



# **Aledo Middle School Campus Plan 2017-2018**

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

The staff of Aledo Middle School annually reflects to improve upon the following areas: ***Learning, Safety, Parent/Community Relations, Human Resources, Financial/Facilities, and Continuous Improvement***. The AMS Staff contributed to this plan through a Comprehensive Needs Assessment Instrument. The AMS Site Based Decision Making Committee convened on Monday, September 25, 2017 to review, revise, and approve the Campus Improvement Plan.

### 2017-2018 AMS Site Based Decision Making Committee

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
Trisha Huffman	Counselor	Serves Annually
Laura Lowe	Counselor	Serves Annually
Brenda Day	Librarian	Expires End of 2018-2019 School Year
Kathy Evetts	Teacher	Expires End of 2018-2019 School Year
Lynn Richter	Teacher	Expires End of 2018-2019 School Year
Marla Jones	Teacher	Expires End of 2017-2018 School Year
Angela Krall	Teacher	Expires End of 2017-2018 School Year
LeeAnn Jones	Parent	2017-2018 School Year
Stacey Church	Parent	2017-2018 School Year
Ethan Wagner	Community Member	2017-2018 School Year
Andy Bob Ward	Community Member	2017-2018 School Year
Mark Baumann	Business Representative	2017-2018 School Year
Kim Noakes	Business Representative	2017-2018 School Year

## 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.

## Motto

“Be the difference!”

## Budgetary Appropriations

Title I	\$0
Title II	\$9,412
Title III	\$13,758 (District Total)
Function 11-Instructional	\$64,245
Function 12-Library	\$12,850
Function 13-Staff Development	\$3,200
Function 31-Counselor	\$3,550

## **Aledo Middle School Comprehensive Needs Assessment 2017-2018**

### **Demographics**

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. Our current student enrollment is 884 students in grades 7 and 8. The campus staff is comprised of the following members: 3 campus administrators, 48 general education teachers, 4 special education teachers, 2 counselors, 1 campus librarian, 1 diagnostician, 1 part-time speech therapist, 1 nurse, 3 office staff, 4 special education paraprofessionals, and 1 ISS paraprofessional.

For the 2017-2018 school year, the student population at Aledo Middle School is 47.9% female and 52.1% male. The ethnic breakdown for the current school year is as follows: African American- 1.4%; Asian- 0.8%; American Indian .1%; Two or More Races- 3%; White- 81.9%; and Hispanic- 12.6%. Currently, our economically disadvantaged population is 10.9%. The percent of students receiving special education services is 7.3% and the percentage of students receiving ESL services is 1.8%. Our mobility rate is 7.5%.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced through our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2016-2017 school year was 97.1%.

During the first grading cycle of 2017-2018, 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 Teacher Planning Days (August 16-18). During this time, instructional staff members reviewed academic, disciplinary, and survey data to begin setting campus goals for the upcoming year. In September, through weekly grade level and department meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted Campus Planning Input Documents stressing both strengths and weaknesses of AMS. On September 25, the SBDM Committee worked together to revise the campus plan based on the campus comprehensive needs assessment.

### **Strengths:**

AMS has a highly qualified 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. 84% of core teachers are ESL certified. 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. Class sizes are increasing. Continue to improve student attendance rate (Goal = 98%). Exploration of Capturing Kids Hearts as used by other campuses in the district.

### **School Context & Organization**

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through committees and academic departments. 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 that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, Art Club, Student Council, National Junior Honor Society, Big Ideas for the Greater Good (BIGG) Club, Robotics and Aerospace, and iSchool Advocates.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Parent Link Email, Phone, and Text messaging, class webpages, Google Classroom, Remind, Parent Portal, Facebook, Twitter, and Instagram.

#### **Strengths:**

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

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.

Departmental Grade Level Meetings are conducted weekly.

Open door policy with administrators.

Extracurricular activities are increasing each year at AMS.

#### **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.

### **Student Achievement**

Aledo Middle School is committed to student achievement and student success. AMS received a “Met Standard” rating on the 2017 accountability rating system. There were many successes to celebrate within the initial accountability rating including a Distinction Designation for Postsecondary Readiness. The AMS teachers worked diligently with parents, students, and each other to meet the needs of the students. For the four indices, AMS scored above the state target (see table below).

<b>Index 1</b>	<b>Index 2</b>	<b>Index 3</b>	<b>Index 4</b>
State Target-60	State Target-30	State Target-26	State Target-13
AMS Target-92	AMS Target-40	AMS Target-52	AMS Target-71

Identified areas of continued improvement include increasing academic performance for students served in Special Education and ESL. We are also continuing to work to increase the percentage of student achieving the “Masters Grade Level” standard across all content areas. AMS did not meet all system safeguards in 2016-2017—these areas will be addressed specifically as goals.

AMS strives to provide high quality daily instruction. Students are encouraged to become self-directed and take ownership in their learning as they prepare for high school and beyond. Student conferences are held regarding grades, study habits, and overall academic performance. Failure rates are monitored each grading cycle by campus administration and counselors.

#### **Non-Mastery Report for 2016-2017**

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>	<b>Cycle 5</b>	<b>Cycle 6</b>
<b>7<sup>th</sup> Grade</b>	5.1%	6.3%	11.4%	13.1%	20.3%	16.4%
<b>8<sup>th</sup> Grade</b>	2.1%	6.7%	10.7%	12.5%	12.9%	16.9%

#### **Strengths:**

AMS performed above the state target in all four indices.

Designation Distinction: Postsecondary Readiness

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.

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.

After school ZAP program to hold students accountable for missing assignments.

**Needs:**

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

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

Improve attendance rate to 98%

Increase percentage of students achieving “Masters Grade Level” in all subject areas.

**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.  
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 extracurricular 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, and PALS.
- Administer annual parent/staff survey to obtain feedback.
- Continue staff and student recognition programs (Difference Makers and Teacher of the Month)
- 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.
- Continue to seek methods to teach students digital citizenship and appropriate use of social media.
- Overall improvements to 7<sup>th</sup> 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. Each classroom is also equipped with five Chromebooks. In addition, AMS teachers have access to mobile computer labs—three Chromebook carts and one Dell cart. Many classrooms have additional devices as recipients of Aledo Education Foundation grants. The faculty will continue to evaluate existing technology to determine future needs and professional development necessary for effective implementation.

### **Strengths:**

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

The number of student devices is increasing each year.

District Instructional Technologist available to assist with technology implementation and lesson planning.

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

Implementation of student BYOD.

### **Needs:**

Continued professional development for current trends in technology utilization in the classroom.

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

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

### **Family & Community Involvement**

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO, PALS, and Advocats.

AMS has also built strong partnerships with community businesses to support teachers and students.

#### **Strengths:**

Information on campus webpage and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be 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 chaperoning field trips.

#### **Needs:**

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

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 experienced teachers. The experiences and wisdom that come with being a veteran teacher, enable 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.

Campus survey data indicates positive morale and supportive climate.

**Needs:**

Provide a variety of campus level professional development opportunities beyond days designated by the District.

Class sizes are increasing as our student population continues to grow.

# **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**
- PBMAS Goals and Progress Monitoring**
- STAAR Results**
- Non-Mastery Reports**
- Parent & Staff Climate Survey Results**
- TAPR**
- TELPAS Results**

## 2017-2018 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 MAP Data Scope & Sequence, Year at Glance	2017-2018 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 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	2017-2018 School Year	RtI Campus Documentation, Progress Monitoring Data for Individual Students, Lesson Plans, Professional Development	TTESS, Sign in Sheets & Agendas, Bright Bytes Survey Data	PD C
1.3 AMS will provide support programs to meet the diverse needs of all learners. This will include PAP courses, Resource Math and ELA, Content Mastery, 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	2017-2018 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
1.4 AMS will seek to utilize restorative disciplinary practices. AMS will also strive to incorporate positive behavior interventions and supports.	District & Campus Administration	Classroom Referrals and PEIMS Documentation	2017-2018 School Year	PEIMS Documentation PBMAS	Reduced Numbers of Reoccurring Students	C PI PD
1.5 AMS will focus on ESL instruction to increase percentage of students achieving “Approaches Grade Level” standard on STAAR in all content areas.	Campus Administration and ESL Core Team of Classroom Teachers	TELPAS & STAAR Results, PBMAS, Benchmarks and Classroom Instruction	2017-2018 School Year	Lesson Plans, STAAR Results	Increased performance on STAAR	C PI PD
1.6 AMS will offer classroom and school-wide incentives to the student body to increase yearly attendance to 98%.	Campus Administration and Classroom Teachers	Incentives	2017-2018 School Year	Awards and Teacher Documentation, Attendance Data	Increase Student Attendance	CNA, PI

1.7 AMS will strive to obtain a minimum of one Distinction Designation for 2018 Accountability.	Campus Administration and Classroom Teachers	Classroom Instruction Progress Monitoring	2017-2018 School Year	2018 Accountability Report STAAR	Increased Student Rigor Increased Performance in regards to students achieving "Masters Grade Level" standard.	C PI PD
1.8 AMS will focus on increasing STAAR scores for Special Education students in both Reading and Writing through targeted intervention, tutoring pull-outs, benchmarks, and classroom instruction.	Campus Administration, Intervention Teachers, and Classroom Teachers	Lesson Plans, STAAR Release Tests, Individual Plans	2017-2018 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased performance on STAAR. Meet system safeguard (performance level-state)	HQ C PD
1.9 AMS will focus on increasing STAAR scores for Hispanic students in Reading during classroom instruction and targeted remediation.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, Individualized Remediation Plans	2017-2018 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased performance on STAAR. Meet system safeguard (performance level-federal)_	HQ C PD
1.10 AMS will focus on increasing STAAR performance for Economically Disadvantaged students in both 7 <sup>th</sup> and 8 <sup>th</sup> grade Math through targeted remediation and classroom instruction.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, PBMAS, Individualized Remediation Plans	2017-2018 School Year	Lesson Plans, Attendance, STAAR Results	Increased performance on STAAR. Meet system safeguard (performance level-federal)	HQ C PD
1.11 AMS will focus on increasing STAAR performance for Economically Disadvantaged students in both 7 <sup>th</sup> and 8 <sup>th</sup> grade Reading through targeted remediation and classroom instruction.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR, PBMAS, Individualized Remediation Plans	2017-2018 School Year	Lesson Plans, Attendance, STAAR Results	Increased performance on STAAR. Meet system safeguard (performance level-federal)	HQ C PD
1.12 AMS campus administrator will review STAAR Alt 2 Participation Guidelines to ensure eligibility criteria is established prior to STAAR Alt 2 testing. Documentation will be turned into District Testing Coordinator along with the STAAR Alt 2 Campus Coordinator materials.	Campus Principal Campus Testing Coordinator Diagnostician	PLAAFs, ARD Documentation, Eligibility Documentation	2017-2018 School Year	STAAR Alt 2 Eligibility Requirement Forms	Assurance that all students are on the appropriate assessment.	CNA RS A C

**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	2017-2018 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	2017-2018 School Year	Written Plans in Handbooks & Posted in the Building, Drill Schedules	Teacher & Parent Survey Results	CNA
2.3 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 2018 – August 2018	Discipline Data Reported in PEIMS DWEIC Agenda Beginning of Year PD with staff	Decreased Discipline Concerns	CNA
2.4 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 (\$9,412), CATCH, Local Funds, AISD Police, Edwards Risk Management	2017-2018 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

**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 #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. District and campus webpages, Parent Portal, Parent Link, Remind, 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	2017-2018 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, PTO and Booster Clubs.	Campus Administration	District Personnel, SHAC, SBDM, PALS, State & Local Funds, PTO, Booster Clubs	2017-2018 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 Club Sponsors	District Personnel, Local Funds	2017-2018 School Year	Calendar of Events	Continued Local Support of the Community, Parent Survey, Civic Organization Documentation	PI

**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 #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 (Title II-\$9,412)	2017-2018 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 \$9,412 and Title III Funding of \$13,758, IDEA Funding, Local Funds	2017-2018 School Year	Professional Development Calendar, Sign In Sheets, Agendas, Evaluations	Online Staff Development, Evaluations	PD R/R

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

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
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, Stakeholder Input	2017-2018 School Year	Approved Requisition & Campus Reports	Continued Programs & Extra Curricular Activities	C PI

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

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
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	2017-2018 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	2017-2018 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	2017-2018 School Year	Completed Survey Documentation	Evidence of Addressing Areas of Concern as Identified in Survey Results	PI CNA

**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