

**Acton Middle School Campus Plan at a Glance for 2019-2020
"TOGETHER"**

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, AND A QUALITY EDUCATION FOR ALL STUDENTS

OUR AMS FAMILY IS COMMITTED TO MAKING THIS HAPPEN!

1. We will develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Academic Performance

- Each core subject will assess students through 3 week checkpoints.
- New ELA TEKS and Curriculum implemented with weekly PLC's.
- Common Assessments used as summative and formative assessments
- Weekly At A Glance posted with Essential Question/Statement for students
- AVID schoolwide strategies implemented and observed by teachers
- Benchmark Exams implemented and analyzed for teacher data review
- Common Planning Periods built in for teacher collaboration
- MAP Screeners for beginning, middle, and end of the year with teacher data reviews
- Family Time and Tutorials offered for student support with less than 10% failure rate
- Counselor & AP family meetings for multiple failures & continual absences

Fine Arts

- Student voice and choice for Band, Choir, Art, and Theater Arts with 90% capacity
- UIL contests and community performances

Athletics & Electives

- Athletic sports offered for 7th-8th boys & girls including cross country, soccer, and tennis
- Tech In Action for 6th grade students & 8th GTT for CTE at or above 90% capacity
- Fitness & Wellness, including Dance with Fitness Gram evaluation included

ACADEMIC TARGETS:

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| Reading for all students, hispanic, white, economically disadvantaged, and English Learners | Student Success for all tests in the area of Hispanic, two or more races, and EL |
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STAAR Achievement Goals All Students: Goal [increase from previous year]

| Reading: | Math: | Writing: | Science: | Social Studies: |
|----------------------|---------------------|---------------------|---------------------|----------------------|
| 88% [+10] Approaches | 90% [+7] Approaches | 80% [+9] Approaches | 90% [+6] Approaches | 80% [+10] Approaches |
| 60% [+11] Meets | 65% [+11] Meets | 55% [+12] Meets | 65% [+10] Meets | 41% [+10] Meets |

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|---|--|--|---|--|
| <u>Reading</u> Hispanics: 70% (+3) White: 88% (+6) Eco Dis: 75% (+5) EL: 40% (+9) | <u>Math</u> Hispanics: 81% (+6) White: 91% (+6) Eco Dis: 80% (+5) EL: 64% (+5) | <u>Writing</u> Hispanics:54% (+9) White: 84% (+9) Eco Dis: 60% (+6) EL: 35% (+7) | <u>Science</u> Hispanics: 78% (+7) White: 94% (+5) Eco Dis: 81% (+5) EL: 51% (+9) | <u>Social Studies</u> Hispanics: 64%(+5) White: 81% (+6) Eco Dis: 65% (+6) EL: 31% (+14) |
|---|--|--|---|--|

2. We will support student success by providing and retaining the appropriate quantity of qualified staff. Goal: 90% Teacher Retention Rate Annually

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|---------------------------------|-----------------|-------|------|-----------------------|
| Summer Professional Development | Hallway Huddles | PLC's | GTEI | Instructional Support |
|---------------------------------|-----------------|-------|------|-----------------------|

3. We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

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|-----------------------------|-----------------------------|----------------------------------|
| AMS Outdoor Learning Center | AMS Day of Service | Special Funded Field Trips |
| Campus Staff Developments | Counseling Guidance Lessons | AVID Ambassadors/Student Council |

4. We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

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|---------------------------|---------------------------|---------------------------------|
| Fine Arts Performances | AMS University Initiative | AVID School-Wide Strategies |
| Athletic Teams and Events | UIL Academic Competitions | Various Clubs and Organizations |

5. We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

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|----------------------|-------------------|--------------------------------|
| Technology Trainings | Bright Bytes Data | Class Technology Use 90% Daily |
|----------------------|-------------------|--------------------------------|

6. We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

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|----------------------------------|-----------------------------|-------------------------------------|
| Budget Planning for Improvements | Hallway Passes for Students | Monthly Drills with Emergency Plans |
|----------------------------------|-----------------------------|-------------------------------------|

7. We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

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|--------------------|------------------------------|------------------------------------|
| Department Funding | PTO Special Funding Requests | Special Programs & Title I Funding |
|--------------------|------------------------------|------------------------------------|

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| AMS BELIEVES IN: POSITIVE CONTRIBUTIONS, RELATIONSHIP BUILDING, SAFE & CARING ENVIRONMENT, AND A QUALITY EDUCATION FOR ALL STUDENTS |
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Granbury Independent School District

Acton Middle School

2019-2020 Campus Improvement Plan



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.

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!"

Comprehensive Needs Assessment

Demographics

Demographics Summary

Acton Middle School is composed of:

- 940 Students overall
- 153 Hispanic students,
- 736 White students,
- 24 African Americans
- 21 other students in other Ethnicity sub populations.

Other Subgroups within the AMS Demographics:

- 400 Economically Disadvantaged students
- 43 EL students
- 443 At-Risk students
- 56 504 students
- 118 students who participate in CTE classes
- 94 students in the Gifted and Talented program
- 116 students in Special Education
- 105 students participate in the AVID elective.

AMS CAMPUS STAFF:

- Acton Middle School has 58 teachers, 4 professional support aides, 3 administrators, 2 counselors, an Instructional Specialist, a Campus Special Programs Coordinator, and 7 paraprofessional aides. All teachers are highly qualified.

Demographics Strengths

GT:

- About 10% of the students are in the Gifted and Talented program.
- Our GT students participated in a variety of activities such as I FLY, Six Flags Physics Day, then organized, planned, and built a Butterfly Garden on campus utilizing the community and other schools to complete the project.

STAAR/EOC:

- Over 95% 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 well over 96% for students.
- AMS received a "B" rating in the 2018 school year for our STAAR Scores in the first preliminary state accountability rating.

AVID:

- As an AVID school, over 10% of our students participate in the AVID elective with AVID Strategies schoolwide.

CTE:

- Our students participating in CTE classes are working on projects from Project Lead the Way to connect Science with real world experiences sparking students interest in STEM.

HISPANICS:

- With over 10% of our population being Hispanic, our school hosts Hispanic Partnership Dinners to invite the Hispanic families into our school.
- Several of our Hispanic students participate in the AP Spanish class which is offered for 8th grade students fluent in Spanish and have the opportunity to earn college credit if they are successful on the AP exam.

PTO:

- Each grading period, students are rewarded for making A or A/B honor roll with prizes provided by the PTO.

Pirate First Class:

- Any student who makes a 75 or higher in all classes, no discipline referrals, and no more than 3 unexcused absences in a grading period receives a Pirate First Class bracelet.
- The bracelets allow students to have additional privileges on campus such as going to lunch first, eating outside, and special treats.

Pirate Parties

- Students passing all core classes get to participate in fun stations for the last 2 hours of school on early release days.

- Our Life Skills classes are involved and participate in all school activities described above.
- These students work with our Outdoor Learning Center Team preparing and learning from these student created and student taught lessons.

Our school is composed of many students that come to us at many different levels; however, all students have the opportunity to live the belief statement daily and are encouraged to grow in all areas of their lives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students are failing core classes throughout the year. **Root Cause:** Students are not completing assignments and turning in their work. (Goal #1; Performance Obj. 2; Strategy 2)

Problem Statement 2: AMS has struggled to show growth within specific subpop's through state assessments. **Root Cause:** AMS is facing tremendous growth with enrollment which includes the various sub populations within our demographics. (Goal #1; Performance Obj. 1; Strategy 2)

Problem Statement 3: AMS Hispanic and English learners have not shown growth over the years through state assessments **Root Cause:** Teacher instructional processes have not met the level of need for Hispanic and English learners. (Goal #1; Performance Obj. 1; Strategy 3)

Student Academic Achievement

Student Academic Achievement Summary

- 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.
- Campuses and district level curriculum leaders creates common assessments that are used as summative and formative assessments. The data is collected, analyzed, reflected upon, and goals are set in place through PLC's to improve student performance.
- The district uses released STAAR exams to take a snapshot of how the students are projected to perform on the state exam. This information is used to help drive instruction based on the students' needs.
- The students take a beginning of the year screener in Math and ELA, the students take assessments on Lexia, and the interim assessment which were all used to target students who were struggling.
- 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 led by our Instructional Specialist.
- 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.
- 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.
- Science received a STAAR Designation for the high scores the students achieved in 2017-2018 school year.
- Our student led classrooms encompass collaborative technology tools and engaging assessment strategies such as: Google Classroom, Google Docs, Kahoot, Plickers and many more technology applications 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 core classroom now contains a mounted projector and SMARTBOARD, 10 chrome books, a document camera, and a classroom microphone; in addition C.O.W.s (Computer On Wheels) 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.

- Lexia and Interim Assessments were also given to students to assess students with over 100 students in 6th, 7th, and 8th grades were targeted based on their Reading STAAR scores.
- Social Studies teachers incorporate AVID articles weekly in the classrooms and used the AVID strategy of "Marking the Text".
- All teachers at AMS received professional development on AVID strategies throughout the year and are given the opportunity to visit other teachers' classrooms who were using specific AVID strategies.
- Students participate in morning, lunch, or after school tutorials as well as creative grouping in the classrooms such as Flashback Fridays deepen students' understanding and knowledge.
- Our 8th grade students are able to take high school level courses and earn up to 7 credits 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 Algebra I is available to all 8th grade students and around 50% of our 8th graders take advantage of this opportunity.
- 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 after taking the AP Exam each spring with most AP Spanish students having Spanish as their native language.
- Our counselors meet with each student and create a four year plan to help them prepare and understand their options in high school leading them to post secondary options after graduation.
- AMS uses XELLO with all students which allows students to take interest inventories and explore different career paths exposing students to jobs that fit their interests and talents.
- AMS provides a quality education for all students at the middle school level and push the students to plan for the future revealing different options to all students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: With 925 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. (Goal #3; Performance Obj. 2; Strategy 1, 2, 8, 16)

Problem Statement 2: Reading scores have been low with all students, Hispanics, EL's, white and economically disadvantaged students **Root Cause:** The focus has not been on raising scores as much as we have centered on authentic learning experiences. (Goal #1; Performance Obj. 1; Strategy 2, 3, 7, 9)

Problem Statement 3: In Reading, Math, Social Studies, and Science the Hispanic, EL's, Economically Disadvantaged, and Special Education populations struggle with passing. **Root Cause:** The sub populations are growing fast, and teachers struggle to understand and implement strategies effectively to help all students. (Goal #2; Performance Obj 1; Strategy 2, 3)

School Processes & Programs

School Processes & Programs Summary

- 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 essential information at Parent Connection Night and through REMIND, Twitter, email, phone calls, websites, Pirate Nation and frequent messages through our web-based skyward grade book.
- In order to have clarity in campus communication, 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.
- AMS 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.
- AMS implemented a new teacher mentor program where new teachers are paired with experienced teachers.
- 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.
- Data will be collected through Quick Instructional Walks by each administrator and instructional specialist.
- We have developed a partnership with Tarleton State University and the Effective Schools Project which has enabled us to receive high quality professional development while mentoring student teachers and helping them find their passion.
- EL students at AMS are served through ESL with parent permission. In addition, our EL students are supported in an ESL Family class, if determined by LPAC, to get support and work on Rosetta Stone at their individual level.
- All teachers have been trained to utilize Ellevation which is a program used to support teachers and EL students.
- All of our ELA teachers are ESL certified, and all teachers are trained in Sheltered Instruction Observation Protocol and ELPS.
- GT students at AMS are in a GT Family Time class where the students choose what area they want to improve their skills and knowledge. The students have participated in many activities this year including I Fly, Six Flags Physics day, OLC lesson development and implementation, as well as the design and creation of a Butterfly Garden on our campus.

AMS sets up instructional interview committee's to recruit highly qualified teachers to our campus with Administrators, Instructional Specialist,

and Teachers all providing input to find the right person(s) to teach our students.

- GISD & AMS continuously provides opportunities for teachers to grow professionally through a well organized system of staff development throughout the year in order to retain as many staff members as possible.

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 (Library).

- 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, TMAD, Art 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.

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.

- 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. Several 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 relationships. During dinner we showcase our AP Spanish class to generate excitement for the underclassmen, while showing them that college credit is in reach.

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.

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.

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.

In August, we conduct a "Pirate Camp" which gives students the opportunity to have a positive initial experience in their orientation to AMS.

AMS also hosts a Parent Connection Night in August where all parents are invited into the school to meet teachers and hear about the teachers' expectations and methods of communication.

Parent partnerships are important at AMS. PTO and Team Dads enable parents to be a part of our campus culture.

Pirate Parties, Day of Service, and Rachel's Challenge Day are just a few of the other opportunities for parents and community members to be involved in our students' education.

Problem Statements Identifying School Processes & Programs 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. (Goal #3; Performance Obj. 2; Strategy 5, 21)

Problem Statement 2: With continual teacher turnover, the limited amount of time to teach new staff the SOP's and required trainings for GISD is difficult for a smooth transition **Root Cause:** Our Professional Development days are limited to adequately provide all the time needed to help ensure new staff know all the SOP's, Campus Initiatives, and District requirements. (Goal #2; Performance Obj. 1; Strategy 2, 3, 4, 5)

Problem Statement 3: Students with severe behavioral disabilities struggle within the general education setting. **Root Cause:** Students served through special education and/or BSI become disruptive when offered their "least restrictive environment" hindering productive classroom instruction. (Goal #2; Performance Obj. 1; Strategy 2)

Perceptions

Perceptions 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.
- Clarity, communication and teamwork is the goal at AMS with all stakeholders.
- The belief statement is posted and quoted daily on campus and at every parent meeting we host.
- 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.
- Parents have voiced concerns in surveys, ARDs, 504 meetings and parent conferences that it is difficult to help their students in homework because of confusion with knowing where to get the assignment. The parents want to know how to find out if the assignment is in Google classroom or Skyward or somewhere else.
- The online textbooks has also been a source of frustration to parents because they don't understand how to help without a textbook. Also, once a student submits the assignments, parents don't always have access to check to ensure the work was completed. Parents want to help, but are baffled on how to assist with so many ways and different programs used by the school.
- According to the parent and student surveys for 2018-2019 school year, AMS is being successful in communicating and living our belief statement with over 90% of parents and students satisfaction. Our strong partnership with PTO and the community is proof that AMS is not simply a school set in a community but the school is a part of the community.
- The staff survey also shows that the teachers feel overall support by administration, counselors, and the Instructional Specialist. This is also documented in teacher summatives.

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 are 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 third 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 & communicate each day.
- Parents are also involved in parent conferences, ARDS, LPACS, 504 meetings, surveys, our campus leadership team, and other student organizations.

Middle school is a big transition for parents and students, and AMS tries to help with that transition through a variety of ways.

- Pirate Camp
- Parent Connection Nights
- Hispanic Heritage Dinners
- Parent Information Nights

Parent partnerships are important at AMS.

- 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.
- Team Dads solicits help monthly from our dads / father figures to monitor students in the morning while the staff is receiving professional development.

Communicating effectively is a vital 21st Century skill.

- 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.
- 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.
- New teacher mentor program is implemented 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.

8 Period Day

- This next year we are moving to a 8 period day implementing 54 minute class periods 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 8 period day schedule is a 25 minute Family Time where students meet with a teacher for character development, technology lessons, and academic support.

Through Family Time, we also work with our GT students where they choose semester projects to participate in together and collaborate with other

students.

- When additional academic support is needed, before and after school tutoring is offered for every subject.

Our belief statement is the goals of the teachers and staff at AMS. Everything must align with these beliefs to keep us focused on our overall goal for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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. (Goal 3#; Performance Obj. 2; Strategy 2, 7)

Problem Statement 2: Although teachers have common planning periods, there is a need for additional planning time with teacher partners. **Root Cause:** The conference time is not always enough time to adequately plan effectively with all the required special program meetings during their designated planning times. (Goal #2; Performance Obj. 1; Strategy 2,3)

Problem Statement 3: 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 and/or lack of technology access can frustrate parents. (Goal #3; Performance Obj. 1; Strategy 4,5)

Goals


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: AMS will increase ELAR achievement from 78% to 88%.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Advanced academic students will engage with innovative resources and pilot activities | Campus principal, GT teachers | Presentations to staff and students with resources | | | | |
| Funding Sources: Gifted (21) - 1840.00 | | | | | | |
| Comprehensive Support Strategy 2) Scope & Sequence, 3 week check points, and common assessments focus teachers on TEKS | Curriculum Dept | Scope & Sequence; Guaranteed & Viable Curriculum | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| Comprehensive Support Strategy 3) SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students. | Teachers, Admin | Benchmarks; Instructional Walks, 3 week check points; TELPAS, Ellevation | | | | |
| Funding Sources: ESL/Bilingual (25) - 50.00 | | | | | | |
| 4) SSI Intervention will be implemented after 8th grade STAAR in Reading and Math | Principal, Teachers | 2nd admin scores increased | | | | |
| Funding Sources: State Comp Ed (24) - 3500.00, Title I (211) - 3000.00 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 5) Lesson Plan template presented to staff and implemented using AVID strategies & Essential Question based on TEKS | Instructional Specialist, Principal, assistant principals, AVID Coordinator | Increase in test scores 3 week checks, benchmarks, and STAAR exams. | | | | |
| Comprehensive Support Strategy 6) AVID Elective is in effect 7th grade and 8th grade | Principal, AVID Campus Coordinator | More students taking honor courses | | | | |
| Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| Comprehensive Support Strategy 7) LLI reading program will be implemented in enrichment classes & Special Education classes | Instructional Specialist, ELA teachers | Increase reading levels | | | | |
| Funding Sources: Title I (211) - 0.00 | | | | | | |
| 8) Ellevation will be provided to all staff | Counselor, Principals, Teachers | Teachers will have the information to effectively teach ELL students and improve language skills | | | | |
|  | | | | | | |

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: Student progress will be frequently monitored in order to demonstrate 80% or higher on each state exam.

Evaluation Data Source(s) 2: 3 week checkpoint assessments, grading period common assessments and benchmarks and STAAR results

Summative Evaluation 2:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 1) Common Assessments, 3 Week Checkpoints, and Benchmarks for core content classes 2) PLC's will be used to disaggregate data and plan instruction to address student needs | Principal, Instructional Specialist | Data from results | | | | |
| | Principal, Teachers, Instructional Specialist | Increased scores | | | | |
| Comprehensive Support Strategy 3) Will offer AP Spanish to students who qualify. 4) Provide calculators and other supplies to help meet needs of students for testing. | Principal, Post-secondary Coor, Spanish Teacher | AP Spanish Test Results | | | | |
| | Curriculum Department, Math Department, Principal | Increased math scores | | | | |
| Funding Sources: Gifted (21) - 1000.00 Funding Sources: State Comp Ed (24) - 0.00 | | | | | | |
| | | | | | | |

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 3: Raise standards and student competency in all CTE programs by the classes being at least 90% capacity.

Evaluation Data Source(s) 3: master schedule

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 1) Project Lead the Way (Gateway to Technology) implementation | Principal, PLTW Teachers, CTE administrator | Teacher Training, Student Participation; Math/Science Growth | | | | |
| | Funding Sources: Local (199) - 3500.00 | | | | | |
| 2) Participate in Recruiting Events for GHS CTE Courses | Principal, PLTW Teachers | Student Enrollment Data | | | | |
| | Funding Sources: CTE (22) - 0.00 | | | | | |
| 3) Technology In Action (TIA) & Principles of Emerging Technologies (PET) | Principal, Technology teachers, District Instructional Technology Coordinator | Student enrollment data | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
|  | | | | | | |





Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 4: Provide Instructional intervention help to students struggling in content areas by showing a failure rate of less than 10%.

Evaluation Data Source(s) 4: Failure reports each grading period

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-------------------------------|-------------------------------------|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 1) RTI Intervention-struggling students assigned to an intervention teacher/mentor | Counselors, Teachers, Assistant Principal, and Instructional Specialist | Numbers of RTI Students; Report Cards; STAAR/CA Data | | | | |
| | | | Funding Sources: State Comp Ed (24) - 7300.00 | | | |
| 2) Provide strategies to RTI/struggling students to enhance their learning experience. | Counselors, Teachers, AP's, Principal, and Instructional Specialist | STAAR/CA Data; Progress Monitoring | | | | |
| | | | Funding Sources: Title I (211) - 1000.00 | | | |
| Comprehensive Support Strategy 3) Brain-Pop (computer program) - used for STAAR-type questions in the classroom | Teachers | Lesson Plans; Report Cards | | | | |
| | | | Funding Sources: Local (199) - 2300.00 | | | |
| Comprehensive Support Strategy 4) BOY, MOY and EOY screeners | Instructional Specialist, Teachers | Increased number of students successful on benchmarks, screeners, and state assessments. | | | | |
| | | | 5) Utilize the Outdoor Learning Center at Acton Middle School | Principal, Teachers, OLC Team | Usable learning center; teacher use | |
| Funding Sources: Local (199) - 856.00 | | | | | | |
| Comprehensive Support Strategy 6) Strive for and maintain viable library services. | Librarian | Number of classes meeting in library; Library Rating | | | | |
| | | | Funding Sources: Local (199) - 6000.00 | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 7) Students will use MAP for screeners and skill building. | Principals, teachers, Instructional Specialist | Students improve understanding of Math and Reading | | | | |
| Comprehensive Support Strategy 8) Create 1 day per grading period-AMS Pirate Party where students who have passed all core classes are able to enjoy free time and students who have not passed core classes will work with core teacher to complete quality work | Campus Admin, Teachers, community volunteers, parents | Improved grades, Improved Test Scores, Increase passing rate, | | | | |
| Funding Sources: Local (199) - 1000.00 | | | | | | |
| Comprehensive Support Strategy 9) Family Time 5 days a week for all students | Teacher, Principals | Student academic data ; STAAR Data | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| Comprehensive Support Strategy 10) 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 | | | | |
| Funding Sources: Title I (211) - 15359.00, State Comp Ed (24) - 327.00 | | | | | | |
| Comprehensive Support Strategy 11) 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 | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Develop and implement an effective plan to improve the academic performance of all students by retaining 90% of our staff annually.

Evaluation Data Source(s) 1: Teacher Turnover Rates, New Hires, Professional Development, STAAR Scores, Failure Rates, PLC Data Reviews,

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Send staff members to AVID training. | Principal, Teachers | Certificates of completion. | | | | |
| Funding Sources: State Comp Ed (24) - 16210.00 | | | | | | |
| Comprehensive Support Strategy 2) Professional Development for Teachers to teach effectively | Principal; Curriculum Department; Instructional Specialist | Discipline Referral data & student academic scores; STAAR Data, Report Cards | | | | |
| Funding Sources: Local (199) - 16650.00 | | | | | | |
| Comprehensive Support Strategy 3) Implement Huddle Meetings with Each Grade Level Facilitated by Principal and Instructional Specialist | Principal and Instructional Specialist | Staff participation; grade level events | | | | |
| Funding Sources: Local (199) - 200.00 | | | | | | |
| 4) Department Heads will meet monthly | Principal, department head, secretary, Instructional Specialist | Staff collaboration and communication | | | | |


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 5) PLC Meetings with each department | Teachers, Curriculum Department, Instructional Specialist, Principals | 3 week check point Data & Reflection Forms; Teacher growth & collaboration | | | | |
| | | | Funding Sources: Local (199) - 0.00 | | | |
| Comprehensive Support Strategy 6) AMS will continue to plan toward the implementation of becoming an AVID demonstration school | Principal, AVID Coordinator, teachers | Teachers and students will use AVID strategies in the classroom and see evidence of AVID throughout the school | | | | |
| | | | Funding Sources: State Comp Ed (24) - 0.00 | | | |
| Comprehensive Support Strategy 7) Student calendars, binders, and planners will be implemented for all 6th ,7th, and 8th graders | Principal, IS | Student Planner | | | | |
| | | | Funding Sources: State Comp Ed (24) - 0.00 | | | |
| 8) LLI enrichment classes are scheduled for students struggling with reading according to STAAR results. | Principal, IS, ELA teachers | Increase in reading levels of targeted students | | | | |
| | | | Funding Sources: Title I (211) - 0.00 | | | |
| 9) Art teachers will be given the opportunity to attend professional development specific to their subject. | Travel Authorization In Place | Art teachers will be better equipped to teach their classes. | | | | |
| | | | Funding Sources: Title II (255) - 675.00 | | | |
| | | | | | | |

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: All staff members will maintain open communication and develop relationships to create a safe and orderly environment by communicating with all stakeholders 100% of the time.

Evaluation Data Source(s) 1: Survey results from students, staff and parents will reflect 90% or higher satisfaction at AMS.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) School Messenger-daily attendance calls & event information | Principal, Attendance Clerk, Secretary | School Messenger Reports; Communication, Positive Relations | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| 2) Current PTO board meeting monthly & supporting AMS students & faculty. | PTO Board; Principal | Sign In Sheets | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| 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 | | | | |
| 5) Skyward Family Access - posting grades weekly for parent and student information | Teachers | CA's & Benchmarks; Parent Involvement; Parent Survey | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| 6) Each grade level SOP's, Campus wide SOP's, and Special Program SOP's | Each grade level; principal, special program teachers | Increased communication for all stakeholders, parent and student survey | | | | |
|  | | | | | | |

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.


Performance Objective 2: AMS stakeholders (parents, students, staff and community) will have a positive experience and report satisfaction with AMS by 90% satisfaction of the parents, student and staff survey.

Evaluation Data Source(s) 2: Parent, student, and staff Survey

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 1) Develop and implement character education curriculum | Counselors, Principals, Teachers | Lesson Plans; Safe Environment; Family Time presentations; Counselor Team | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| Comprehensive Support Strategy 2) Hispanic Heritage dinners - promote school and home connection with Hispanic families | Principal, ESL & Spanish Teachers, Counselors; Spanish Club | Hispanic family involvement; Parent Survey; | | | | |
| | Funding Sources: Local (199) - 1400.00, ESL/Bilingual (25) - 500.00 | | | | | |
| Comprehensive Support Strategy 3) Crime Stoppers Club / TMAD (Teens Making a Difference) | Asst Principal SRO | Crime reports being turned in; Discipline Report; Regular Monthly Meetings | | | | |
| | Funding Sources: Local (199) - 265.00 | | | | | |
| 4) Honor Roll Awards | PEIMS Clerk, PTO members | Student's Grade improvement each grading period | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 5) Principal Updates sent by School Messenger emails, Reminder 101, and Twitter, Pirate Nation Newsletter | Principals, Secretary | School Messenger Reports; Positive Communication' Parent survey | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 6) Teacher of the Month | Principal, Secretary | Certificate & gift card presented to teacher | | | | |
| | Funding Sources: Local (199) - 300.00 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 7) Parent Informational Meetings | Principal Counselors Program Directors | Student involvement in academic & extracurricular activities | | | | |
| Funding Sources: Title I (211) - 500.00, Local (199) - 200.00, State Comp Ed (24) - 200.00 | | | | | | |
| Comprehensive Support Strategy 8) New students to AMS will have a Welcome Breakfast once each month in the Library with Student Council and AVID students | Counselors, Asst. Principals, Student Council AVID Coordinator | Student progress in the classroom and increased relationships | | | | |
| Funding Sources: Local (199) - 200.00 | | | | | | |
| 9) Students will participate in a Service Day on November 22nd to serve our Granbury community. | Principal, Assistant Principal, Staff | Send all students out to serve with staff and parents and come back to campus to celebrate the day together. | | | | |
| Funding Sources: Local (199) - 300.00 | | | | | | |
| 10) Teachers will receive badges for participating in different activities on campus. | Principals, Assistant Principals, Counselors | Teacher receive badges promoting school culture, and students get to see their involvement in school events. | | | | |
| 11) Staff members will participate in an Easter Egg hunt in the spring | Principal, counselors, secretary | Teachers enjoy the team building activity and build positive relationships. | | | | |
| Funding Sources: Local (199) - 600.00 | | | | | | |
| 12) Teacher receive a gift from the students during Teacher Appreciation Week. | Assistant Principals, counselors | Teachers feel encouraged and know they make a difference in the lives of the students. | | | | |
| 13) AMS will have a volunteer breakfast at the end of the year to thank all our volunteers for helping at AMS. | Principal, assistant principal, secretary | Volunteers will feel appreciated and understand how valued they are to our students and staff. | | | | |
| Funding Sources: Local (199) - 250.00 | | | | | | |
| 14) 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 | Principals, teachers, Administrative Assistants, | Reward students for going above and beyond at AMS and give students privileges for meeting the standards. | | | | |
| 15) Outdoor Learning Center Student Team | Science Teachers | Participation of others schools in district; Observation; Parent, Staff, and Student survey | | | | |
| Funding Sources: Local (199) - 500.00 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 16) 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 | | | | |
| | Funding Sources: Local (199) - 2000.00 | | | | | |
| 17) Pirate Pride rewards for students making positive contributions | AMS Teachers & Staff, PTO incentives | Increased student positive behaviors | | | | |
| | Funding Sources: Local (199) - 500.00 | | | | | |
| 18) Develop and Review servant leadership plan with staff members | Principal and Assistant Principals | Parent and student survey; meeting agenda | | | | |
| 19) Librarian & Student Council will record & post announcements to be shown during Family Time. Staff & students may record special announcements. | Librarian, Staff & Students | Improved Communication | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 20) Positive Discipline Referrals | Campus Administration, Discipline committee | Increased positive communication with school and parents; data | | | | |
| | Funding Sources: Local (199) - 100.00 | | | | | |
| 21) Social Media and Electronic messaging for parents to be informed | Teachers, Counselors, Principals | Parent survey, parent involvement, enhanced student achievement, increased family engagement | | | | |
|  | | | | | | |

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 1: Students will be given an opportunity to participate in Fine Arts programs demonstrated with each program at 90% capacity.

Evaluation Data Source(s) 1: master schedule

Summative Evaluation 1:


| Strategy Description | 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 | | | | |
| | Funding Sources: Local (199) - 100.00 | | | | | |
| 2) Theatre Arts students will perform in the UIL One Act Play competition, as well as, a musical program. | Theatre Arts Teacher | Student Participation | | | | |
| | Funding Sources: Local (199) - 1800.00 | | | | | |
| 3) Choir Students will perform in numerous concerts, as well as, competitions. | Choir Teachers | Choir Schedule; Competition Results | | | | |
| | Funding Sources: Local (199) - 4300.00 | | | | | |
| 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 | | | | |
| | Funding Sources: Local (199) - 4500.00 | | | | | |
| 5) Band students will perform in numerous concerts, as well as, competitions. | Band Teachers | Band Schedule; Competition Results | | | | |
| | Funding Sources: Local (199) - 2850.00 | | | | | |
| | | | | | | |

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 2: Students will be given the opportunity to participate in academic activities demonstrated by 100% of the positions filled in each event

Evaluation Data Source(s) 2: Each UIL academic entry

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) A number of scholastic activities are available including: Spelling Bee and Academic UIL Competition | Sponsors/Coaches | Participation; Activity/Project Results | | | | |
| | Funding Sources: Local (199) - 2840.00 | | | | | |
|  | | | | | | |

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 3: Students will be given the opportunity to participate in various clubs & organizations demonstrated by 100% of the clubs active on campus.

Evaluation Data Source(s) 3: sign in sheets of meetings

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Various Clubs & Organizations are available for students to participate in.(Art Club, Foreign Language Club, Drama, Etc) | Club Sponsors | Club Involvement | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 2) Students will be given the chance to perform in the annual Spring Talent Show. | Theatre Arts and Choir Teachers | Participation; Show Performance | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 3) Students will be given the opportunity to create the AMS Yearbook. | Yearbook Sponsor | Scheduled Deadlines; Final Product | | | | |
| | Funding Sources: Local (199) - 1500.00 | | | | | |
| | | | | | | |

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 4: Students will be given the opportunity to participate/try out for various athletic organizations after criteria is met demonstrated by 100% of the positions filled in each event..

Evaluation Data Source(s) 4: UIL roster

Summative Evaluation 4:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Students are offered the opportunity to participate in organized sports through the athletic department. | Coaches, Athletic Director | Schedule, Participation | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| 2) Students are given a chance to try out for cheerleader each year, plus continue in athletics | Cheer Coach | Schedule, Practice, Final Results | | | | |
| | Funding Sources: Local (199) - 0.00 | | | | | |
| | | | | | | |

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively

Performance Objective 1: AMS will continue to develop technology skills for 21st century learners by continuously monitoring technology skills and tools utilized in the classroom at 90%.

Evaluation Data Source(s) 1: AMS instructional walks and GAP walks

Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Annual completion of Bright Bytes chart data | Principal; Technology Committee | Survey results; Instructional Walks | | | | |
| 2) Technology Committee Meetings monthly | Principal and technology committee | Meeting notes and action plans | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
|  | | | | | | |

Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively

Performance Objective 2: Teachers will be competent in technology TEKS and the integration of technology into the curriculum using technology skills and tools at a 90% rate daily.

Evaluation Data Source(s) 2: AMS instructional Walks, GAP walks, and BRIGHT BYTES survey

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| Comprehensive Support Strategy 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 | | | | |
| | Funding Sources: Local (199) - 3000.00 | | | | | |
| Comprehensive Support Strategy 2) Librarian as media specialist to support classroom technology. | Librarian | Use of technology labs and number of devices checked out for student use. | | | | |
| | Funding Sources: Local (199) - 7200.00 | | | | | |
|  | | | | | | |

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: Acton Middle School facilities will be reviewed to determine if they are adequate at least 80% to effectively address the needs of students and staff members.

Evaluation Data Source(s) 1: AMS Lead Custodian and an Administrator will conduct quarterly facility inspections.

Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) The budget planning process will be used to address facility improvements. | Principal and Secretary | Budget Process | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| | | | | | | |

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 2: AMS will implement Safety Procedure Training with 100% of the staff trained.

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Fire, Lockdown, Bad Weather Practice, and Active Shooter Training and Drills | Asst Principals, Teachers | AMS student knowledge of emergency plan | | | | |
| Funding Sources: Local (199) - 500.00 | | | | | | |
| 2) Signs throughout building with teacher's names and room numbers | Office Staff | User Friendly Hallways | | | | |
| Funding Sources: Local (199) - 100.00 | | | | | | |
| 3) Two Way radios will be maintained for safety communications. | Principals | Working Radios | | | | |
| Funding Sources: Local (199) - 1300.00 | | | | | | |
| 4) Teachers have passes for students to use when traveling around the building | Counselor, teachers, students | students are accounted for at all times, safety | | | | |
| Funding Sources: Local (199) - 500.00 | | | | | | |
| 5) Rooms designated for Tornado Shelters are marked | Assistant Principal | Staff can easily get students to safely if an emergency arises. | | | | |
|  | | | | | | |

Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: The budget for Acton Middle School will provide adequate resources to meet all instructional needs 95% of the time.

Evaluation Data Source(s) 1: Budget

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Monitor and Maintain appropriate and efficient expenditures | Principal, Secretary, Department Heads, Program Coordinators, and Instructional Specialist | Adequate Resources for Instructional Program; Skyward Budget Reports; Balanced Budget | | | | |
| Funding Sources: Local (199) - 0.00 | | | | | | |
| | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 2 | Scope & Sequence, 3 week check points, and common assessments focus teachers on TEKS |
| 1 | 1 | 3 | SIOP strategies used in classrooms, using TEKS and ELP objectives. As well as, providing curriculum to support our ESL students. |
| 1 | 1 | 5 | Lesson Plan template presented to staff and implemented using AVID strategies & Essential Question based on TEKS |
| 1 | 1 | 6 | AVID Elective is in effect 7th grade and 8th grade |
| 1 | 1 | 7 | LLI reading program will be implemented in enrichment classes & Special Education classes |
| 1 | 2 | 1 | Common Assessments, 3 Week Checkpoints, and Benchmarks for core content classes |
| 1 | 2 | 3 | Will offer AP Spanish to students who qualify. |
| 1 | 3 | 1 | Project Lead the Way (Gateway to Technology) implementation |
| 1 | 4 | 1 | RTI Intervention-struggling students assigned to an intervention teacher/mentor |
| 1 | 4 | 3 | Brain-Pop (computer program) - used for STAAR-type questions in the classroom |
| 1 | 4 | 4 | BOY, MOY and EOY screeners |
| 1 | 4 | 6 | Strive for and maintain viable library services. |
| 1 | 4 | 8 | Create 1 day per grading period-AMS Pirate Party where students who have passed all core classes are able to enjoy free time and students who have not passed core classes will work with core teacher to complete quality work |
| 1 | 4 | 9 | Family Time 5 days a week for all students |
| 1 | 4 | 10 | Tutorials aimed at targeted students. Re-adjust groups as needed to focus on students needing assistance. |
| 1 | 4 | 11 | Tutoring Schedules Posted and in front office |
| 2 | 1 | 2 | Professional Development for Teachers to teach effectively |
| 2 | 1 | 3 | Implement Huddle Meetings with Each Grade Level Facilitated by Principal and Instructional Specialist |
| 2 | 1 | 5 | PLC Meetings with each department |
| 2 | 1 | 6 | AMS will continue to plan toward the implementation of becoming an AVID demonstration school |
| 2 | 1 | 7 | Student calendars, binders, and planners will be implemented for all 6th ,7th, and 8th graders |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 3 | 2 | 1 | Develop and implement character education curriculum |
| 3 | 2 | 2 | Hispanic Heritage dinners - promote school and home connection with Hispanic families |
| 3 | 2 | 3 | Crime Stoppers Club / TMAD (Teens Making a Difference) |
| 3 | 2 | 8 | New students to AMS will have a Welcome Breakfast once each month in the Library with Student Council and AVID students |
| 3 | 2 | 16 | Pirate Camp, 7th and 8th returning student night, and Parent Connection Nights |
| 5 | 2 | 1 | Technology integration and professional development at Lunch and Learn meetings and Team Building Breakfasts |
| 5 | 2 | 2 | Librarian as media specialist to support classroom technology. |

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 |
| Landry Mullins | AVID Teacher | State Comp | 0.75 |
| Natalia Argueta | Math Teacher | State Comp Ed | 0.14 |
| Tammy Jones | ELA Teacher | State Comp Ed | 1 |

Title I 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.

***"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

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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-Create 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
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Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------------------|------------------------------|
| ● Technology Committee | ● 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

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Needs

- Diverse use of technology from teachers

- Lessons developed for technology

- more technology training for teachers

- Time to develop and implement

- 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