

Granbury Independent School District
Acton Middle School
2018-2019 Improvement Plan

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!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2001, Granbury Independent School District opened Acton Middle School. Our 6th-8th grade campus continues to build successful futures for our 875 students through academic excellence and character development. The mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world. At the heart of Acton Middle School, we are committed to our belief statement and strive daily to exemplify the beliefs.

AMS believes in:

- **Positive Contributions**
- **Relationship building**
- **A Safe and Caring Environment**
- **A Quality Education for all students**

Acton Middle School is composed of 152 Hispanic students, 615 White students, and about 45 other students in other Ethnicity subpopulations. There are 295 Economically Disadvantaged Students, 42 ELL students, and 337 At-Risk students with 112 mobile students. There are 42 students in the ESL program, 120 students participate in CTE classes, 105 students in the Gifted and Talented program, 74 students who participate in Special Education. Acton Middle School has 48 teachers, 6 professional support aides, 3 administrators, and 6 paraprofessional aides. There are 2 African American teachers, 4 Hispanic teachers, and 42 white teachers on campus. All teachers are highly qualified, and 10 teachers have their Masters degree. Of these teachers 13 have 1-5 years of experience, 10 have 6-10 years of experience, 11 have 11-20 years of experience, and 12 have over 20 years of experience.

Demographics Strengths

Overall, Acton Middle School students attend school regularly and participate in the state exams. About 10% of the students are in the Gifted and Talented program. Over 90% of the students who participate in the End of Course Exams for Algebra and English I are successful. Overall our students score higher than the state average on the STAAR exam. Our attendance is over 95% for students.

The AMS discipline program is guided by our belief statement which provides clarity of purpose and intent. Our belief statement is further supported by the very definition of discipline itself:

“To instruct or educate, to inform the mind; to prepare by instructing in correct principles and habits; as, to discipline youth for a profession, or for future usefulness; to advance and prepare by instruction.”(Webster’s Dictionary) We cannot change poor choices made by our students. Therefore, we choose to spend the majority of our time coaching, empowering, and equipping students to make better decisions in the future not on consequences.

While disciplinary consequences may be necessary, considering the student’s loss of direct teacher instruction is important for academic achievement.

At the end of 2014/2015 school year, our administrative team sent out a survey to gather information and data directly focused on the perception, processes, and efficiency of our discipline program. The results, brutally honest, could have been dismissed, but instead challenged us to reevaluate our program, refine, and implement new processes to better support all stakeholders. Over the summer we implemented new SOPs (Standard Operating Procedures) for our campus that was grade level specific. We also revamped our lunch detention process, established a leveled ISS, and created a new tardy system. In an effort to increase communication and collaboration, we created new Google forms and documents and established a Discipline Committee that meets each six weeks. Our Campus Leadership Team now receives discipline and attendance updates at every meeting. Classroom management training based on best practices is also conducted. A large majority of our staff has also received Capturing Kids Hearts training. Time to Teach, Discipline with Dignity, CHAMPS, and Love and Logic are practices we use daily in our classrooms. We utilize “The Book” process to document and provide structure and support of student discipline between the classroom and administrative staff.

In addition, our campus creates AIP's for all students who are not successful on the STAAR exam. These AIP's are implemented the first grading period of the school year. For students who struggle and are not performing at the state level, RTI is put into place to help fill in the gaps in learning. For students who struggle with behavior, RTBI interventions are put into place to help students self reflect and change behaviors.

Each grading period, students are rewarded for making A/B honor roll, and students are rewarded for having good attendance as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 6th Reading, the Hispanic population are at 68% passing with the campus passing with 79% in 6th grade overall. In 7th grade, 62% of the Hispanic population passed Reading with a 83% passing rate of all 7th grade students. **Root Cause:** The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

Problem Statement 2: In Social Studies, all subpopulations struggled with this exam with a 60% passing rate. The Hispanic population has 48% passing rate ECD has a 48% passing rate, and 36% passing rate in SPED. **Root Cause:** The subpopulations are growing fast, and teachers struggle to understand and implement strategies effectively to help all students.

Problem Statement 3: In Science, the Hispanic population had 65% passing with the campus passing with 85% overall. **Root Cause:** The Hispanic population is growing fast, and teachers struggle to understand and implement ELL strategies effectively

Problem Statement 4: The Special Education students struggle to meet passing standards in all subjects. **Root Cause:** Students struggle to make connections between learning and the standardized test, and teachers struggle to utilize strategies that can help these students be successful academically and behaviorally.

Problem Statement 5: The Economically Disadvantaged and At-Risk students struggle to pass state assessments in all subjects. **Root Cause:** Economically Disadvantaged and At-Risk students do not come to school with the same tools as non economically disadvantaged students, and teachers struggle to utilize strategies that can help these students be successful academically and behaviorally.

Problem Statement 6: Attendance is at 95%, but this needs to be higher for the state accountability system. **Root Cause:** Students and families take trips, students get sick, and parents and students do not understand the accountability system and the importance of being at school.

Problem Statement 7: In Writing, 81% of all students passed the Writing STAAR. 63% of the Hispanic subpopulation passed, 65% of Economically Disadvantaged subpopulation passed, 43% of the Special Education subpopulation passed, and 40% of the LEP subpopulation were successful on the Writing STAAR. 86% of the White subpopulation were successful. **Root Cause:** These subpopulations are growing, and teachers struggle with strategies to help all subpopulations be successful.

Problem Statement 8: Discipline reports continue to rise which can lead to the removal of students from classrooms. **Root Cause:** Teachers need more tools to handle behaviors in the classroom, and new strategies need to be utilized to restore relationship after conflicts.

Student Academic Achievement

Student Academic Achievement Summary

At Acton Middle School, the students participate in several different assessments both formative and summative. Every 3 weeks, the teachers create a 3 week checkpoint to assess the students' knowledge on the subject and then uses the data to drive the instruction for the next 3 weeks spiraling any missing information back into the instruction. In addition, the district creates common assessments that are used as summative and formative assessments. The data is collected, analyzed, reflected upon, and goals are set in place to improve student performance. In addition, the district uses released STAAR exams to take a snapshot of how the students are projected to perform on the state exam. In addition, the students take a beginning of the year screener in Math and ELA to use as another data source. The teachers take the data and create lessons and activities that focus on the weak areas and reteach the students.

Acton Middle School believes in a quality education for all students. All teachers follow an academically rigorous curriculum scope and sequence that is aligned vertically and horizontally, designed by teachers and district staff, that is continuously reviewed and improved by a professional learning community (PLC's) throughout each academic year. This process is essential to meet the ever changing needs of our student population and the adaptation of the rigorous TEKS set in place by the state of Texas.

Teachers implement a variety of instructional strategies and lesson delivery methods that enables them to reach all types of learners in heterogeneous groups and focus on the 21st Century Competencies: Creativity, Collaboration, Critical Thinking, and Communication. These skills are coached and practiced throughout the school to develop students that will thrive in a world of constant change. Our students deepen their appreciation for diversity in all classes. With each new project in Gateway to Technology and Principles for Emerging Technology, students expand their reasoning, innovation, and critical thinking skills.

Student Academic Achievement Strengths

Overall students do well on the checkpoints, common assessments, district benchmarks and state assessments.

Our student led classrooms encompass collaborative technology tools and engaging assessment strategies such as: Google Classroom, Google Docs, Kahoot, Brainpop and Plickers which allow students to connect learning at different levels and enables teachers to take quick informal assessment to check for understanding. For the last five years, AMS has led the way in adopting and becoming a BYOD (bring your own device) campus. Each classroom now contains a mounted projector and SMARTBOARD, 10 chrome books, a document camera, and a classroom microphone; in addition, computer labs and C.O.W.s are available for student use.

Teachers constantly use assessment tools to determine levels of mastery in students and monitor students' progress. AMS was the first school in the district to have teachers create innovative three week check points and use DMAC's online assessment tool to score and instantly disaggregate the data in order to reteach the next day if needed. District created common assessments and benchmarks that mirror the STAAR exam assess students' abilities to demonstrate mastery of the TEKS and provide the data necessary for teachers to find weaknesses in the students' understanding of the concepts. This collection of data is

then reviewed in a CARA (collect, analyze, reflect, and act) meeting which includes administrators, instructional specialist, teachers, and district curriculum coordinators all working together to enhance student achievement through collaboration, remediation, and enrichment. Spiraled instruction implemented throughout the academic year keeps previous learning fresh with students. Math utilizes the Dr. Molina spirals weekly in the classrooms. This spiraled instruction carefully selected and designed in the action step of the CARA process not only facilitates student conversations but also demonstrates another example of our student led classrooms.

When the data shows areas for improvement, students are offered a variety of ways to further develop their understanding. Participating in morning, lunch, or after school tutorials as well as creative grouping in the classrooms such as Flashback Fridays deepen students' understanding and knowledge. To ensure students are college and career ready our district has created Academic Pathways. We also use tests such as Engage and Readistep with our students to highlight their strengths and explore career options. Our 8th grade students are able to take high school level courses and earn up to 8 credit towards high school graduation which opens the door for students to participate in more Advanced Placement classes, Dual Credit classes, and CTE classes with certification opportunities. Open enrollment in English I and Algebra I is available to all 8th grade students and around 50% of our 8th graders take advantage of this opportunity. In addition, students can even earn college credit through our AP Spanish class if they participate in the AP exam and reach the required score. A majority of our AMS AP students receive these credits. In 2016, we had 12 out of our 12 students score 3 or higher to gain high school and college credit.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Although our students as a group score higher than the state average overall, our Special Education subpopulation, our Economically Disadvantaged subpopulation, our Hispanic subpopulation, and our ELL subpopulation are performing below the state level. **Root Cause:** The students in these subpopulation do not come to school with the same tools that students in other subpopulations bring, and teachers struggle to effectively differentiate for all subpopulations for academics and behavior.

Problem Statement 2: Students do well on the 3 week check points that teachers create, but the students do not perform as well on district common assessments, benchmarks, and state exams. **Root Cause:** Teachers do not make the 3 week check points as rigorous as the district assessments, or the teachers teach the 3 week check points which does not give AMS the best data.

Problem Statement 3: With 870 students with different backgrounds and mobility, some students may not get the support they need. **Root Cause:** It is extremely difficult to track all students to ensure students have what they need to be successful.

Problem Statement 4: Reading and Writing scores are lower in the subpopulations of Hispanic, Economically Disadvantaged, ELL, and Special Education. **Root Cause:** Students do not have the tools needed to be successful on the STAAR exams, and teachers need additional strategies to help students make connections to their reading and writing.

School Processes & Programs

School Processes & Programs Summary

AMS believes in creating a safe and caring environment for all students, staff, and families in order to create a place where students can grow in every facet of life. Our shared vision is stated and utilized daily in everything we do as a campus. Campus Standard Operating Procedures have been developed, practiced, and posted for the common areas including: cafeteria, library, waiting areas, and hallways. Each grade level has developed a set of SOPs, to help parents and students be more informed on expectations for the overall AMS experience in order to give structure and stability. Teachers communicate these SOPs and other essential information through REMIND, Twitter, email, phone calls, websites, and frequent messages through our web-based skyward gradebook.

Communicating effectively is a vital 21st Century skill. In order to have clarity, the principal and the instructional specialist meet weekly with our grade levels for a quick Huddle meeting to communicate any upcoming events, hear the teachers' needs, and discuss curriculum schedule for the week to ensure adequate resources are available. Growing is essential for any organization, so our staff comes together monthly for a Team Building Breakfast where information is disseminated, teachers are recognized, and relationships are built. Each member of our staff serves on a campus created committee made up of staff, students, and parents in order to strategically plan improvements for the campus with input from all stakeholders. Our Campus Leadership Team comprised of staff, community members, parents, and students meet monthly to communicate and ensure continuous improvement while highlighting student successes. Department Head meetings, grade level meetings, Lunch and Learn meetings, and technology meetings are also set to make sure all understand the campus goals and are continuously working to meet these goals. We have also implemented a new teacher mentor program where new teachers are paired with experienced teachers. These teams meet with the instructional specialist monthly for clarity, coaching, and to determine professional development needs.

Professional development is designed to empower teachers to step away from the keeper and giver of knowledge role traditionally known as lecture and become a "guide on the side" and investigative lead. In order to ensure teachers have the time to process and implement professional development, our teachers choose dates and classes in the summer they wish to take for personal growth and to improve instruction. At the end of the year, all teachers take a survey to help reflect on strengths and areas that need improvement. Using the data from the survey and assessment data the leadership team determines an area of focus for the campus, and selects a book for our staff summer book study. This year Fundamental Five was selected, teachers collaborated via Google Docs on strategies to use in the classroom, and data will be collected on these strategies through Instructional Walks. In addition, professional development days are built into the school calendar year, so teachers can reflect upon their practices ensuring implementation with fidelity. Department based Professional Learning Communities and a Principal's' Cadre allows us to step beyond our campus walls and hear what others are doing successfully and share ideas for areas where improvement is needed. We have developed a partnership with Tarleton State University which has enabled us to receive high quality professional development while mentoring student teachers and helping them find their passion.

ELL students at AMS are served through ESL with parent permission. In addition, our ELL students are supported in an ESL Explore class, if determined by LPAC, to get support and work on Rosetta Stone at their individual level. All of our ELA teachers are ESL certified, and all teachers are trained in Sheltered Instruction Observation Protocol.

GT students at AMS are in a GT Explore class where the students choose what area they want to improve their skills and knowledge. The students can participate in Math Counts, Science Fair, or History Fair.

At AMS, students who need Special Education services are served through inclusion support within a regular classroom. We strive to ensure all students are in their least restrictive environment and have access to the general education curriculum. Each student's education is based on the student's IEP. If Inclusion support is not appropriate for the student, and the student requires additional support, resource classes are offered in Reading and Math. AMS is home to the GISD middle school Life Skills unit where we serve around 25 students on our campus. These students are not a separate group, but are involved in daily campus activities. The life skills students have the opportunity, if appropriate, to join extracurricular activities such as Art, Sports, or Technology classes.

School Processes & Programs Strengths

Learning extends beyond the core content classroom walls at AMS and flows into other areas including Fine Arts and our Learning Commons equipped with a Makerspace. The Makerspace is in the early development stage that is focused on student inquiry and problem solving. Students' minds are stimulated by participating in band, choir, theatre arts, and art where classes are divided into groups that push students to the next level. Participation in competitions and producing shows for the community allow students to connect learning to the real world and build relationships. Students can also make social connections through various clubs on campus such as: Student Council, Art Club, F.O.R Club, Crime Stoppers Club, Yearbook, Spanish Club and the OLC Club.

The Outdoor Learning Center is another way at AMS to connect students of all abilities with hands-on learning that will challenge student critical thinking, improve team building, and allow students to understand how they are connected to the world. Students collaborate, reflect and use written / verbal communication to demonstrate how the various cycles work to evolve the world around them. An understanding of good stewardship and positive contributions to protect the future of the planet, its inhabitants, and our community is stressed. The AMS Outdoor Learning Center includes 4 examples of biomes including Woodlands, Grasslands, Wetlands, and Freshwater Aquatic. In addition, the OLC houses an archery range, designed to explore the principles of physics; a low ropes course, engineered for teambuilding; and over $\frac{1}{4}$ of a mile hiking trails, created for exploring the outdoors.

Science teachers in 6th and 7th grade use Wifi microscopes in the OLC for lessons that are developed to deepen students' understanding of various types of cells and tissues found throughout the area. These lessons utilizing microscopes allow students to view flower parts, leaf cross-sections, and a variety of plankton found in the wetland area. Seventh grade students focus on populations, biomes, and water quality in the outdoor area then demonstrate the mastery of the TEKS through the writing process. Teachers in all content areas at AMS create meaningful lessons designed for delivery in the OLC to connect hands on learning to the real world. Math classes utilize the OLC to focus on perimeter, area, and volume; giving students the opportunity for hands on experiences. 8th graders learn and test the properties of physics and graphing throughout the year in activities such as archery, giant slingshots, and geocaching. The OLC fosters healthy intellectual and leadership development for students in all areas at AMS and allows another facet to reach out to the community.

Our OLC Student Leadership Team drives instruction for younger grades, develops leadership skills, and builds positive relationships within the community. Student lead stations with timed rotations for the specific lessons and activities. The facility provides all students and teachers in GISD the opportunity to

experience nature while gaining an understanding of the TEKS while learning to appreciate the value of community. The OLC is the result of our community developing an alliance with AMS to enhance learning in a nontraditional classroom. Over 200 volunteers including students, staff, businesses, and community members donated time and equipment to build an outdoor learning facility that has received over \$20,000 in local and national grants and in served thousands of elementary students in 2017. This initiative continues to generate excitement with plans to expand the OLC and foster our community partnerships.

The Acton Middle School Hispanic Partnership Dinner aims to reach out to Hispanic families to increase their involvement in the academic achievement of their children, as well as provide parents with tools to assimilate into society. Three times a year, we host and cater a dinner for Hispanic families and have the principal, counselors, and teachers present as a resource to parents and a way to build a parent-teacher relationship.

During dinner we showcase our AP Spanish class to generate excitement for the underclassmen, while showing them that college credit is in reach. The students help in welcoming visitors and act as the hosts in order to develop formal social skills. Presentations vary from making sure parents know how to access their children's gradebook and the various tutoring opportunities available at AMS to making sure they are registered to vote and ways to become legal citizens. We have also invited members of the Hispanic community to speak and explain how they were able to be successful in this country. The Hispanic partnership dinners have been a successful tool in building relationships with our Hispanic parents who now feel more connected to the staff and are comfortable calling the school with their needs.

AMS and community groups, such as Southside Baptist Church and Lake Granbury Family Physicians Network, work in partnership to reach out to all students by providing free shot clinics, athletic physicals, weekend food bags, and a clothes closet. Creating a partnership with community members and parents is at the forefront of our mission at AMS. Teachers and administrators employ Twitter, Instagram, Remind 101, and Skyward to keep others informed of the day to day activities, assignments and special offerings available to AMS students and their families. A weekly AMS Pirate Nation newsletter and our AMS agenda webpage ensure our families stay abreast of the latest important information regarding our school. We also remain sensitive to those within our population who are not able to access information via these technological means. A mobile technology center is used to reach out to families who might otherwise not attend meetings on campus. We also have a Parent Resource Center at AMS where parents can utilize technology to stay informed of their child's progress at any time during the school day.

As a middle school campus, we have the unique challenge of equipping students and parents to successfully transition from various elementary schools to a common middle school setting. In August, we conduct a "Pirate Camp" which gives students the opportunity to have a positive initial experience. Students receive their first AMS t-shirts and have breakfast in small groups with staff. Later, the students go on a school wide tour, participate in team building games, and receive their schedules. Simultaneously, parents meet with administrators in order to answer questions, disperse information regarding campus operating procedures, alleviate any fears, and encourage parent participation throughout the school year. In order to reach all families, our AP Spanish students serve as interpreters to ensure that both teacher and families have clear communication. Our AP Spanish class also manages a 6th grade Remind in Spanish and a Google Voice line for anyone unable to communicate with teachers in English.

Parent partnerships are important at AMS. PTO and Team Dads enable parents to be a part of our campus culture. Team Dads solicits help monthly from our dads / father figures to monitor students in the morning while the staff is receiving professional development. PTO is an organization that provides parents with an outlet to volunteer at various activities including: A/B Honor Roll rewards, AMS Dances, Teacher Appreciation, Book Fair, various AMS teams, and Picture Day.

Pirate Parties and Rachel's Challenge Day are two other opportunities for parents and community members to be involved in our students' education. A Pirate Party is thrown at the end of each grading period to motivate students to turn in all assignments. All students who have completed their work get to select and participate in 3-4 stations from a menu of 18-20 different activities, while the other students work with their teachers to complete any missing assignments. Rachel's Challenge Day exists to inspire and equip every student to create a permanent positive change, to build relationships with peers and staff, and celebrate our commitment to Rachel's challenge.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even with all of these great things in place, the staff survey showed teachers believe more communication is needed on campus between staff, students, and parents. **Root Cause:** There have been some miscommunication this year that has caused confusion.

Problem Statement 2: Although teachers have common planning periods, there is a need for additional planning time with teacher partners. **Root Cause:** The 45 minute conference period is not always enough to adequately plan effectively in order to differentiate for all students in all subpopulations.

Problem Statement 3: Although AMS has a lot of parent involvement, we need to reach out to all parents and bring them into the AMS culture and help make them a part of decision making. **Root Cause:** All parents do not feel completely comfortable coming to school due to bad personal experiences or perceptions.

Problem Statement 4: Parents have expressed that there is confusion on how to find resources to help their students. **Root Cause:** Teachers utilize different technology to engage students, but the lack of communication can frustrate parents.

Perceptions

Perceptions Summary

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the campus goals and are continuously working to meet these goals. We have also implemented a new teacher mentor program where new teachers are paired with experienced teachers. These teams meet with the instructional specialist monthly for clarity, coaching, and to determine professional development needs.

Professional development is designed to empower teachers to step away from the keeper and giver of knowledge role traditionally known as lecture and become a “guide on the side” and investigative lead. In order to ensure teachers have the time to process and implement professional development, our teachers choose dates and classes in the summer they wish to take for personal growth and to improve instruction. At the end of the year, all teachers take a survey to help reflect on strengths and areas that need improvement. Using the data from the survey and assessment data the leadership team determines an area of focus for the campus, and selects a book for our staff summer book study. This year Fundamental Five was selected, teachers collaborated via Google Docs on strategies to use in the classroom, and data will be collected on these strategies through Instructional Walks. In addition, professional development days are built into the school calendar year, so teachers can reflect upon their practices ensuring implementation with fidelity. Department based Professional Learning Communities and a Principal's' Cadre allows us to step beyond our campus walls and hear what others are doing successfully and share ideas for areas where improvement is needed. We have developed a partnership with Tarleton State University which has enabled us to receive high quality professional development while mentoring student teachers and helping them find their passion.

This year we are moving to a 9 period day implementing a 90 minute block of ELA instruction to provide the support necessary to meet the rigorous academic standards and expectation we have for our students. This schedule will allow common planning time across grade levels to ensure teachers have the time needed to collaborate and improve their standard base practice. Included in the schedule is an Explore time where students meet with a teacher for character development, technology lessons, and academic support. If additional academic support is needed, before and after school tutoring is offered for every subject. Through Explore time, we also work with our GT students where they choose semester projects to participate including the Science Fair, History Fair, Math Counts, and Odyssey of the Mind. Our students have placed high in all state competitions in these areas.

Although our belief statement has four distinct bullet points, all weave together to form a chord of social equity that is evidenced on our campus by the numerous and variety of opportunities that are provided for all students to take part in. Relationship building is key to creating a culture on our campus where all students, parents, and community members are considered valuable and are encouraged to be involved. This attitude lends itself to creating opportunities for all students to have a quality education.

Perceptions Strengths

AMS has numerous opportunities for parents to be involved in their child's education. Our PTO is very active and invites all parents to participate in different activities including school dances, student incentives, picture day, yearbook, and many other opportunities. Our Pirate Parties is another way for parents to get involved at AMS and celebrate with their students. Rachel's Challenge day is another time where parents and community members come and celebrate and build relationships with our students. AMS completed its second annual Day of Service where all students were set out into the community with staff, parent volunteers, and district staff to serve the community who gives so generously to the school. AMS is known for bringing in volunteers into the school to help promote our belief statement we live each day.

Parents are also involved in parent conferences, ARDS, LPACS, 504 meetings, surveys, and our campus leadership team.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: AMS strives for good communication with all stakeholders, but sometimes there is miscommunication. **Root Cause:** Staff and parents do not always read the communication sent or do not attend the meeting where information is disseminated.

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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.







Evaluation Data Source(s) 1: Survey results will show over 90% satisfaction with their AMS experience.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Develop and implement character education curriculum		Counselors, Principals, Teachers	Lesson Plans; Safe Environment; Star Counsel; Family Time presentations; Counselor Team				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 2) promote relationship building between students and staff		Principal, Teachers	Student Survey; Discipline Report; Parent Survey; Staff Survey; Positive Relations Committee; Family Time building activities				
Comprehensive Support Strategy Critical Success Factors CSF 5 3) Accelerated Students informational meeting for parents whose children will be entering 8th grade next year.		Teachers, Counselors, Principals	Notice of Parent Meeting; Parent Participation; Parent survey				
Comprehensive Support Strategy Critical Success Factors CSF 3 CSF 5 CSF 6 4) Hispanic Heritage dinners - promote school and home connection with Hispanic families		Principal, ESL & Spanish Teachers, Counselors; Spanish Club	Hispanic family involvement; Parent Survey;				

<p align="center">Critical Success Factors CSF 6</p> <p>5) College Readiness and Leadership Essentials classes offered to all 6th grade students</p>		Teachers, Admin	Lesson Plans; Report Cards; Discipline Data;				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>6) Crime Stoppers Club</p>		Asst Principal	Crime reports being turned in; Discipline Report;				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Honor Roll Awards</p>		PEIMS Clerk, PTO members	Student's Grade improvement each grading period				
<p align="center">Critical Success Factors CSF 4</p> <p>8) Perfect Attendance Awards</p>		Asst Principals; Attendance Clerk	Grading period Attendance Data				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter, Pirate Nation Newsletter</p>		Principals, Secretary	School Messenger Reports; Positive Communication' Parent survey				
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>10) Teacher of the Month</p>		Principal, Secretary	Certificate & gift card presented to teacher				
<p align="center">Critical Success Factors CSF 5</p> <p>11) Student/Parent Handbook</p>		Principal and Assistant Principals	Decisions will be made within the guidelines of the Parent/Student Handbook				
<p align="center">Critical Success Factors CSF 5</p> <p>12) Parent Informational Meetings in various school programs</p>		Program Directors (ie: Athletic Coordinators, OAP Coordinator, UIL Coordinator, etc.)	Student involvement in extracurricular activities. As well as, parent involvement.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>13) New students to AMS will have a Welcome Breakfast once each month in the Library with Student Council and AVID students</p>		Counselors, Asst. Principals, AVID Coordinator	Student progress in the classroom and increased relationships				

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>14) Students will participate in a Service Day at AMS on November 16th to serve our community.</p>		Principal, Assistant Principal, Staff	Send all students out to serve with staff and parents and come back to campus to celebrate the day together.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>15) Teachers will receive badges for participating in different activities on campus.</p>		Principals, Assistant Principals, Counselors	Teacher receive badges promoting school culture, and students get to see their involvement in school events.				
<p>16) Staff members will encourage each other giving each other notes and placing them on the teacher's paper posted by the boxes.</p>		Counselors	Teachers feel encouraged and keeps morale high.				
<p>17) Staff members will participate in an Easter Egg hunt in the spring</p>		Principal, counselors, secretary	Teachers enjoy the team building activity and build positive relationships.				
<p>18) Teacher receive a gift from the students during Teacher Appreciation Week.</p>		Assistant Principals, counselors	Teachers feel encouraged and know they make a difference in the lives of the students.				
<p>19) AMS will have a volunteer breakfast at the end of the year to thank all our volunteers for helping at AMS.</p>		Principal, assistant principal, secretary	Volunteers will feel appreciated and understand how valued they are to our students and staff.				
<p>20) Principal's Cabinet was established that will meet monthly to allow student voice in the decision making process at AMS</p>		Principal, Assistant Principal, students	Increased student voice				
<p>21) Bright Spots are given out to teachers during Team Building Breakfast</p>		Principal, Instructional Specialist	Recognize staff for great strategies seen in the classroom and sharing those with the other teachers				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 6</p> <p>22) Staff will use Restorative Practices during Family Time including circles to promote positive culture</p>		Family Time Teachers, Principals, Counselors	Students will build relationships with staff and peers promoting a positive campus culture				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>23) Principals will use Restorative Practices when addressing students</p>		Principals, Counselors	Students will work out conflict in a positive way building positive relationships on campus				

<p>PBMAS Critical Success Factors CSF 6</p> <p>24) Pirates First Class will be implemented each six weeks for students who have no office referrals, 3 or less absences per grading period, and a 75 average in every class</p>		Principals, teachers	Reward students for going above and beyond at AMS and give students privileges for meeting the standards.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 2: Survey results will show over 90% satisfaction with school to home relations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Outdoor Learning Center Student Team		Science Teachers	Participation of others schools in district; Observation; Parent, Staff, and Student survey				
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 2) Pirate Camp, 7th and 8th returning student night, and Parent Connection Nights		All Faculty	Smooth transition with full orientation, relationships; Sign In Sheets; Parent Survey; Positive feedback from community				
Critical Success Factors CSF 6 3) Pirate Pride rewards for students making positive contributions		AMS Teachers & Staff, PTO incentives	Increased student positive behaviors				
Critical Success Factors CSF 5 4) "Team Dadz" monthly on duty with students		Principals, Secretary	Positive Relations; Attendance of dads				
Critical Success Factors CSF 5 5) Parents will serve on CLT		Principal, Assistant principal, Secretary	Positive Relations; Sign In Sheets; Parent Survey				
Critical Success Factors CSF 6 6) Student Council		Student Council Sponsors	Monthly Meetings; Communication; Positive Relations				

<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>7) Acton Middle School will only interview highly qualified applicants.</p>		Principal and Site Based Committee	Applicants meet highly qualified criteria; Personnel Records				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) National Junior Honor Society students sponsoring events</p>		NJHS Sponsors	Staff and sponsor feedback from other organizations and campuses.				
<p>Critical Success Factors CSF 6</p> <p>9) Customer Care training of all office staff:</p>		Principal; All Acton Middle School Employees	Parent and student survey; Observation				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>10) Develop and Review servant leadership plan with staff members</p>		Principal and Assistant Principals	Parent and student survey; meeting agenda				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>11) Librarian will post announcements to be shown during Family Time. Staff & students may record special announcements.</p>		Librarian, Staff & Students	Improved Communication				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>12) Positive Discipline Referrals</p>		Campus Administration, Discipline committee	Increased positive communication with school and parents; data				
<p>Critical Success Factors CSF 5</p> <p>13) Social Media and Electronic messaging for parents to be informed</p>		Teachers, Counselors, Principals	Parent survey, parent involvement, enhanced student achievement, increased family engagement				

 = Accomplished
  = Continue/Modify
  = 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.







Evaluation Data Source(s) 1: STAAR results will show 90% or higher on each STAAR Exam in all areas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers engage & differentiate instruction for students at the highest level of rigor to acquire Distinction Designations. (STARS)		Teachers, Principals	Increased number of advanced levels of performance on STAAR exams. Improved number of STARS for AMS				
<p>Critical Success Factors CSF 1</p> 2) Advanced academic students will engage with innovative resources and pilot activities		Campus principal, GT teachers	Presentations to staff and students with resources				
<p>Comprehensive Support Strategy</p> 3) Academic Advising for all students		Principals, Counselors, Teachers	Grades, STAAR Scores, Enrollment Data; Increase College Readiness Standards				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> 4) Target College Readiness standards for all students		Principals, Counselors, Teachers	College Readiness Presentations to parents & Course Enrollments; STAAR Data/Course Enrollment data				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> 5) Scope & Sequence and 3 week check points focus teachers on TEKS		Curriculum Dept	Scope & Sequence; Guaranteed & Viable Curriculum				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> 6) CARA Meetings and PLC Meetings - teachers monitor data from 3 week checks to look for areas of weakness & inconsistency		Teachers, Curriculum Department, Instructional Specialist, Principals	3 week check point Data & Reflection Forms; Teacher growth & collaboration				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>7) SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students.</p>		Teachers, Admin	Benchmarks; Instructional Walks, 3 week check points; TELPAS				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Professional Development for Teachers to teach effectively</p>		Principal; Curriculum Department; Instructional Specialist	Discipline Referral data & student academic scores; STAAR Data, Report Cards				
<p>Critical Success Factors CSF 1</p> <p>9) Meetings with Students to Extend Awareness of Post Secondary Options</p>		Principal, Counselors, Teachers,	Number of students taking AP Spanish, Algebra & English I				
<p>Comprehensive Support Strategy Critical Success Factors CSF 3</p> <p>10) Will offer AP Spanish to students who qualify.</p>		Principal, Post-secondary Coor, Spanish Teacher	AP Spanish Test Results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) SSI Intervention will be implemented after 8th grade STAAR in Reading and Math</p>		Principal, Teachers	2nd admin scores increased				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>12) Send staff members to AVID training.</p>		Principal	Certificates of completion.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>13) 60% of AMS students enrolled in special education will pass the state standard in the areas of Reading and Writing.</p>		Principal, Assistant Principals, Instructional Specialist, Teachers	Testing Scores				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>14) 60% of AMS ELL and Special Education students will pass the state standard in the areas of Reading and Writing.</p>		Principal, Assistant Principals. Instructional Specialist, Teachers	Testing Scores				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) Provide calculators and other supplies to help meet needs of students for testing.</p>							
<p>Comprehensive Support Strategy</p> <p>16) 60% of ELL students will pass the state standard in the area of Science</p>		Principal, Assistant Principal, Counselors, Teachers, Instructional Specialist	Testing scores				
<p>Comprehensive Support Strategy</p> <p>17) 60% of Hispanic, Special Education, Economically Disadvantaged, and ELL students will pass the state standard in the area of Social Studies</p>		Principal, Assistant Principals, Teachers, Instructional Specialist	Testing Scores				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>18) Lesson Plan template presented to staff and implemented using the Fundamental Five and AVID strategies</p>		Instructional Specialist, Principal, assistant principals, AVID Coordinator	Increase in test scores 3 week checks, benchmarks, and STAAR exams.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>19) AVID will be implemented in 7th grade and 8th grade</p>		Principal, AVID Campus Coordinator	More students taking honor courses				
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>20) Guided reading program will be implemented in 6th grade</p>		Instructional Specialist, 6th Grade ELA teachers	Increase in on level reading for 6th graders				
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>21) AVID Binders will be utilized by all students on campus to promote organization</p>		Teachers, Principals, AVID Coordinator	Students will improve organization skills				


<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>22) Ellevation will be provided to all staff</p>		Counselor, Principals, Teachers	Teachers will have the information to effectively teach ELL students and improve language skills				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>23) Gifted and Talented Students are scheduled together for innovative service projects facilitated by a highly qualified GT trained teacher.</p>	2.4, 2.5, 3.1, 3.2	Principal Counselor GT Teachers	Increased knowledge of community needs through service learning				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Evaluation Data Source(s) 2: 90% of students will meet or exceed state minimum standards.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Differentiated instruction in the classroom.		Teachers; Instructional Specialist; Principals	Student Achievement; Teacher Growth; Instructional Walks				
Comprehensive Support Strategy Critical Success Factors CSF 2 2) BOY, EOY screeners, 3 Week Checkpoints, and Benchmarks for core content classes		Principal, Instructional Specialist	Data from results				
Critical Success Factors CSF 2 CSF 3 CSF 7 3) Instructional Walks in classrooms		Principals & Instructional Specialist	Instructional Walks data				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Quick Walks by Administrators in ALL Classrooms once a week		Administrators	Increased Classroom Instructional Effectiveness				
5) PLC's will be used to disaggregate data and plan instruction to address student needs		Principal, Teachers, Instructional Specialist	Increased scores				
							

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.

Evaluation Data Source(s) 3: CTE Courses will be 90% full capacity each year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 1) Project Lead the Way (Gateway to Technology) implementation		Principal, PLTW Teachers, CTE administrator	Teacher Training, Student Participation; Math/Science Growth				
Critical Success Factors CSF 6 2) Participate in Recruiting Events for GHS CTE Courses		Principal, PLTW Teachers	Student Enrollment Data				
Critical Success Factors CSF 1 3) Participation in Principles of Emerging Technologies		Principal, Technology teachers, District Instructional Technology Coordinator	Student enrollment data				
4) Students in 7th and 8th grade will have the option to enroll in AVID		Principal, Instructional Specialist, AVID Coordinator, AVID teacher	Student enrollment and increased student scores				







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.

Evaluation Data Source(s) 4: Students will be engaged 90% of classroom learning time.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 7</p> <p>1) Provide effective instructional leadership for all staff</p>		Principal, Assistant Principals, Instructional Specialist	Faculty Survey; STAAR Results; Instructional Walks; 3 Week check point data				
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) Summer Conference or Summer Training instruction will be used to improve classroom learning.</p>		Superintendent, Curriculum Department, Campus Administrators, and Instructional Specialist	Sign In Forms; Instructional Walks				
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 7</p> <p>3) Horizontal and vertical team meetings/PLCs</p>		Principal, Instructional Specialist, and Curriculum Coordinators	Meeting Agendas; Curriculum Coordination				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) AMS Theatre Arts department presents annual musical</p>		Theatre Arts Teacher	Musical Performance; Musical Attendance				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Project Based Learning training for staff with PBL opportunities</p>		Principal, Assistant Principal, and Instructional Specialist	Final presentation of projects.				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 CSF 6</p> <p>6) Family Time classes will be scheduled throughout the day to utilize the time for students to complete homework with a certified teacher.</p>		Teachers, Principal, counselors	Less students failing subjects and increased test scores				
<p>7) Tutoring is offered every morning starting at 7:50 for all core subjects in the classrooms with schedule posted</p>		Teachers, Principal, assistant principals	Less students failing subjects and increased test scores				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 4</p> <p>8) Math and ELA teacher assigned morning duty each day to tutor students in the mornings</p>		Assistant Principal, teachers	Less students failing subjects and increased test scores				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 1: AMS Technology Committee will have 90% committee attendance monthly and provide input in campus decisions involving technology at AMS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Annual completion of Bright Bytes chart data		Principal; Technology Committee	Survey results; Instructional Walks				
Critical Success Factors CSF 3 CSF 7 2) Technology Committee Meetings monthly		Principal and technology committee	Meeting notes and action plans				

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.

Evaluation Data Source(s) 2: PDAS data will reflect all staff at 80% or higher (proficient) with technology integration.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 6 CSF 7 1) Technology integration and professional development at Lunch and Learn meetings and Team Building Breakfasts		Principal; Technology teachers	Use of new technology in the classroom with students				
Comprehensive Support Strategy Critical Success Factors CSF 6 2) Librarian as media specialist to support classroom technology.		Librarian	Use of technology labs and number of devices checked out for student use.				
Comprehensive Support Strategy Critical Success Factors CSF 6 3) Integration of New Technologies into all classrooms		Principal, Technology Department,	Use of technology in the classrooms				

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

Evaluation Data Source(s) 1: All AMS Staff will complete the required safety trainings annually. (100%)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Fire, Lockdown, and Bad Weather Practice Drills		Asst Principals, Teachers	AMS student knowledge of emergency plan				
Critical Success Factors CSF 6 2) Signs throughout building with teacher's names and room numbers		Office Staff	User Friendly Hallways				
Critical Success Factors CSF 3 3) All staff trained on AMS EOP and safety drill procedures		Principal and Assistant Principals	efficiency of drills				
Critical Success Factors CSF 6 4) Two Way radios will be maintained for safety communications.		Principals	Working Radios				
Critical Success Factors CSF 3 5) Controlled Vestibules with heighten security for our campus		Principal, Superintendent, Maintenance Dept.	AMS Parent understanding of the increased security.				
6) Teachers have passes for students to use when traveling around the building		Counselor, teachers, students	students are accounted for at all times, safety				
Critical Success Factors CSF 3 7) Maps, AMS Emergency Procedures, and Safe room signs are posted in rooms		Assistant Principals	Increased communication and safety strategies utilized throughout the building				



= Accomplished



= Continue/Modify



= 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.

Evaluation Data Source(s) 2: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 1) Innovative classrooms in 6th, 7th and 8th Grade hallway for increased advanced class sizes		Principal, Admin, Technology,	Creative scheduling to support appropriate interventions for struggling students				
2) Review facilities improvement plan each semester		Principal and Head Custodian	Request for Maintenance Completed				
3) Requests for maintenance service will address facility maintenance and repairs		Principal and Head Custodian	Completion of Requested Repairs				
4) The budget planning process will be used to address facility improvements.		Principal and Secretary	Budget Process				

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.

Evaluation Data Source(s) 1: STAAR results will reflect 90% or higher in all areas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) All students will have 90 minutes of ELA instruction per day		Principal, Counselors, PEIM's secretary	Improved reading and writing scores in all areas				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 2) Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance.		Teachers and Tutors	Tutorial Schedule; Student Participation in Tutorials; Google form data				
Comprehensive Support Strategy Critical Success Factors CSF 4 3) Science & History teachers will collaborate through out the year to build student capacity for STAAR prep		Principal, Sci/Hist Teachers, Instructional Specialist	Schedule of Student Rotations; STAAR Data				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 4) Tutoring Schedules Posted and in front office		Principal, Instructional Specialist, Teachers,	Number of students who sign in daily for tutoring with teachers per Google Form				
Comprehensive Support Strategy 5) Maximize Instructional Days - even when early dismissal schedule		Principal, Teachers	STAAR/CA Data; Instructional Time				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Master Schedule with all students receiving the highest level of instruction with inclusiveness throughout</p>		PEIMS Clerk, Counselors, Principal, Teachers	9 Period Day Schedule; STAAR & Common Assessment Data				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) Family Time 5 days a week for all students</p>		Teacher, Principals	Student academic data ; STAAR Data				
<p>Critical Success Factors CSF 6</p> <p>8) Team Building Breakfast-Monthly</p>		Principal	Faculty well-informed & trained; Communication; Positive Relations				
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>9) Implement Huddle Meetings with Each Grade Level Facilitated by Principal and Instructional Specialist</p>		Principal and Instructional Specialist	Staff participation; grade level events				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>10) Create 1 day per grading period-AMS Pirate Party where students who have completed all core assignments are able to enjoy free time and students who have not completed assignments will work with core teacher to complete quality work</p>		Campus Admin, Teachers, community volunteers, parents	Improved grades, Improved Test Scores, Reduction of "Zeros" in gradebooks				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>11) Math Teachers will attend CAMT Conference for instructional strategy growth</p>		Math teachers, admin,	increased math progress for students				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>12) Teacher 3 week check points for data to analyze, chart, and evaluate student progress to achieve Distinction Designations. STAARS</p>		Principal, Instructional Specialist, Teachers, Curriculum	Distinction Designations through TEA Accountability System				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>13) Conduct Intervention Groups for At Risk students.</p>		Principal, Instructional Specialist, Outside Consultant	Student Participation, Google Form Data				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>14) Send ELA teachers and English I teachers to Abydos Writing Conference to learn strategies to improve writing including Hispanic and economically disadvantaged students</p>		Teacher, Campus Admin	Improved writing scores in writing for all students including Hispanic and economically disadvantaged students				
<p>Critical Success Factors CSF 7</p> <p>15) AMS will provide high quality, ongoing professional development to staff to targeted title I students.</p>		Campus Admin, Teachers	Staff participation				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 4 CSF 6</p> <p>16) AMS will continue to plan toward the implementation of AVID of 2018-19</p>		Principal, AVID Coordinator	Teachers and students will use AVID strategies in the classroom and see evidence of AVID throughout the school				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>17) Student calendars, binders, and planners will be implemented for all 6th ,7th, and 8th graders</p>		Principal, IS	Student Planner				
<p>18) Department Heads will meet monthly</p>		Principal, department head, secretary, Instructional Specialist	Staff collaboration and communication				
<p>19) LLI kits will piloted within the 6th grade ELA block for students that are struggling with reading</p>		Principal, IS, 6th grade ELA teachers	Increase in F/P reading levels of targeted students				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>20) Strategic Grading Committee will work together to create a grading system that grades students on standards</p>		Principal, committee	Committee meets regular for a plan to be used in 2019-2020				



= Accomplished



= Continue/Modify



= 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.

Evaluation Data Source(s) 1: STAAR results will reflect 90% or higher in each sub-population and program area.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) RTI Intervention-struggling students assigned to an intervention teacher/mentor</p>		Counselors, Teachers, Assistant Principal, and Instructional Specialist	Numbers of RTI Students; Report Cards; STAAR/CA Data				
<p>Critical Success Factors CSF 1</p> <p>2) Provide strategies to RTI/struggling students to enhance their learning experience.</p>		Counselors, Teachers, AP's, Principal, and Instructional Specialist	STAAR/CA Data; Progress Monitoring				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Brain-Pop (computer program) - used for STAAR-type questions in the classroom</p>		Teachers	Lesson Plans; Report Cards				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>4) BOY, EOY screeners</p>		Instructional Specialist, Teachers	Increased number of students successful on benchmarks, screeners, and state assessments.				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Utilize the Outdoor Learning Center at Acton Middle School</p>		Principal, Teachers, OLC Team	Usable learning center; teacher use				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>6) Strive for and maintain viable library services.</p>		<p>Librarian</p>	<p>Number of classes meeting in library; Library Rating</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Students will use I Station and Education Galaxy for interventions</p>		<p>Principals, teachers, Instructional Specialist</p>	<p>Students improve understanding of Math and Reading</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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.

Evaluation Data Source(s) 2: Survey results from students will reflect 90% or higher they feel safe at AMS.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 1) School Messenger-daily attendance calls & event information		Principal, Attendance Clerk, Secretary	School Messenger Reports; Communication, Positive Relations				
Critical Success Factors CSF 5 CSF 6 2) Current PTO board meeting monthly & supporting AMS students & faculty.		PTO Board; Principal	Sign In Sheets				
Critical Success Factors CSF 5 3) Boy's & Girl's Athletic Booster Clubs		Athletic Coordinator	Positive Relations				
4) Teacher twitter pages, Remind 101, Websites, and Progress Reports		Teachers, Principals	Student and Family engagement				
Critical Success Factors CSF 5 CSF 6 5) AMS & Teacher Websites/Blogs		Teachers	Periodic Updates				
Critical Success Factors CSF 5 6) Parent/Teacher Conferences		Teachers	Sign-In Reports Attendance; Positive Relations				
Critical Success Factors CSF 5 7) Teacher Emails and phone calls to parents		Teachers; Positive Relations Committee	Teacher Documentation; Positive Relations				
Critical Success Factors CSF 5 8) Skyward Family Access - posting grades weekly for parent and student information		Teachers	CA's & Benchmarks; Parent Involvement; Parent Survey				

9) Communicate guidelines to staff members.		Principal and Assistant Principal	Decisions will be in compliance with School Board Policy				
10) Implement regulations from TEA and other State Agencies		Principal and Assistant Principal	Decisions will be in compliance with TEA and Other State Policies				
11) Provide information and training to staff members to help them identify and report children who experience abuse.		Counselors and Teachers	Record of Reports to CPS; Meeting notes				
Critical Success Factors CSF 6 CSF 7		Principal and Counselors	Certificates of completion				
12) Provide training to staff about suicide prevention							
Critical Success Factors CSF 5 CSF 6		Assistant Principals	Changing behaviors; lower discipline referrals; positive relationships				
13) Provide training to staff on Restorative Discipline							
14) Provide staff training on GAP the new teacher appraisal system		Principal and assistant principals	Training completed; teacher survey				
Critical Success Factors CSF 6		Each grade level; principal, special program teachers	Increased communication for all stakeholders, parent and student survey				
15) Each grade level SOP's, Campus wide SOP's, and Special Program SOP's							
							

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.

Evaluation Data Source(s) 3: AMS Department Heads will collaborate to help allocate funding based on campus and student need.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The majority of the budget will focus on instructional programs.		Principal, Department Heads, Site Based Committee and Staff Members	Budget Expenditures; Skyward Budget Reports				
2) Monitor and Maintain appropriate and efficient expenditures		Principal and Secretary	Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget				
3) Employees will be compensated at a rate that is competitive with surrounding school districts.		Superintendent	Salary Schedule; Number of Resignations				
4) Develop a budget for the current school year		Principal, Department Heads, and Campus Leadership Team	Completed Budget; Adequate Resources for Instructional Program				

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.

Evaluation Data Source(s) 1: Fine Arts programs will maintain 90% capacity student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Band & Choir students perform and recruit at Elementary Schools		Band & Choir Directors	Program enrollment numbers and data				
Critical Success Factors CSF 5 CSF 6 2) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program.		Theatre Arts Teacher	Student Participation				
Critical Success Factors CSF 5 CSF 6 3) Choir Students will perform in numerous concerts, as well as, competitions.		Choir Teachers	Choir Schedule; Competition Results				
Critical Success Factors CSF 6 4) Art students will be given the opportunity to enter their work in the Quad County Art Show.		Art Teacher	Art Schedule; Art Show Results				
Critical Success Factors CSF 5 CSF 6 5) Band students will perform in numerous concerts, as well as, competitions.		Band Teachers	Band Schedule; Competition Results				

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.

Evaluation Data Source(s) 2: Each UIL academic entry will be filled with students and alternates.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Other events that are offered to students are Science Fair, History Fair (District, Area, Regional, State).		Science & History Teachers	Student Participation and Science/History Fair Results				
Critical Success Factors CSF 1 CSF 6 2) A number of scholastic activities are available including: Odyssey of the Mind, Spelling Bee, Geography Bee, Academic UIL Competition.		Sponsors/Coaches	Participation; Activity/Project Results				

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.

Evaluation Data Source(s) 3: Each club and organization will maintain 90% attendance with students involved.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc)		Club Sponsors	Club Involvement				
Critical Success Factors CSF 6 2) Students will be given the chance to perform in the annual Spring Talent Show.		Theatre Arts and Choir Teachers	Participation; Show Performance				
Critical Success Factors CSF 6 3) Students will be given the opportunity to create the AMS Yearbook.		Yearbook Sponsor	Scheduled Deadlines; Final Product				

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.

Evaluation Data Source(s) 4: Student enrollment numbers will be maintained and/or grow annually into AMS athletics programs, cheer, and dance class.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Students are offered the opportunity to participate in organized sports through the athletic department.		Coaches, Athletic Director	Schedule, Participation				
Critical Success Factors CSF 6 2) Students are given a chance to try out for cheerleader each year, plus continue in athletics		Cheer Coach	Schedule, Practice, Final Results				

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 Supplemental Pay/Extra Duty Pay - Locally Defined	\$202,683.00
199 e 11 6118 00 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$327.00
199 e 11 6118 AV 042 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
6100 Subtotal:		\$218,010.00
6300 Supplies and Services		
199 e 11 6395 AV 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$3,500.00
199 e 11 6395 MM 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199 e 11 6395 SP 042 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$6,000.00
6300 Subtotal:		\$14,500.00
6400 Other Operating Costs		
199 e 13 6411 AV 042 0 24 000	6411 Employee Travel	\$16,000.00
199 e 13 6411 GW 042 0 24 000	6411 Employee Travel	\$3,000.00
199 e 23 6411 GW 042 0 24 000	6411 Employee Travel	\$2,000.00
199 e 11 6497 AV 042 0 24 000	6497 Fees - Locally Defined	\$5,000.00
6400 Subtotal:		\$26,000.00

Personnel for Acton Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Autumn Lane	Math Teacher	State Comp Ed	0.14
Julie Morris	Math Teacher	State Comp Ed	0.14
Landry Mullins	AVID Teacher	State Comp	0.75
Lenzi Lewis	ELA Teacher	State Comp Ed	0.29
Natalia Argueta	Math Teacher	State Comp Ed	0.14
Sheila McKamy	ELA Teacher	State Comp Ed	1
Tammy Jones	ELA Teacher	State Comp Ed	1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Pennington	Targeted Instructional Specialist	Title I	1

Addendums

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

- Staff Teams for collaboration

- RTI interventionists

- AIP'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

-

Needs

- Additional support with special pops

- Additional intervention methods

- Improved Attendance

- Time for teacher collaboration

- Additional RTI support

- Training on proper implementation of AIP'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 AIP's

- Increased awareness for staff with students in poverty

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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.

- | | |
|-----------------------------------|-----------------------|
| ● State Assessment Data | ● Class Grades |
| ● 6 Weeks Common Assessment | ● Benchmark data |
| ● RTI Data & Special Program Data | ● 3 Week check points |
| ● BOY and EOY universal screeners | ● |
| ● Readistep and Explore Results | ● |

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

- Willing teachers with high expectations

- Data is continuously reviewed

- Teachers implement technology in classrooms
- CARA meetings

- PLC's

- 8th grade STAAR Performance Results

- Zero to Hero for student intervention

- ExtraCurricular success with programs

-

Needs

- 6th/7th 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

-

-

-

Summary of Needs

- Focus on Reading for 6th and 7th grade 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

- _____
- _____
- _____
- _____

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.
- _____
- _____
- _____
- _____

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 | ● F.O.R. Club meetings |
| ● Campus Leadership Team | ● Team Building Breakfasts |
| ● Dept. Head's input | ● PTO meetings |
| ● Parent/Teacher Conferences | ● Grade Level Meetings |
| ● Parent informational meetings | ● Google Surveys for staff |

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 Bulling Awareness Training

- Advisory Support for Students

- Online Bully Reporting

- Outdoor Learning Center Student Team

- Teen Leadership classes offered

- Zero to Hero with student interventions

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

- Increase positive communication with parents

- Increase parent communication/involvement with student work

- Campus wide discipline system

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

- Create teacher committees for discipline, technology, advisory, positive relationships, and OLC

-

-

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
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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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 -
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Summary of Needs

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

- Funds provided to support professional development for teachers

- All staff trained in PBL

- Space out time for collaboration with Professional Development

-

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

"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

- 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

-

-

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 for time

- Utilizing technology to provide resources for students at home



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
-
-
-
-

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.

- Parent Survey

-
- PTO Board Input/ Meetings

-
- Campus Leadership Team

-
- Hispanic Heritage Partnership Data

-
- Elective Fair Night
-

- PBL Showcase

-
- NJHS Inductions

-
- Fine Arts Night, Choir Concerts, Band Concerts, Athletic events

-
- Rachel's Challenge Day/F.O.R. Club community fund raisers
-

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

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

- PTO Involvement

- Parent Support

- School Messenger System for info

- Online Skyward Grading System

- Twitter for classrooms and school

- Pirate Camp for 6th Grade for students and parents

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

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

- Hispanic Hertiage 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

- Improve positive communication with parent

- Improve parent involvement on completing assignments

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

- More communication with parents on students completeing assignments

- More positive communication home with parents

-

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." -

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

- AMS Belief Statement
- Communication from school to home
- Leadership & Decision Making Processes
- Strong Teachers
- Zero to Hero
- PLC's
-
-
-
-
-

Needs

- Duty Rosters for school safety
- specific programs improve communication
- streamline calendar communication
- Teacher websites updated weekly
- Get all stakeholders involved with Z to H
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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

-

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
-

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 | ● | _____ |
| ● Teacher survey | ● | _____ |

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

- ---

Needs

- Diverse use of technology from teachers

- Lessons developed for technology

- more technology training for teachers

- Time to develop and implement

- better connection to Wifi

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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

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.

***"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

- Staff Teams for collaboration

- RTI interventionists

- AIP'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 AIP's

- Additional materials for AIP tutoring

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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 and materials to properly implement AIP's

- Increased awareness for staff with students in poverty

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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 Measur
- 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.

- | | |
|-----------------------------------|-----------------------|
| ● State Assessment Data | ● Class Grades |
| ● 6 Weeks Common Assessment | ● Benchmark data |
| ● RTI Data & Special Program Data | ● 3 Week check points |
| ● BOY and EOY universal screeners | ● |
| ● Readistep and Explore Results | ● |

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

- Willing teachers with high expectations

- Data is continuously reviewed

- Teachers implement technology in cla CARA meetings

- PLC's

- 8th grade STAAR Performance Results

- Zero to Hero for student intervention

- ExtraCurricular success with programs

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Needs

- 6th/7th 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 and 7th grade 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

- Need for training for staff for struggling learners

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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 | ● F.O.R. Club meetings |
| ● Campus Leadership Team | ● Team Building Breakfasts |
| ● Dept. Head's input | ● PTO meetings |
| ● Parent/Teacher Conferences | ● Grade Level Meetings |
| ● Parent informational meetings | ● Google Surveys for staff |

See page 9 of the guide for probing questions related to School Culture and Climate

"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 Bulling Awareness Training

- Advisory Support for Students

- Online Bully Reporting

- Outdoor Learning Center Student Team

- Teen Leadership classes offered

- Zero to Hero with student interventions

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

- Increase positive communication with parents

- Increase parent communication/involvement with student work

- Campus wide discipline system

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

- Create teacher committes for discipline, technology, advisory, positive relationships, and OLC

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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, et
- 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 | ● Student & Parent Surveys |
| ● State Assessments & Common Exams | ● Staff Retention Rate |
| ● State Accountability Comparisons | ● |
| ● Highly Qualified Certification Data | ● |
| ● 3 Week check points | ● |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment a

"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

- 18 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

- Technology lunch and learns monthly

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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 a

"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

- 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-Creat guidelines for Advisory for time with teacher team

- Utilizing technology to provide resources for students at home

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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.

● Parent Survey	● PBL Showcase
● PTO Board Input/ Meetings	● NJHS Inductions
● Campus Leadership Team	● Fine Arts Night, Choir Concerts, Band Concerts, Athletic events
● Hispanic Heritage Partnership Data	● Rachel's Challenge Day/F.O.R. Club community fund raisers
● Elective Fair Night	● Outdoor Learning Center Usage

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

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Strengths

- PTO Involvement

- Parent Support

- School Messenger System for info

- Online Skyward Grading System

- Twitter for classrooms and school

- 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

- Improve positive communication with parents

- Improve parent involvement on completing assignments

Summary of Needs

- Support from school community for 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

- More communication with parents on students completing assignments

- More positive communication home with parents

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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, Li
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School P
- 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 | ● Lunch & Learns |
| ● _____
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 Orga

"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

- AMS Belief Statement

- Communication from school to home

- Leadership & Decision Making Processes

- Strong Teachers

- Zero to Hero

- PLC's

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Needs

- Duty Rosters for school safety

- specific programs improve communication

- streamline calendar communication

- Teacher websites updated weekly

- Get all stakeholders involved with Zero to Hero

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Summary of Needs

- 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

- Teacher Teams to enhance various campus programs

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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 Imple
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakehold
-

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 | ● Google Training |
| ● <hr/> Technology Plan | ● <hr/> Summer Tech Training |
| ● <hr/> Bight Bytes Data | ● <hr/> |
| ● <hr/> Campus Infrastructure | ● <hr/> |
| ● <hr/> Teacher survey | ● <hr/> |
| ● <hr/> | ● <hr/> |

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

"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

-

Needs

- Diverse use of technology from teachers

- Lessons developed for technology

- more technology training for teachers

- Time to develop and implement

- better connection to Wifi

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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

- Lunch & Learn Tech Meetings

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Demographics

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-monitorin
 Additional support for RTI interventists
 Additional training and materials to properly implement AIP's
 Increased awareness for staff with students in poverty

Student Achievement

Focus on Reading for 6th and 7th grade 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
 Need for training for staff for struggling learners

School Culture and Climate

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
 Create teacher committes for discipline, technology, advisory, positive relationships, a

Teacher Quality

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
 Technology lunch and learns monthly

Curriculum, Instruction and Assessment

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 for time with teacher team
 Utilizing technology to provide resources for students at home

Family & Community Involvement

Support from school community for 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
 More communication with parents on students completing assignments
 More positive communication home with parents

School Context & Organization

#REF!
 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
 Teacher Teams to enhance various campus programs

Technology

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
 Lunch & Learn Tech Meetings

ACTON MIDDLE SCHOOL COVER PAGE

**COMPREHENSIVE NEEDS ASSESSMENT
2015-16**

PRINCIPAL JIMMY DAWSON

Granbury ISD Vision Statement: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Granbury ISD Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

AMS Belief Statement: AMS believes in...

- Positive Contributions
- Relationship Building
- Safe and Caring Environment
- Quality Education for all students

School Profile

Acton Middle School averaged 805-820 students during the 2014-2015 school year in grades 6, 7, and 8. Acton Middle School is projected to have 733 students in the 2015-2016 school year. Acton Middle School had 39.% Economically Disadvantaged which is 314 students enrolled in the free or reduced priced meals.

**Compatibility Report for AMS 2015 Comprehensive
Needs Assessment-AMS.xls**

Run on 6/15/2015 13:02

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occurrences** **Version**

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Compatibility Report for AMS 2015 Comprehensive Needs Assessment-AMS.xls

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