

Aledo Middle School Campus Plan 2016-2017

**Mandy Musselwhite - Principal
Jake Bean - Assistant Principal
Alyssa Seay - Assistant Principal**

Mission

The mission of Aledo Middle School is to provide all students the opportunity to develop their full potential; to inspire critical thinking, collaboration, and creativity; and to be effective communicators in a global society.



©AISD

Motto

“Be the difference!”

Site Based Decision Making Committee Members

2016-2017

Name	Title	Length of Term
Mandy Musselwhite	Principal	Serves Annually
Jake Bean	Assistant Principal	Serves Annually
Alyssa Seay	Assistant Principal	Serves Annually
Denise Dugger	Executive Director	Serves Annually
Brenda Day	Librarian	Expires End of 2016-2017 School Year
Kara Jordan	Teacher	Expires End of 2016-2017 School Year
Lynn Richter	Teacher	Expires End of 2016-2017 School Year
Marla Jones	Teacher	Expires End of 2017-2018 School Year
Angela Krall	Teacher	Expires End of 2017-2018 School Year
Sarah Campbell	Counselor	Expires End of 2017-2018 School Year
Laura Lowe	Counselor	Expires End of 2017-2018 School Year
LeeAnn Jones	Parent	2016-2017 School Year
Anna Whitfield	Parent	2016-2017 School Year
Tyler Kelso	Community Member	2016-2017 School Year
Andy Bob Ward	Community Member	2016-2017 School Year
Mark Baumann	Business Representative	2016-2017 School Year
Mike Hale	Business Representative	2016-2017 School Year

**Aledo Middle School
Campus Needs Assessment
2016-2017**

Attendance: 2015-2016

Grade 7	97.54%
Grade 8	97.22%

Discipline Referrals: 2015-2016

1 st Semester Overall	82
2 nd Semester Overall	<u>176</u>
Year Totals	258

Retentions:

4

Special Education Referrals: 7 Referrals (4 Qualified & 3 DNQ)**Number of students referred to RtI Committee:** 18**Number of 504 students:** 69**Failure Rates** (% of students who failed one or more classes)

	<u>1st Six Weeks</u>	<u>2nd Six Weeks</u>	<u>3rd Six Weeks</u>
7 th Grade:	5.4%	8%	7.8%
8 th Grade:	5.9%	7.8%	4.5%

	<u>4th Six Weeks</u>	<u>5th Six Weeks</u>	<u>6th Six Weeks</u>
7 th Grade:	8.1%	11.5%	6.3%
8 th Grade:	6.1%	6.6%	3.3%

**Aledo Middle School
Comprehensive Needs Assessment
2016-2017**

Demographics

Aledo Middle School is a campus serving 849 students in grades 7-8. The campus is located at 416 FM 1187 S Aledo, Texas. The campus staff is comprised of the following members: 3 campus administrators, 47 general education teachers, 4 special education teachers, 2 counselors, 1 campus librarian, 1 diagnostician, 1 part-time speech therapist, 1 nurse, 3 office staff, 2 special education aides and 1 ISS aide.

The student population at Aledo Middle School is 47.1% female and 52.9% male. The ethnic breakdown from the previous school year data is as follows: African American 2.04%; Asian 0.83%; American Indian .59%; Multi Racial 2.15%; Caucasian 83.3%; and Hispanic 11.1%. Our economically disadvantaged population is 8.6%. The percent of students receiving special education services is 5.4% and the percentage of students receiving ESL services is 1.6%.

During the 2016-2017 school year, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during staff development days on August 15-17. Staff members also submitted Campus Planning Input Documents stressing both strengths and weaknesses. On October 10, the SBDM Committee worked together to revise the campus plan based on the campus comprehensive needs assessment.

Strengths:

AMS has a veteran faculty that is focused on achieving academic excellence and meeting the needs of all students.
The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.
Majority of staff is ESL and/or SIOP certified.
Aledo ISD has maintained an acceptable student to staff classroom ratio.
Classroom teachers implement classroom incentives for attendance.
Campus culture is supportive and committed to shared vision and goals.

Needs:

Additional professional development is needed in data analysis, intervention planning, and positive behavioral interventions and supports.
Additional staff training is needed to better utilize the new Promethean boards and associated technology.
AMS needs more student devices to engage students in research and project based learning.
Continue to seek opportunities to involve parents and other stakeholders.

School Context & Organization

Aledo Middle School receives state and local funds to develop instructional and co-curricular campus programs. In addition to state and local funds, the school also receives Federal Funds. For the 2016-2017 school year, AMS received \$7,610 in Title II Federal Funds.

The Site Based Decision Making (SBDM) Committee works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population.

Teacher input is valued in the process of curriculum development and implementation of instructional strategies which promote the academic success of our students.

Strengths:

Teacher handbook revised yearly which includes policy, procedures, and important dates.

School calendar maintained through Microsoft Outlook to communicate important dates and campus events.

Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.

Parents are surveyed once per year.

Staff is surveyed informally throughout the year and formally once per year.

Campus webpage is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.

Teachers communicate via their School Fusion webpages and the electronic gradebook. Remind and social media accounts are also utilized.

The Parent Link system is utilized as a tool to keep parents informed about upcoming events.

Increased use of Remind system.

Faculty meetings are conducted regularly.

Special education meetings are conducted once per six weeks.

Open door policy with administrators.

Needs:

Ensure grades are updated in a timely manner to ensure electronic gradebook is an accurate snapshot of student performance.

Develop a mechanism to survey students to obtain their feedback similar to the parent and staff survey.

A more consistent approach to parent communication.

Evaluate effectiveness of School Fusion.

- Stakeholders report difficulty navigating, delays in updates, etc.

Student Achievement

Aledo Middle School received a “Met Standard” rating on the 2016 accountability rating system. There were many successes to celebrate within the initial accountability rating. The AMS teachers worked diligently with parents, students and each other to meet the needs of the students. Of the four index’s, AMS scored above the state target (see table below).

Index 1	Index 2	Index 3	Index 4
State Target-60	State Target-30	State Target-26	State Target-13
AMS Target-91	AMS Target-38	AMS Target-50	AMS Target-69

Identified areas of continued improvement include providing professional development opportunities for more teachers to receive the GT, SIOP and AP Institute training. High yield instructional strategies gleaned from both training sessions are easily applicable across all content areas and promote the critical thinking skills necessary to be prepared for post-secondary educational opportunities.

Data included in identifying needs include: Student Success Rates per six weeks, Percent of Retentions, and TELPAS Results.

Strengths:

STAAR results for 2015-2016 school year indicate that the overall scores were above the state average for all students in Reading, Writing, Math, Science and Social Studies.

Campus attendance rate was 97.38%

Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of IPR’s, Report Cards, and Email.

New approach in ELA/Math Lab

Continued staff support is offered for all students throughout the school day.

CAT Time (Clubs, Activities, and Tutorials) offered daily to provide remediation and tutorials.

Eduphoria is beneficial in tracking student progress from year to year.

Master schedule amended to allow for common planning times.

Needs:

Continue to improve PBMAS process to ensure increased performance for targeted student populations (Special Education, Hispanic, and Economically Disadvantaged) on all STAAR tests.

Design intentional interventions for students identified as not making progress (Index 2).

Increase overall STAAR results for ELL’s in all content areas.

Improve attendance rate to 98%

Increase Level II performance for all students on 8th Grade Social Studies STAAR for all students.

Increase Level III performance for all students on all STAAR assessments.

Curriculum, Instruction & Assessment

In previous years, Aledo ISD has worked to develop a common scope and sequence for core subject areas across all grade levels. The District continues to update and revise the Scope and Sequences, as needed. In addition, the District has been aggressive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery.

Data sources reviewed in identifying curriculum and instruction needs include the teacher resource page provided by the district, collaborative horizontal and vertical team alignment processes, departmental planning processes, teacher certifications, and available technology.

Strengths:

District developed scope and sequence for core subjects for the purpose of improving vertical and horizontal alignment of curriculum. The development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material. AMS teachers use a variety of teaching resources that go, “beyond the book.” Continued implementation of Thinking Maps. Daily student centered objectives are clearly posted in all classrooms; along with “We will” and “I will” statements. The Fundamental 5 are being implemented throughout all classrooms.

Needs:

Increase the frequency of vertical planning.
Development of more uniformed pacing guides for Social Studies and ELA departments.
Increase the integration of student use of technology in the classroom.
Development of more individualized interventions for students monitored through PBMAS.
Resources to help struggling learners.

School Culture & Climate

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. The faculty supports all student activities through participation in pep rallies, homecoming week, attending student games and extra-curricular events, and monitoring school dances. This Aledo Middle School faculty is committed to making a difference in the lives of all students in order to help them develop academically, socially and emotionally.

Strengths:

Caring staff committed to academic excellence and student support.

Caring parents that support the school and community through PTO, AdvoCats, PALS, and Watch D.O.G.S.

Administer annual parent/staff survey to obtain feedback.

Hosted Bullying Awareness Month and Red Ribbon Week.

Continue Character Strong Champions and Teacher of the Month Awards.

Continue a Year End Awards Ceremony for student awards and recognition.

Sunshine Committee activities.

Needs:

Continue to work with contracted services vendor for custodial services to improve cleanliness of the facility.

Continue to build sense of community between AMS and stakeholders.

Parent training on how to utilize the Parent Portal and School Fusion.

Continue to seek methods to teach students digital citizenship and appropriate use of social media.

Overall improvements to 7th grade building.

Technology

In an effort to promote technology integration into the classroom, Aledo ISD has provided every classroom teacher with a Promethean board, laptop computer, and iPad. In addition, AMS teachers have access to mobile computer labs and are scheduled to receive student devices. The faculty will continue to evaluate existing technology to determine future needs and staff development training necessary for effective implementation.

Strengths:

AMS staff is open and willing to obtain training for the implement new technology in the classroom.

The number of student devices is increasing each year.

A teacher resource link is included on the district webpage to assist teachers in using classroom technology provided by the district.

Satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.

Read 180 Lab is used for special education students.

Implementation of student BYOD.

Breakfast Bytes professional developments.

A MAC COW and a Dell COW are available for teachers to reserve.

Needs:

On-going staff development for current trends in technology utilization in the classroom.

Computer labs for teachers and students to reserve for research, collaboration and presenting.

Parent training on how to utilize the Parent Portal and School Fusion.

Technology training and access to additional equipment for staff and students.

Additional wi-fi access points are needed to accommodate student and teacher consistent usage.

- While this has been addressed, connectivity issues are still evident, yet are also expected to improve.

Family & Community Involvement

The partnership between family, community and the school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO, PALS, AdvoCats, and Watch D.O.G.S.

Strengths:

Information on the School Fusion campus webpage and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to get involved at AMS.

Parent Portal allows parents quick access to student's academic progress.

Parent Link for administrators allows for disseminating important information to parents.

Student participation in community service projects through Student Council, NJHS and Athletics.

Parental support through PTO, Parent Administrative Liaison program (PALs) and Watch D.O.G.S.

Share student/teacher awards or recognition with local newspaper.

Continue student Awards/Recognition Assembly.

Needs:

Create parent to school liaison for ESL students and their families.

Parent training on School Fusion and Parent Portal.

Additional teacher usage of School Fusion.

Increase Watch D.O.G.S. participation.

More parent involvement with sub groups.

Additional opportunities for parent involvement.

Staff Quality, Recruitment & Retention

Due to a high employee retention rate, Aledo Middle School is predominantly composed of veteran teachers. The experiences and wisdom that come with being a veteran teacher, enables the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Strengths:

100% Highly Qualified Teachers.

High Staff Retention Rate.

Acceptable teacher to student staff ratio.

Needs:

Provide a variety of campus level staff development opportunities beyond days designated by the district.

Revisit procedural expectations (collecting money, purchase orders, fundraisers, field trip requests, etc.)

Comprehensive Needs Assessment Data Sources

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

- Accountability Summary**
- Attendance Records**
- Budget**
- Campus and Department Meeting Agendas & Sign in Sheets**
- Campus Planning Input Documents**
- Campus Goals**
- Common Assessments**
- Discipline Records**
- District Goals**
- District Parent Survey and Staff Survey**
- Federal and State Planning Information**
- Federal Report Card**
- IEP Goals**
- STAAR Results**
- Non-Mastery Reports**
- Parent & Staff Climate Survey Results**
- Success Maker Reports**
- TAPR**
- TELPAS Results**

2016-2017 Aledo Middle School Campus Improvement Plan

Campus Priority #1: Learning – AMS shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 AMS will align all curricula based on data to reflect appropriate rigor and maximize student success. ELA/Math Lab will be offered to students who need accelerated instruction. Algebra I will be offered to students who meet the requirements. Additional high school credit elective courses will be offered for eighth grade students.	Campus Administration, Core Departments, Horizontal/Vertical team, Exec Dir. of Curriculum	Eduphoria ,TTM iStation, Scope & Sequence, Year at Glance	2016-2017 School Year; as data becomes available	STAAR Results, Data Tables, TAPR, Lesson Plans, Federal School Report Card	Comparison of Reports and Objectives Annually by Sub Groups	PD CNA A C
1.2 AMS will provide a variety of diverse, rigorous courses and program, which include PAP courses and high school credit courses, to meet student needs and prepare them to be successful in a competitive-global society.	Campus Administration, Campus Staff Counselors	HQ Staff, Technology, TxVSN, Transportation, HS Credit Course Offerings	Annual Comparison of Course and Program Offerings	Master Schedule, TAPR, Class Rosters	Increased Offerings/Performance when Compared Annually	HQ C
1.3 AMS will identify and implement an appropriate set of effective instructional strategies including the full integration of existing technology by staff and students.	Campus Administration, Campus Staff, Technology	Instructional Technology, All Classroom and Special Ed Staff	2016-2017 School Year	RtI Campus Documentation, Progress Monitoring Data for Individual Students, Lesson Plans, Professional Development	TTESS, Sign in Sheets & Agendas, STAR Chart	PD C
1.4 AMS will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation.	Campus Administration, Campus Staff	Athletic and UIL Coaches, Booster Clubs, Sponsors	2016-2017 School Year	Class Rosters, Enrollment Numbers in Activities, Rosters from Programs	Increased Attendance, Academic Achievements. UIL Recognition	PI C R/R

1.5 AMS will provide support programs to meet the diverse needs of all learners. This will include PAP courses, Resource Math and ELA, Content Mastery, Read 180, ELA/Math Lab, ESL, Dyslexia, and ZAP for targeted students. Daily CAT time will also be used for pull-out tutorials.	Campus Administration, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff 504, RtI Team, Classroom Teachers	2016-2017 School Year	GT Differentiation Documentation Forms, RtI Campus Documentation, Progress Monitoring Data for Individual Students, Class Rosters, Tutorial Sign in Sheets, ZAP Attendance Records	TAPR, Special Ed, 504, GT Annual Reports, TELPAS Reports, RtI Documentation, Report Cards, STAAR Results	C PI HQ
1.6 AMS will continue to follow RtI procedures for identifying students with disabilities.	Campus Administration, Campus Staff	RtI Team, Special Education Staff, Classroom Teachers, Diagnosticians	2016-2017 School Year	ARD & 504 Plans and Minutes, Special Populations Lists, PBMAS	Special Populations Lists	A
1.7 AMS will continue to follow the Matrix developed for disciplinary consequences. AMS will re-visit the matrix on an on-going basis. AMS will also strive to incorporate positive behavior interventions and supports.	District & Campus Administration	Classroom Referrals and PEIMS Documentation	2016-2017 School Year	PEIMS Documentation PBMAS	Reduced Numbers of Reoccurring Students	C PI PD
1.8 AMS will focus on ELL instruction to increase Level II performance on STAAR in all content areas.	Campus Administration and ESL Core Team of Classroom Teachers	TELPAS & STAAR Results, PBMAS, Benchmarks and Classroom Instruction	2016-2017 School Year	Lesson Plans, STAAR Results	Increased Level II on STAAR	C PI PD
1.9 AMS will offer classroom and school-wide incentives to the student body to increase yearly attendance to 98%.	Campus Administration and Classroom Teachers	Incentives	2016-2017 School Year	Awards and Teacher Documentation, Attendance Data	Increase Student Attendance	CNA, PI
1.10 AMS will strive to obtain at least one Distinction on 2017 Accountability.	Campus Administration and Classroom Teachers	Classroom Instruction Progress Monitoring	2016-2017 School Year	2017 Accountability Report STAAR	Increased Student Rigor Increased Performance in primarily in Index 2	C PI PD
1.11 AMS will focus on increasing STAAR scores for Special Education students in both 7 th and 8 th grade Reading through targeted intervention, tutoring pull-outs, benchmarks, and classroom instruction.	Campus Administration, Intervention Teachers, and Classroom Teachers	Lesson Plans, STAAR Release Tests, Individual Plans	2016-2017 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased Level II performance on STAAR	HQ C PD
1.12 AMS will focus on increasing STAAR scores for Special Education students in 8 th grade Social Studies during classroom instruction and targeted remediation.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, Individualized Remediation Plans	2016-2017 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased Level II Performance on STAAR	HQ C PD
1.13 AMS will focus on increasing STAAR scores for Economically Disadvantaged students in 8 th grade Social Studies students during classroom instruction and targeted pull-out tutorials.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR Release Tests, Individual Plans	2016-2017 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased Level II performance on STAAR	HQ C PD

1.14 AMS will focus on increasing Level II performance for Economically Disadvantaged students in both 7 th and 8 th grade Math through targeted remediation and classroom instruction.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, PBMAS, Individualized Remediation Plans	2016-2017 School Year	Lesson Plans, Attendance, STAAR Results	Increased Scores on STAAR	HQ C PD
1.15 AMS will focus on increasing Level II performance for Economically Disadvantaged students in both 7 th and 8 th grade Reading through targeted remediation and classroom instruction.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, PBMAS, Individualized Remediation Plans	2016-2017 School Year	Lesson Plans, Attendance, STAAR Results	Increased Scores on STAAR	HQ C PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

Campus Priority #2: Safety – AMS shall maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 AMS will evaluate and update emergency communication systems so that employees, students and visitors are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus, Technology, Maintenance/Operations	AISD Police, Local First Responders, Local Funds, Grants, Edwards Risk Management	2016-2017 School Year	Written Plans, Documentation of Drills	Appropriate Response if Emergency Occurs	CNA
2.2 AMS will establish procedures for students and staff to report and respond to safety needs and concerns. Multiple drills will be held through the school year.	AISD Police, Campus Administration, Campus Staff	AISD Police, SHAC, TASB Resources, Edwards Risk Management	2016-2017 School Year	Written Plans in Handbooks & Posted in the Building, Drill Schedules	Teacher & Parent Survey Results	CNA
2.3 AMS will ensure compliance with all governmental safety regulations.	AISD Police/Maintenance, Campus	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	2016-2017 School Year	Written Plans, Documentation of Drills	Buildings & Procedures will Meet Regulations	CNA
2.4 AMS will conduct a review and submit suggested revisions of the Student Code of Conduct including discipline data for trends on an annual basis to District Administration.	Campus Administration, Site Based Decision Making Committee (SBDM), DWEIC	PEIMS Data, Referral Data	March 2017 – August 2017	Discipline Data Reported in PEIMS, DWEIC Agenda CAT Agenda	Decreased Discipline Concerns	CNA
2.5 AMS will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus Administration, Campus Nurse & Counselors, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC, Title II Funding (\$7,610), CATCH, Local Funds, AISD Police, Edwards Risk Management	2016-2017 School Year Digital Citizenship Week, AIM Program Unity Day & Red Ribbon Week	Campus Calendar, Campus Drill Documentation, Counselor Plans	Lesson Plans for Red Ribbon Digital Citizenship Week, Activities for AIM Program, Unity Day & CATCH	CNA PD

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Campus Priority #3: Parents/Community – Parents and members of the community shall have meaningful opportunities to participate in the educational processes of AMS.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 AMS will provide multiple platforms of communication. School Fusion pages, Parent Portal, Parent Link, Facebook, Twitter, and Instagram will be used to keep parents and students up to date with current information.	Campus Administration, Technology, Webmaster Communications Officer	IT Department Campus Website, Campus Social Media Pages, Federal & State Local Funds	2016-2017 School Year	Updated Campus Web Page, Facebook Page & Parent Link Data	Parent/Community Feedback & Parent Survey	PI PD
3.2 AMS will provide multiple programs for parent and community volunteer involvement. These include, SHAC, SBDM, PALS, Watch D.O.G.S., PTO and Booster Clubs.	Campus Administration	District Personnel, SHAC, SBDM, PALS, State & Local Funds Watch D.O.G.S., PTO, Booster Clubs	2016-2017 School Year	Sign In Sheets, Campus Calendars of Events, & Meeting Agendas	Increased Parental Involvement, Community Feedback, Parent survey	PI
3.3 AMS will be an involved member in appropriate civic, municipal and charitable organizations in the Aledo ISD community.	Campus Administration	District Personnel, Local Funds	2016-2017 School Year	Calendar of Events	Continued Local Support of the Community, Parent Survey, Civic Organization Documentation	PI
3.4 AMS will continue to build positive relationships with parent and school organizations. Administrator attendance at various school functions will be evident throughout the school year.	Campus Administration, Teacher/Campus, Program Directors	PTO, Booster Clubs, SHAC, Local Funds, AMS Events & Games	2016-2017 School Year	Parent Surveys	Increased Results from Parent Survey	PI

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Campus Priority #4 Human Resources – AMS shall hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 AMS will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local Funds & Federal Funds	2016-2017 School Year	Principal Attestation Report, HQ District & Campus Reports	HQ District/Campus Reports, Personnel Records	HQ CNA R/R
4.2 AMS will follow the Districts structure of professional development for all employees which includes a teacher mentor program.	Campus Administration, Mentor Teachers	Local Funds & Federal Funds	Annual August Orientation, Follow-up Meetings	Calendar of Events, Sign In Sheets, Mentor Agendas, PD Request Forms	New Teacher Survey Results, Professional Progress Results, Teacher Turnover Rate, Sign In Sheets & Agendas	CNA PD R/R
4.3 AMS will continue to develop future leaders through professional learning communities at the district and campus level.	Campus Administration	Title II Funding of \$76,10 and Title III Funding of \$13,477, IDEA Funding, Local Funds	2016-2017 School Year	Professional Development Calendar, Sign In Sheets, Agendas, Evaluations	Online Staff Development, Evaluations	PD R/R

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Campus Priority #5 Financial/Facilities – AMS shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 AMS will continue to utilize a conservative approach to financial management while still providing a rigorous curriculum and extra-curricular activities.	Campus Administration	Current Budget, SBDM, 2025 Committee	2016-2017 School Year	Approved Requisition & Campus Reports	Continued Programs & Extra Curricular Activities	C PI

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Campus Priority #6 Continuous Improvement – AMS shall monitor and revise systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 AMS will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology).	Campus Administrators	IT Department, AD, UIL Coaches/Sponsors, Program Directors, Auxiliary Services	2016-2017 School Year	Annual Evaluation (i.e., survey Meetings with Stakeholders), Improvement Plans	Improvement in Areas of Concern through Evaluation	CNA PD C
6.2 AMS will utilize technology to improve and automate internal systems.	Campus Administrators, All AMS Staff	IT Department, Program Directors	2016-2017 School Year	PayPal, Transportation, AESOP, Parent Portal, Employee Access System, Eduphoria, SharePoint	Increase in Automated Internal Systems, Increase Ease of Access to Real Time Information	CNA PD
6.3 AMS will provide contacts for the annual parent satisfaction survey. AMS will also review the data from the survey.	District Administration	IT Department Campus Administration	2016-2017 School Year	Completed Survey Documentation	Evidence of Addressing Areas of Concern as Identified in Survey Results	PI CNA

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