be given an opportunity to participate in extra-curricular activities.

Performance Objective 4: Students will be given the opportunity to participate/try out for various athletic organizations.

Summative Evaluation: Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students are offered the opportunity to participate in organized sports through the athletic department.		Coaches, Athletic Director	Schedule, Participation				
	Funding Sources: Local (199)						
2) Female students are given a chance to try out for cheerleader each year.		Cheer Coach	Schedule, Practice, Final Results				
	Funding Sources: Local (199)						
3) Female students are given the opportunity to participate in 8th Dance Class.		Stowaway Coach	Schedule, Practice, Student Development				
	Funding Sources: Local (199)						
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

State Compensatory

Budget for Acton Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6117 00 042 0 24 000	6117 Career Ladder - Locally Defined	\$123,106.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$13,695.00
199 e 11 6141 00 042 0 24 000	6141 Social Security/Medicare	\$1,785.00
199 e 11 6142 00 042 0 24 000	6142 Group Health and Life Insurance	\$10,241.00
199 e 11 6143 00 042 0 24 000	6143 Workers' Compensation	\$1,379.00
199 e 11 6144 00 042 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,640.00
199 e 11 6145 00 042 0 24 000	6145 Unemployment Compensation	\$245.00
199 e 11 6146 00 042 0 24 000	6146 Teacher Retirement/TRS Care	\$4,053.00
6100 Subtotal:		\$162,144.00
6300 Supplies and Services		
199 e 11 6395 00 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
199 e 11 6395 GW 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$6,000.00
6300 Subtotal:		\$7,000.00
6400 Other Operating Costs		
199 e 13 6411 00 042 0 24 000	6411 Employee Travel	\$1,500.00
199 e 13 6411 GW 042 0 24 000	6411 Employee Travel	\$2,000.00
6400 Subtotal:		\$3,500.00

Personnel for Acton Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jon Allen	GTT Teacher	State Comp	83%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mindy Badgett	Instructional Specialist - Targeted	Title I	1

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Jimmy Dawson	Principal
Classroom Teacher	Mindy Budget	Instructional Specialist
Classroom Teacher	David Brister	Teacher
Classroom Teacher	Angela Brown	Teacher
Classroom Teacher	Kathryn Habluetzel	Teacher
Classroom Teacher	Karen Martin	Teacher DAC
Classroom Teacher	Julie Morris	Teacher
Classroom Teacher	Ryan Scott	Teacher DAC
Classroom Teacher	Randall Walters	Teacher
Community Representative	Scott Luckie	Community
Community Representative	Steven Quinn	Community
Community Representative	Brandy Zambrano	Community
District-level Professional	Becky Strain	Curriculum Coordinator
Non-classroom Professional	Stacy Bishop	Counselor
Non-classroom Professional	Charity Hosford	Librarian
Non-classroom Professional	DD Loftin	Counselor
Paraprofessional	Bob Lindsay	Aide
Parent	Scott Ashford	Parent
Parent	Jennifer Boyd	Parent
Parent	Lee Ann Bussey	Parent
Parent	Ben Eminger	Parent
Parent	Angi Fife	Parent
Parent	Terri Freeman	Parent PTO President
Parent	Jimmy Heffernan	Parent
Student	Kaitlynn Moore	Student

Student	Emma Whitehead	Student
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