

**Acton Middle School Campus Plan at a Glance for 2021-2022**  
**“The Impact of ONE”**

**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

**Goal 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, grading period common assessments and benchmarks
- Bi-weekly PLCs focusing on data, instruction, remediation and enrichment
- PDSA data tracking and goal setting in all classes
- Weekly At A Glance posted with Essential Question and Learning Targets for students
- AVID schoolwide strategies implemented and observed by teachers
- Reading and Writing workshop model with a focus on conferring used in ELA-R classes
- LLI and Math Intervention Aides hired to keep Math and ELA-R classes small but still have intervention courses
- LLI and Do the Math interventions offered for students significantly below grade level
- NWEA MAP Growth assessment used for Math, Reading, Language and Science to remediation needs
- Family Time and Tutorials offered for student support
- Counselor family meetings for students with multiple failures & continual absences

**College Readiness**

- Application for AVID Demonstration School
- Use of school-wide binders, agendas with the option of e-binders for virtual students
- GT students participation in GT Family Times through 6th grade: Kid News, 7th grade: Robotics, 8th grade: Outdoor Learning Center

**Electives and Parent Involvement**

- Pre-Athletics offered for 6th grade, Fitness & Wellness, including Dance with Fitness Gram evaluation included
- UIL opportunities for Band, Choir, Art, Theatre, Academics and Athletics
- PTO and Hispanic Heritage Nights
- Two new CTE courses: Exploring College & Career for 8th grade and College and Career Readiness for 7th grade

**ACADEMIC TARGETS:**

Reading: Hispanic, White and English Learners Math: English Learners and Non-Continuously Enrolled	Student Success Status: African American, Hispanic, White, Asian, 2 or More Races and English Learners
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**STAAR Achievement Goals All Students: Goal [increase from previous year]**

Reading:	Math:	Writing:	Science:	Social Studies:
82% [+4] Approaches	83% [+2] Approaches	70% [+2] Approaches	87% [+2] Approaches	82% [+2] Approaches
52% [+3] Meets	56% [+2] Meets	47% [+2] Meets	66% [+3] Meets	48% [+3] Meets

<u>Reading</u> Hispanics: 65% (+2) White: 85% (+2) Eco Dis: 70% (+3) EL: 57% (+5)	<u>Math</u> Hispanics: 75% (+4) White: 87% (+3) Eco Dis: 75% (+5) EL: 77% (+5)	<u>Writing</u> Hispanics: 47% (+2) White: 78% (+2) Eco Dis: 57% (+2) EL: 29% (+2)	<u>Science</u> Hispanics: 69% (+3) White: 92% (+1) Eco Dis: 78% (+2) EL: 50% (+3)	<u>Social Studies</u> Hispanics: 65% (+2) White: 84% (+2) Eco Dis: 67% (+2) EL: 55% (+2)
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**Goal 2:** We will support student success by providing and retaining the appropriate quantity of qualified staff.

- Professional development through summer and other job embedded opportunities
- PLCs for all content areas
- Campus culture events
- Instructional support
- New teacher mentor program

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

- Expanded CTE courses available to 7th and 8th grade students
- Project Lead the Way courses and Technology in Action building STEM bridge to high school
- AVID Elective classes help better prepare students for college and career

**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.

- Fine Arts performances
- UIL Academic competitions
- AVID Ambassadors and Student Council
- Social Emotional Learning lessons
- Club participation

**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.

- Use of Google Classroom to streamline communication for face to face and virtual students
- Bright Bytes data
- Full campus usage of Kami for annotating

**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.

- Budget planning for improvements
- Campus safety training

**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.

- Department funding
- PTO special funding requests
- Special Program and Title 1 funding
- GEF grant applications

A rising tide raises all ships.

I will be the tide not the undertow.

# **Granbury Independent School District**

## **Acton Middle School**

### **2021-2022 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!"

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Acton Middle School is composed of:

- 986 Students overall
- 208 Hispanic students,
- 803 White students,
- 25 African Americans
- 44 other students in other Ethnicity sub populations.

Other Subgroups within the AMS Demographics:

- 461 Economically Disadvantaged students
- 58 EL students
- 437 At-Risk students
- 179 504 students
- 296 students who participate in CTE classes (149-7th graders, 147-8th graders)
- 106 students in the Gifted and Talented program
- 157 students in Special Education
- 118 students participate in the AVID elective. (78-7th graders, 40-8th graders)

AMS CAMPUS STAFF:

- Acton Middle School has 69 teachers, 4 professional support aides, 3 administrators, 2 counselors, an Instructional Specialist, a Campus Intervention Program Specialist, and 9 paraprofessional aides. All teachers are highly qualified.

### Demographics Strengths

\*Please see Addendum for Demographic Data

GT:

- About 10% of the students are in the Gifted and Talented program.
- Although our GT students were not able to participate in their usual activities such as I FLY, planning and delivering lessons to elementary students in the Outdoor Learning Center, they still continued to care for the Butterfly Garden and worked on individual projects served through Honors ELA and Accelerated Math. Our GT students look forward to returning to more activities this year.
- GT students will be served through GT specific Family Times with a specific grade level focus (6th-Kid News, 7-7th Robotics, 8th-OLC) to focus on building GT skills and relationships.

STAAR/EOC:

- 100% of the students who participated in the End of Course Exams for Algebra were successful.
- Significant gains were made in reading in grades 6 and 8

AVID:

- As an AVID school, 12% of our students participate in the AVID elective class.
- We will apply to become an AVID Demonstration School this year
- AVID continues to be a priority throughout the campus with the use of binders, agenda and AVID strategies for all students.

CTE:

- Our 7th grade Introduction to Inventions and Innovations class has been renamed to GTT-1 and has continued to grow in enrollment.
- The 8th grade Advanced Inventions and Innovations has been renamed to GTT-2 and also continues to show increased enrollment.
- We will offer two new CTE courses next year, a 7th grade College & Career Readiness and 8th grade Exploring Colleges and Careers which will both be offered for multiple class periods and has allowed us to hire a new CTE teacher.

HISPANICS:

- We will host a Hispanic Partnership Dinner to invite the approximately 20% Hispanic families into our school.
- Students will have the opportunity to take Spanish 1 or Spanish 3 next year based on their current knowledge of Spanish to earn high school credits.

PTO:

- Each grading period, students are rewarded for making A or A/B honor roll with prizes provided by the PTO.
- PTO worked collaboratively with administration to support students during testing by providing snacks during several STAAR testing days

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.

Students enter AMS with varied experiences and on different academic levels but our teachers work everyday to help bring opportunities for all students to grow both academically and socially. Even through a difficult COVID year, our students and teachers worked hard to make academic gains.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** AMS has struggled to show growth within specific sub populations 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 2:** AMS is experiencing an increase of economically disadvantaged students who have experienced generational poverty which enroll with large educational gaps. **Root Cause:** Large, new areas of low income housing is being built in the AMS attendance zone.

**Problem Statement 3:** AMS has had an increase in the number of Hispanic and English language learners which 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 who arrive on campus with tremendous gaps in learning due to cultural barriers. (Goal #1; Performance Obj. 1; Strategy 3)

**Problem Statement 4:** AMS has experience an increase of students enrolling from the home school setting or from districts in other states with large learning gaps. **Root Cause:** COVID, virtual learning and an unstable job market have caused parents to look for nontraditional options for the 20-21 school year and have increased the number of transient student enrollments.

**Problem Statement 5:** Historically, reading scores have been low with all students, Hispanics, ELs, white and economically disadvantaged students. **Root Cause:** Teachers lack the training in comprehensive reading strategies to reach students on all reading levels.



# Student Learning

## Student Learning Summary

\*Please see Addendum for Supporting Data

- Every 3 weeks, the teachers create a 3 week formative checkpoint to assess the students' knowledge on the subject and then use the data to drive the instruction for the next 3 weeks spiraling any missing information back into the instruction.
- Campus and district level curriculum leaders create common assessments that are used as summative and formative assessments. The data is collected, analyzed, reflected upon, and goals are set in place through PLCs to improve student performance.
- The district uses released STAAR exams to create benchmark assessments which 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.
- Various assessments are taken throughout the school year to track growth. All students took the beginning of the year (BOY) and middle of the year (MOY) screener in Math, ELA, Language and Science using NWEA MAP Growth. Students enrolled in LLI and Math Intervention courses take screeners on MAP monthly to track progress.
- 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 professional learning communities (PLCs) 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 GTT-1 and GTT-2, students expand their reasoning, innovation, and critical thinking skills.
- Students enrolled in the AVID elective class receive additional support through twice a week tutorials which target a student generated point of confusion.
- Students who were not successful in virtual learning had the opportunity to recover learning and credit through SOAR and credit recovery Family Time classes.

## Student Learning Strengths

\*Please see addendum for supporting data

- Overall, most students do well on the checkpoints, common assessments, district benchmarks and state assessments.
- Targeted students not showing growth in Math or ELA were assigned to a specific Math or ELA Family Time for a grading period to receive extra help from their teacher.
- Our student led classrooms encompass collaborative technology tools and engaging assessment strategies such as: Google Classroom, Nearpod, Gimkit, and other technology applications which allow students to connect learning at different levels and enables teachers to take quick informal assessments to check for understanding.
- 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.
- Social Studies teachers incorporate AVID articles in the classrooms and used the AVID strategy of "Marking the Text" which AMS called #CUSS.
- AMS teachers have multiple opportunities to see AVID strategies in practice through the AVID Pineapple Chart. Teachers sign up to showcase a strategy and invite their peers into their classroom to view the strategy.
- Our 8th grade students are able to take high school level courses while at AMS 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 while at high school.
- 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 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.
- Credit recovery classes and credit recovery Family Time classes were created to help students who were not successful with virtual learning recover the grades and learning they missed.
- Tutors were hired to assist special education students who needed extra support in reading and math.
- All ELA-R teachers use the Readers and Writers Workshop in class which provides students with voice and choice in their reading selection.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** AMS has students which have significant learning as well as social-emotional gaps which have increased due to COVID. **Root Cause:** COVID has

caused students to miss high quality, face to face instruction with teachers and opportunities for structured peer interaction.

**Problem Statement 2:** Historically, reading scores have been low with all students, Hispanics, ELs, white and economically disadvantaged students. **Root Cause:** Teachers lack the training in comprehensive reading strategies to reach students on all reading levels.

**Problem Statement 3:** AMS has struggled to show growth within specific sub populations 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 4:** AMS is experiencing an increase of economically disadvantaged students who have experienced generational poverty which enroll with large educational gaps . **Root Cause:** Large, new areas of low income housing is being built in the AMS attendance zone.

**Problem Statement 5:** AMS has had an increase in the number of Hispanic and English language learners which 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 who arrive on campus with tremendous gaps in learning due to cultural barriers. (Goal #1; Performance Obj. 1; Strategy 3)

**Problem Statement 6:** AMS need to continue to challenge high achieving students to increase the percentage of students reaching the Meets category as measured by STAAR. **Root Cause:** Teacher practices focus on remediation of low students versus extension of high students.

**Problem Statement 7:** Math data is slowly starting to trend downward with more students scoring lower on math benchmarks and MAP data. **Root Cause:** Since math skills build upon themselves, students missed important quality instruction during the COVID shutdown and virtual instruction.

**Problem Statement 8:** AMS has experience an increase of students enrolling from the home school setting or from districts in other states with large learning gaps . **Root Cause:** COVID, virtual learning and an unstable job market have caused parents to look for nontraditional options for the 20-21 school year and have increased the number of transient student enrollments.

# School Processes & Programs

## School Processes & Programs Summary

\*Please see Addendum for Supporting Data

- Campus standard operating procedures have been developed, practiced, and reviewed for the common areas including: cafeteria, library and hallways.
- Each classroom has created a treatment agreement identifying how students will treat each other and the teacher in order to collaboratively create classroom behavior expectations.
- Teachers communicate essential information at Open House Night and through REMIND, Twitter, email, phone calls, websites, Google Classroom and frequent messages through Skyward.
- Teachers create Google Classrooms to provide instructional support for students and to communicate with students while they are absent.
- 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 as needed for a Team Building Breakfast where information is disseminated, teachers are recognized, and relationships are built.
- 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.
- 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 have a year long focus project targeting skills. 6th grade-Kid News, 7th grade-Robotics, 8th grade-Outdoor Learning Center.
- AMS sets up instructional interview committees 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

In 19-20, AMS was re-designated a Texas School to Watch after completing a team visit and narrative application process.

AMS will be applying to be an AVID Demonstration School this year with a focus on schoolwide binders and agendas focusing on assisting students on organization and planning.

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, AVID, Art Club, NJHS, 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 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.

AMS and community groups, such as Southside Baptist Church, Hood County Children's Charity 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 ensure our families stay abreast of the latest important information regarding our school.

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 Open House 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 Booster Clubs enable parents to be a part of our campus culture.

Pirate Parties, Day of Service, and Award ceremonies and grade level celebrations 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 lacks one common avenue for communication with parents. **Root Cause:** Staff and parents may get overwhelmed from the amount of communication coming from the school and district.

**Problem Statement 2:** Historical data shows that students and parents have a difficult transition from elementary to middle school. **Root Cause:** AMS needs to build better opportunities for supporting parents and students as they transition to middle school.

**Problem Statement 3:** AMS students need more opportunities to learn about college and career options in middle school. **Root Cause:** AMS students need more exposure to high school opportunities and the ability to learn about additional post secondary opportunities.

# Perceptions

## Perceptions Summary

\*Please See Addendum for Supporting Data:

- 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.
- As documented by surveys and parent meetings such as ARDs and 504s, most parents state that they feel comfortable contacting teachers and most teachers respond within 24 hours.

## 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.

- Award ceremonies and grade level celebrations were an opportunity for staff and students to celebrate their hard work this year.
- 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
- Weekly Pirate Nation sent out by Remind and email by Principal
- Reminds sent out during the week to update parents of events going on
- AMS, PTO, AMS clubs and athletics, and GISD social media accounts to keep parents aware of important dates and events on campus

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.

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 as needed for a Team Building Breakfast and Lunch and Learn where information is disseminated, teachers are recognized, and relationships are built.
- 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, and Lunch and Learn 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

- An 8 period bell schedule creates 52 minute class periods to provide the support necessary to meet the rigorous academic standards and expectation we have for our students.
- A common planning time across grade levels to ensure teachers have the time needed to collaborate and improve their standard base practice.
- Family Time is also used as our required tutoring time per HB4545 four times per week.
- For those students that do not require HB4545 tutoring time, Family Time is for social-emotional learning, silent reading, grade checks, homework time and academic support.
- Through Family Time, we also work with our GT students where they have a specific grade level focus and work together to create products around that focus. (6th-Kid News, 7th-Robotics, 8th-OLC)
- A common department lunch time for vertical alignment and Lunch and Learn opportunities will be offered.
- When additional academic support is needed, before and after school tutoring is offered for every subject.

Our belief statement is the goal 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:** Teachers have found discipline more difficult to handle this past year than in previous years. **Root Cause:** Due to COVID restrictions last year and students returning to campus in phases, discipline incidents were more frequent.

**Problem Statement 2:** Parents have expressed frustration that their child does not receive additional tutoring at school even though some students are receiving extra help through an intervention course, Family Time or tutoring throughout the day. **Root Cause:** Due to COVID restrictions, morning and afternoon tutoring was limited so interventions were achieved during Family Time, LLI class, Math Intervention class, or SOAR class. We have not communicated the purpose and intention of these classes well



enough to parents.

**Problem Statement 3:** AMS is experiencing an increase of economically disadvantaged students who have experienced generational poverty which enroll with large educational gaps . **Root Cause:** Large, new areas of low income housing is being built in the AMS attendance zone.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





# Goals

**Goal 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.

**Performance Objective 1:** AMS will increase Reading scores for all students from 78% to 82% as measured by the 2021-2022 STAAR.

**Evaluation Data Sources:** STAAR Reading scores





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During pre-service, Ellevation training will be provided to all staff in order to demonstrate the tools offered to teachers to assist with teaching strategies for EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the information to effectively teach ELL students and improve language skills.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Program Specialist, Instructional Specialist, Teachers, Assistant Principals, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will incorporate sheltered instruction strategies in classroom lessons using TEKS and ELPS objectives. Teachers will also provide scaffolded curriculum to support our ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased benchmark and 3 week check scores, TELPAS scores, Ellevation logs, Instructional walks</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialist, Intervention Program Specialist, Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The reading and writing workshop model will be used in all ELA-R classroom to allow for more individual choice and voice in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading and writing scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELA-R teachers, ELA-R Department Head, Instructional Specialist, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A targeted LLI class will be required for students who are reading dramatically below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive reading support leading to reading level growth.</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> An aide will be hired and trained in the LLI curriculum and reading to teach the LLI classes.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will have access to LLI, more sections of ELA-R classes offered with an aide teaching LLI</p> <p><b>Staff Responsible for Monitoring:</b> ELA-R Department Head, Instructional Specialist, Intervention Program Specialist, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 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.

**Performance Objective 2:** AMS will increase Math scores for all students from 81% to 83% as measured by the 2021-2022 STAAR.





**Evaluation Data Sources:** STAAR Math scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to support students that are dramatically behind in math, a targeted math intervention class will be created to help students bridge the math gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' math STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Math Department Head, Instructional Specialist, Intervention Program Specialist, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A math intervention aide will be hired to teach the math intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the math gaps for students</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Math Department Head, Instructional Specialist, Intervention Program Specialist, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in the math intervention classes will use the Do the Math curriculum to help fill in instructional gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Close math gaps</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Math Department Head, Instructional Specialist, Intervention Program Specialist, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All math students will use IXL to practice skills assigned by their teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> TEKS-based practice aligned to lessons</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Math Department Head, Instructional Specialist, Intervention Program Specialist, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All Math teachers will use Think Up Math as their core curriculum at least 80% of the time.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous, curriculum aligned to the STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Math Department Head, Instructional Specialist, Intervention Program Specialist, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 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.

**Performance Objective 3:** Student progress will be frequently monitored through BOY, MOY, EOY assessments, 3-week checkpoints, grading period common assessments, and benchmarks in order to demonstrate 80% or higher on each STAAR assessment.

**Evaluation Data Sources:** BOY, MOY, EOY assessments, 3-week checkpoints, grading period assessments, benchmarks, STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Instructional Specialist position will help teachers with implementing Tier 1 instruction for all students and lead the PLC process.</p> <p><b>Strategy's Expected Result/Impact:</b> All students having access to quality Tier 1 instruction and best teaching practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The PLC process will be used to plan instruction, disaggregate data and address student intervention/enrichment needs as well as share best practices between teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased testing scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Department Heads, Instructional Specialist, Intervention Program Specialist, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> NWEA MAP Growth will be used for BOY, MOY and EOY testing</p> <p><b>Strategy's Expected Result/Impact:</b> Results will provide baseline data, show growth, and make predictions on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELA-R, Math, Science teachers and Department Heads, Instructional Specialists, Intervention Program Specialist, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

**Performance Objective 1:** AMS will develop and implement a plan to retain 90% of staff annually in order to improve the academic performance for all students through staff professional development and morale activities.

**Evaluation Data Sources:** Teacher turnover rates, new hires numbers, professional development calendar, STAAR scores, teacher failure rates, PLC notes.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff members who have not attended AVID Summer Institute will have the opportunity to attend face to face.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of WICOR strategies</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator, AVID District Director, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AMS staff will attend multiple job embedded professional development opportunities to learn best practices for instruction, intervention and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, increase in student academic scores, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Intervention Program Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weekly grade level huddle meetings will be held to increase campus communication between grade level teams and administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus communication and staff participation in campus events</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Department heads will meet monthly with administrative team and then monthly with their departments to relay the information back to their team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased vertical communication in departments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Department Heads</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> AMS will celebrate a Teacher of the Month as nominated by their peers</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher satisfaction and teacher recognition</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> AMS AVID students will choose an AVID Teacher of the Month to recognize teachers using AVID strategies. <b>Strategy's Expected Result/Impact:</b> Increased use of AVID strategies in classroom <b>Staff Responsible for Monitoring:</b> Principal, AVID Site Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Counselors will use the traveling treat cart for to surprise teachers with snacks and drinks several times during the year. <b>Strategy's Expected Result/Impact:</b> Increased teacher morale <b>Staff Responsible for Monitoring:</b> Principal, counselors, secretary	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will participate in a staff Easter egg hunt in the spring. <b>Strategy's Expected Result/Impact:</b> Campus team building <b>Staff Responsible for Monitoring:</b> Principal, counselors, secretary	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> AMS will utilize a Mentor Program to help new teachers and new teachers to AMS become familiar with the campus procedures and culture. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist, Counselors, Mentors	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** AMS will continue to increase CTE and other post secondary opportunities by increasing CTE course offering available to 7th and 8th grade students with enrollment at least at 90% capacity.





**Evaluation Data Sources:** Master schedule, student pick sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of a new CTE course for 8th grade students, Exploring College and Career. <b>Strategy's Expected Result/Impact:</b> Overview of college and career opportunities available to students. <b>Staff Responsible for Monitoring:</b> Principal, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of a new CTE course for 7th grade students, College and Career Readiness. <b>Strategy's Expected Result/Impact:</b> Introduction to college and career. <b>Staff Responsible for Monitoring:</b> Principal, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 7th and 8th grade students will continue to have access to the Project Lead the Way course, Gateway to Technology <b>Strategy's Expected Result/Impact:</b> Continued interest in STEM courses <b>Staff Responsible for Monitoring:</b> PLTW teachers, CTE Director, Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 6th grade students will continue the required course, Technology in Action, to build the STEM pathway from elementary school <b>Strategy's Expected Result/Impact:</b> Continued interest in STEM courses <b>Staff Responsible for Monitoring:</b> TiA teachers, District Instructional Technology Coordinators, Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 8th grade students will participate in recruitment events for GHS CTE courses <b>Strategy's Expected Result/Impact:</b> Increased enrollment in 9th grade CTE courses <b>Staff Responsible for Monitoring:</b> AMS & GHS counselors, AMS & GHS CTE teachers, CTE Director, Principal	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 will provide opportunities for college and career readiness exploration through the AVID program with enrollment in classes at least at 95% capacity.

**Evaluation Data Sources:** Master schedule, pick sheets





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will use binder and planners to help with the AVID strategy of organization.  <b>Strategy's Expected Result/Impact:</b> Students will be more aware of important dates and where to find assignments in their binders  <b>Staff Responsible for Monitoring:</b> AVID District Director, AVID Campus Coordinator, AVID Elective teacher, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be recruited to be in the AVID Elective course in 7th and 8th grade in order to expose more students the AVID curriculum and post secondary options.  <b>Strategy's Expected Result/Impact:</b> Continued growth in AVID elective class  <b>Staff Responsible for Monitoring:</b> AVID District Director, AVID Campus Coordinator, AVID Elective teacher, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> AMS will make application to become an AVID Demonstration School.  <b>Strategy's Expected Result/Impact:</b> Highlight the work we have done with binders and planners  <b>Staff Responsible for Monitoring:</b> AVID District Director, AVID Campus Coordinator, AVID Elective teacher, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**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:** AMS students will be given an opportunity to participate in various programs as demonstrated by each program at 90% capacity.

**Evaluation Data Sources:** Master schedule, Fine Arts offerings, Athletics offerings, Student Council roster, AVID, UIL events





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Band and choir students partner up to perform a Christmas concert for the elementary schools and Administration building. <b>Strategy's Expected Result/Impact:</b> Recruitment of elementary students <b>Staff Responsible for Monitoring:</b> Band and Choir Directors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Theatre Arts students will perform in the school musical and the UIL One Act Play. <b>Strategy's Expected Result/Impact:</b> Increased participation in Theatre Arts <b>Staff Responsible for Monitoring:</b> Theatre Arts teacher	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Choir students will compete in Regional choir competitions as well as UIL Concert and Sight Reading. <b>Strategy's Expected Result/Impact:</b> Increased choir enrollment <b>Staff Responsible for Monitoring:</b> Choir Director and teacher	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Art students will have the chance to enter the Fort Work Stock Show Art Competition and in the Quad County Art Show. <b>Strategy's Expected Result/Impact:</b> Awards for students and increased awareness of program <b>Staff Responsible for Monitoring:</b> Art teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will be able to participate in UIL Academic events. <b>Strategy's Expected Result/Impact:</b> UIL rosters and results <b>Staff Responsible for Monitoring:</b> UIL coordinator, coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students have the opportunity to join one of the many clubs on campus or to start a new club on campus. <b>Strategy's Expected Result/Impact:</b> Create a connection on campus with adults and students <b>Staff Responsible for Monitoring:</b> Club sponsors, Administration	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students can participate in multiple levels of athletics through Pre-Athletics in 6th grade, UIL Athletics in 7th and 8th and after school sports in May available to all grade levels. <b>Strategy's Expected Result/Impact:</b> Encourage school involvement and connection to sports <b>Staff Responsible for Monitoring:</b> Coaches, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 7th and 8th graders can try out for the cheer team. <b>Strategy's Expected Result/Impact:</b> Participation in school activities <b>Staff Responsible for Monitoring:</b> Cheer coach, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**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:** AMS Counselors will provide social emotional learning lessons to students at a minimum of once a week.





**Evaluation Data Sources:** Family Time schedule, lesson plans, video archive

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Quirky Counselor videos provide a non-threatening way to address some less serious topics that arise in middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Class lessons on SEL topics that open the door for conversations</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family Time classes will use Restorative Circles to build community in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Better feeling of community on campus</p> <p><b>Staff Responsible for Monitoring:</b> Family Time teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 teachers will continue to be competent in technology TEKS and the integration of technology into the curriculum in order to develop skills for 21st century learners by using technology at a 90% rate daily.

**Evaluation Data Sources:** Instructional walks, GAP evaluations, Bright Byte survey





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identification of needed technology professional development through the PLC process. <b>Strategy's Expected Result/Impact:</b> PD as teachers are ready for it <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, Instructional Technology, Department Heads	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Full staff opportunities for technology training through faculty meetings, team breakfasts, and lunch and learns. <b>Strategy's Expected Result/Impact:</b> Use of new technology in the classroom with students <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, Instructional Technology	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The librarian organizes and maintains the campus technology. <b>Strategy's Expected Result/Impact:</b> An organized system where each classroom teacher has access to the technology that they needs for their content. <b>Staff Responsible for Monitoring:</b> Principal, Director of Technology, Librarian	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Annual completion of the Bright Bytes survey by stakeholders <b>Strategy's Expected Result/Impact:</b> Provide data on the usage of and tendencies of stakeholders and technology. <b>Staff Responsible for Monitoring:</b> Principal, Librarian, teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> AMS will purchase Kami to facilitate the skill of marking the text in multiple subjects as well as on STAAR. <b>Strategy's Expected Result/Impact:</b> Increased confidence on how to use the different options available on the application. <b>Staff Responsible for Monitoring:</b> District Instructional Technology Coordinators, teachers, Instructional Specialist	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



**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 at least 80% effective to address the needs of students and staff members.





**Evaluation Data Sources:** Student enrollment numbers, campus work order requests, teacher classroom requests

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal and Assistant Principals will review under utilized spaces on campus for possible renovation to usable spaces. <b>Strategy's Expected Result/Impact:</b> Possible increased usable space <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The budget planning process will be used to address facility improvements. <b>Strategy's Expected Result/Impact:</b> Needed facility improvements <b>Staff Responsible for Monitoring:</b> Principal, Secretary	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assistant Principal and AMS Lead Custodian will conduct quarterly facility inspections <b>Strategy's Expected Result/Impact:</b> Proactive response to repairs needed for campus <b>Staff Responsible for Monitoring:</b> Assistant Principal, AMS Lead Custodian	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Three bottle filling stations will be purchased and installed on campus. <b>Strategy's Expected Result/Impact:</b> Provided options for students versus using the water fountains. <b>Staff Responsible for Monitoring:</b> Principal, Secretary	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> AMS will purchase new furniture for two classrooms per year. <b>Strategy's Expected Result/Impact:</b> Larger desks with detached tables for students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secretary	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 provide safety training to 100% of staff with multiple opportunities for staff to implement their training throughout the year.





**Evaluation Data Sources:** Pre-service training presentations and sign-in sheets, time reports of monthly drills

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AMS staff will participate in monthly drills to practice required emergency procedures in fire drills, lock down, bad weather/tornado and active shooter drills. <b>Strategy's Expected Result/Impact:</b> AMS student and staff knowledge of emergency response plans <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Clear signage of room numbers and major campus locations are hung around the building to assist students, teachers, substitutes and if needed, emergency personnel. <b>Strategy's Expected Result/Impact:</b> Clear understanding of locations on campus <b>Staff Responsible for Monitoring:</b> Office staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The use of two way radios on campus for communicating quickly between administration. <b>Strategy's Expected Result/Impact:</b> Ease of communication <b>Staff Responsible for Monitoring:</b> Office staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The use of teacher microphones in all classrooms to ensure that students are able to hear teachers. <b>Strategy's Expected Result/Impact:</b> All students able to hear teachers <b>Staff Responsible for Monitoring:</b> Assistant Principal, Librarian, Secretary	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Each classroom will have a set of student passes indicating destinations where students are going. <b>Strategy's Expected Result/Impact:</b> Easily see where students are going while in the hallways, keep students in class <b>Staff Responsible for Monitoring:</b> Counselors, teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 instructional needs 95% of the time.





**Evaluation Data Sources:** AMS budget

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Department budgets will be reviewed monthly to ensure funds are being spent on areas that support instruction and student needs. <b>Strategy's Expected Result/Impact:</b> Early identification of instructional needs <b>Staff Responsible for Monitoring:</b> Principal, Department Heads, Campus Secretary	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 2:** AMS staff will increase the number of applications for GEF grants to supplement the general budget funding process.

**Evaluation Data Sources:** GEF historic application data

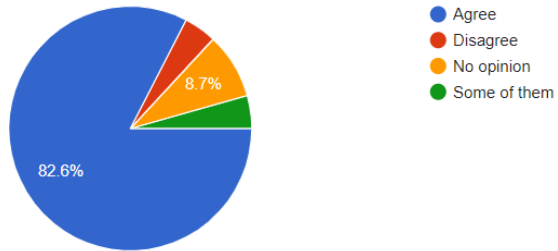
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AMS Admin will hold a training to help those teachers who are applying for GEF grants to help with the application process. <b>Strategy's Expected Result/Impact:</b> Increased number of grants awarded <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

## 2020-2021 Parent Survey

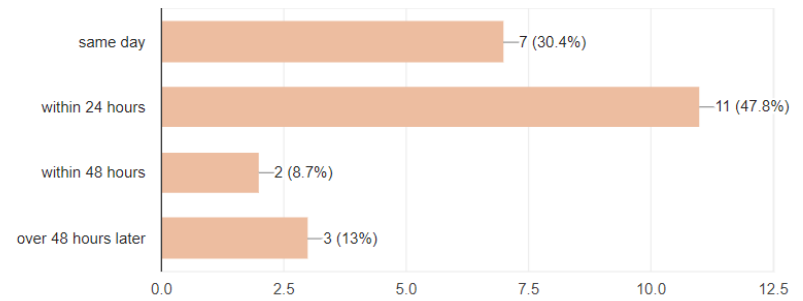
I feel comfortable communicating with my child's teachers.

23 responses



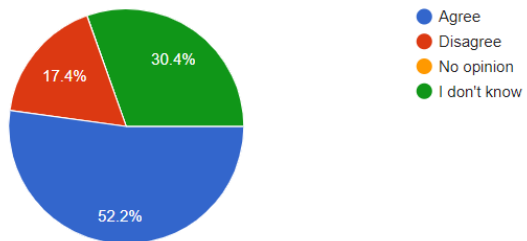
When I communicate with teachers, they typically respond:

23 responses



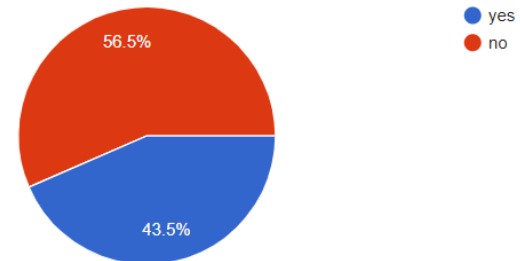
Teachers provide assistance when students don't understand what is being taught. (Tutoring, homework help, additional resources, etc.)

23 responses



My student has attended tutorials this year.

23 responses



### 2020-2021 End of the Year Data

#### AMS Attendance Data

	2020	2019	Difference
GP1	93.57%	96.98%	-3.41
GP2	92.61%	96.19%	-3.58
GP3	91.39%	95.36%	-3.97
GP4	93.89%	94.53%	-0.64
GP5	93.96%	Closure	
GP6	94.18%	Closure	

#### AMS Discipline Data

	2020	2019	Difference
GP1	5%	2.31%	2.69%
GP2	15%	3.15%	11.86%
GP3	17%	3.86%	13.14%
GP4	17%	4.86%	12.14%
GP5	26%	Closure	
GP6	21%	Closure	

### 2020-2121 STAAR Data

#### Assessed Subpopulations

	2021	2019	2018
All students	1080	944	942
Hispanic	208	179	166
White	803	708	723
Eco Dis	461	389	395
EL	58	44	41
Sped	157	123	117
504	179	189	171
At Risk	422	431	459
GT	106	94	98

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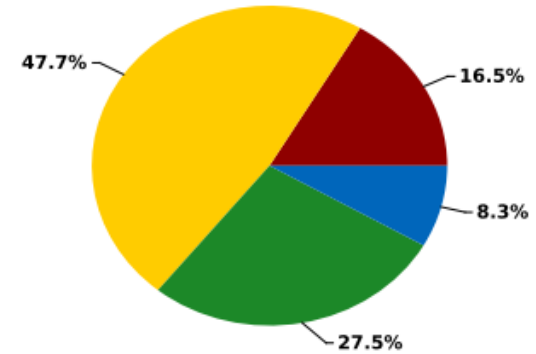
**Math: Math K-12**

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ACTON MIDDLE

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	322	51	15.8%	157	48.8%	86	26.7%	28	8.7%
7	292	57	19.5%	145	49.7%	72	24.7%	18	6.2%
8	277	39	14.1%	123	44.4%	87	31.4%	28	10.1%
<b>Total</b>	<b>891</b>	<b>147</b>	<b>16.5%</b>	<b>425</b>	<b>47.7%</b>	<b>245</b>	<b>27.5%</b>	<b>74</b>	<b>8.3%</b>



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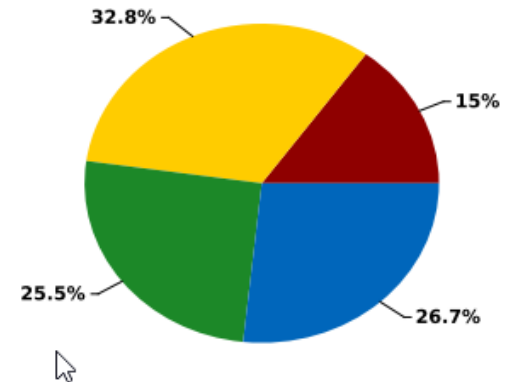
**Language Arts: Reading**

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ACTON MIDDLE

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	321	54	16.8%	110	34.3%	82	25.5%	75	23.4%
7	283	51	18.0%	103	36.4%	65	23.0%	64	22.6%
8	269	26	9.7%	73	27.1%	76	28.3%	94	34.9%
<b>Total</b>	<b>873</b>	<b>131</b>	<b>15.0%</b>	<b>286</b>	<b>32.8%</b>	<b>223</b>	<b>25.5%</b>	<b>233</b>	<b>26.7%</b>





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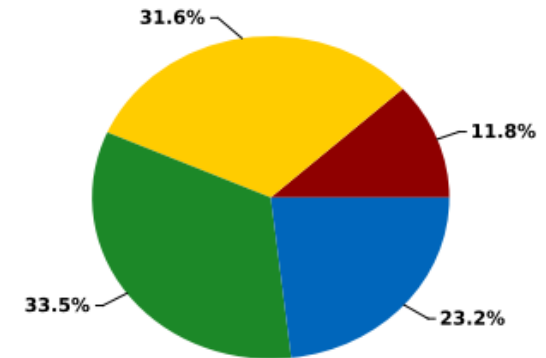
**Science: Science K-12**

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ACTON MIDDLE

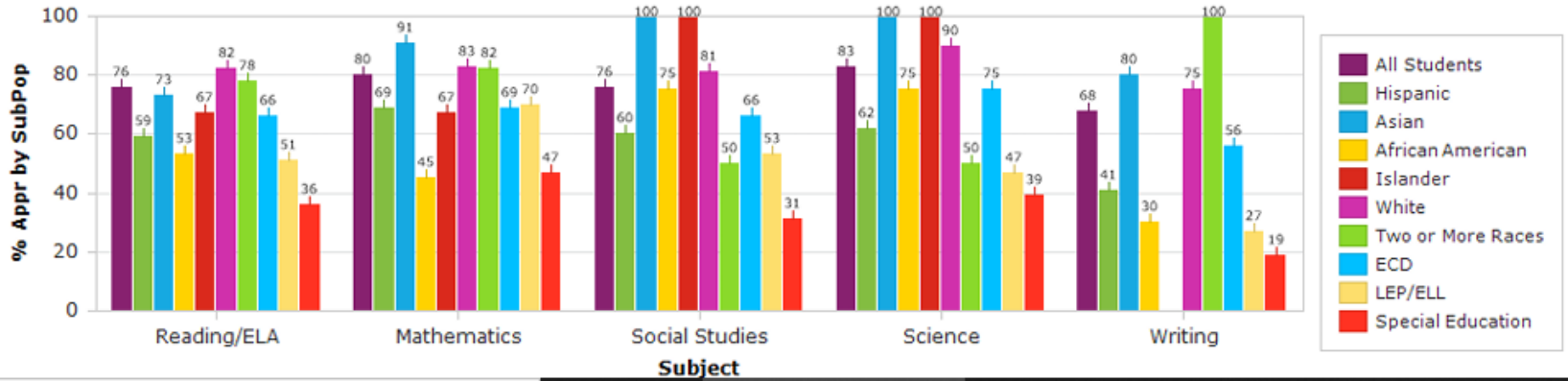
Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	272	32	11.8%	86	31.6%	91	33.5%	63	23.2%
<b>Total</b>	272	32	11.8%	86	31.6%	91	33.5%	63	23.2%

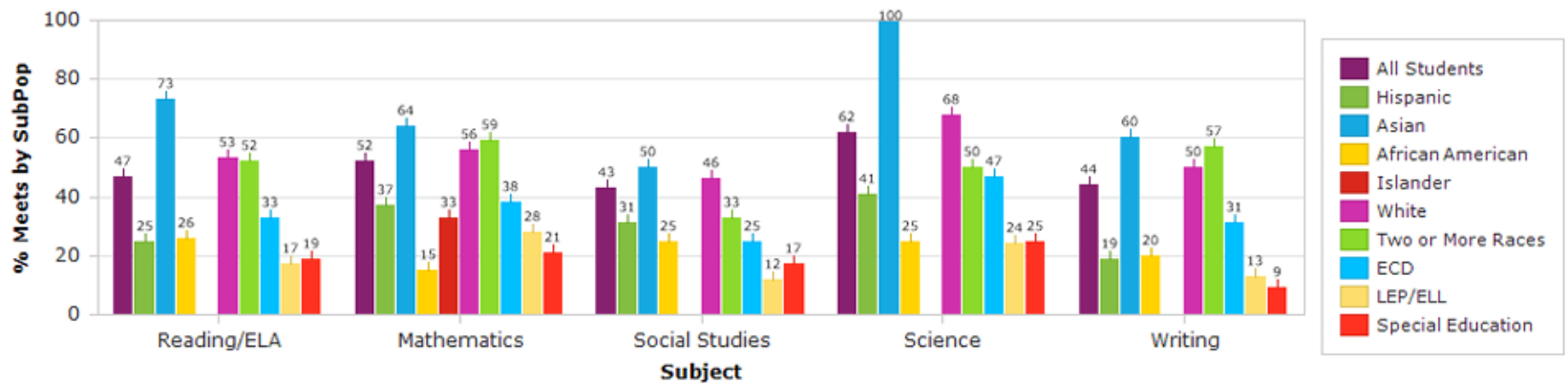


Calculation Option: Approaches Gr Lvl Std    Retests: First Administrations    Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	959	733	76	958	763	80	302	231	76	302	252	83	309	210	68
Hispanic	184	109	59	183	127	69	58	35	60	58	36	62	58	24	41
Asian	11	8	73	11	10	91	2	2	100	2	2	100	5	4	80
African American	19	10	53	20	9	45	4	3	75	4	3	75	10	3	30
Islander	3	2	67	3	2	67	1	1	100	1	1	100	1	0	0
White	719	586	82	719	597	83	231	187	81	231	207	90	228	172	75
Two or More Races	23	18	78	22	18	82	6	3	50	6	3	50	7	7	100
ECD	379	250	66	379	263	69	117	77	66	117	88	75	126	70	56
LEP/ELL	53	27	51	53	37	70	17	9	53	17	8	47	15	4	27
Special Education	118	42	36	118	55	47	36	11	31	36	14	39	32	6	19



SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	959	450	47	958	495	52	302	129	43	302	186	62	309	135	44
Hispanic	184	46	25	183	68	37	58	18	31	58	24	41	58	11	19
Asian	11	8	73	11	7	64	2	1	50	2	2	100	5	3	60
African American	19	5	26	20	3	15	4	1	25	4	1	25	10	2	20
Islander	3	0	0	3	1	33	1	0	0	1	0	0	1	0	0
White	719	379	53	719	403	56	231	107	46	231	156	68	228	115	50
Two or More Races	23	12	52	22	13	59	6	2	33	6	3	50	7	4	57
ECD	379	125	33	379	145	38	117	29	25	117	55	47	126	39	31
LEP/ELL	53	9	17	53	15	28	17	2	12	17	4	24	15	2	13
Special Education	118	22	19	118	25	21	36	6	17	36	9	25	32	3	9



SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	959	228	24	958	188	20	302	70	23	302	123	41	309	40	13
Hispanic	184	17	9	183	22	12	58	10	17	58	12	21	58	1	2
Asian	11	4	36	11	5	45	2	0	0	2	2	100	5	2	40
African American	19	0	0	20	1	5	4	1	25	4	1	25	10	0	0
Islander	3	0	0	3	0	0	1	0	0	1	0	0	1	0	0
White	719	198	28	719	155	22	231	58	25	231	105	45	228	35	15
Two or More Races	23	9	39	22	5	23	6	1	17	6	3	50	7	2	29
ECD	379	47	12	379	46	12	117	13	11	117	30	26	126	13	10
LEP/ELL	53	2	4	53	2	4	17	2	12	17	1	6	15	0	0
Special Education	118	8	7	118	4	3	36	1	3	36	5	14	32	0	0

