

Aledo Middle School

Campus Plan

2015-2016

Cheryl Jones, Principal
Mandy Musselwhite, Assistant Principal
Jake Bean, Assistant Principal

Mission

The mission of Aledo Middle School is to provide all students with an educational program which allows them to develop intellectually, physically, and socially in order to be responsible citizens and contributing members of society.



Motto

"Excellence is to do a common thing in an uncommon way."

~Booker T. Washington

Campus Advisory Team Members 2015-2016

Name	Title	Length of Term
Cheryl Jones	Principal	Serves Annually
Mandy Musselwhite	Assistant Principal	Serves Annually
Jake Bean	Assistant Principal	Serves Annually
Denise Dugger	Executive Director	Serves Annually
Brenda Day	Librarian/Teacher	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
Alicia Albin	Teacher	Expires End of 2015-2016 School Year
Todd Bailey	Teacher	Expires End of 2015-2016 School Year
Robert Barr	Teacher	Expires End of 2015-2016 School Year
Carly Kisor	Counselor	Expires End of 2015-2016 School Year
Kelly Skidmore	Parent	2015-2016 School Year
Meggan Davis	Parent	2015-2016 School Year
Randy Cahoon	Community Member	2015-2016 School Year
Delore Jones	Community Member	2015-2016 School Year
Brenda Cheatham	Business Representative	2015-2016 School Year
Kevin Musselwhite	Business Representative	2015-2016 School Year

**Aledo Middle School
Campus Needs Assessment
2015-2016**

Attendance: 2014-2015

Grade 7	96.8%
Grade 8	96.3%

Discipline Referral: 2014-2015

1 st Semester Overall	91
2 nd Semester Overall	<u>103</u>
Year Totals	194

Retentions:	5
Special Education Referrals:	9 Referrals (5 Qualified & 4 DNQ)
Number of students referred to RtI Committee:	23
Number of 504 students:	63

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:	3.6%	3.4%	6.0%
8 th Grade:	5.7%	6.5%	7.8%

	<u>4th Six Weeks</u>	<u>5th Six Weeks</u>	<u>6th Six Weeks</u>
7 th Grade:	7.6%	6.1%	2.8%
8 th Grade:	7.3%	5.4%	2.8%

**Aledo Middle School
Comprehensive Needs Assessment
2015-2016 School Year**

Demographics

Aledo Middle School is a campus serving 851 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, 43 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 48.9% female and 51.1% male. The ethnic breakdown from the previous school year data is as follows: African American 2%; Asian 1.2%; American Indian .7%; Multi Racial 2%; Caucasian 83.2%; and Hispanic 10.9%. Our economically disadvantaged population is 11%. The percent of students receiving special education services is 6.7% and the percentage of students receiving ESL services is 1.75%.

During the 2015-2016 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 17-19. Staff members also submitted Campus Planning Input Documents stressing both strengths and weaknesses. On October 13, the CAT 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.

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.

Needs:

Additional staff development is needed in the use of Thinking Maps, technology, School Fusion and STAAR.

Additional staff training is needed in differentiation for ESL, special education and economically disadvantaged students.

AMS needs additional labs for teachers to take students to for research and project completion.

More opportunities for parent involvement.

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. Last school year, AMS received \$11,163 in Title II Federal Funds.

The Campus Advisory Team 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 established which includes policy, procedures, and important dates.

A SharePoint calendar is used to share documents and calendars.

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

Parents and staff are surveyed once a year.

Campus webpage is kept current along with the AMS Facebook page.

Teachers communicate via their School Fusion web page and their electronic Grade Book.

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

Faculty meetings are conducted regularly.

Special education meetings are conducted once per six weeks.

Open door policy with administrators.

Needs:

Develop mid-term staff feedback form.

Develop Campus Advisory input form.

Involve CAT and staff more in decision making process.

More training on Thinking Maps, School Fusion, and other technologies.

Student Achievement

Aledo Middle School received a "Met Standard" rating on the new 2014 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-28	State Target-27	State Target-13
AMS Target-90	AMS Target-45	AMS Target-42	AMS Target-52

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 2014-2015 school year indicate that the overall scores were at or above the state average for all students in Reading, Writing, Math, Science and Social Studies.

STAAR results for the 2014-2015 school year indicate that the overall scores for the economically disadvantaged sub group were at or above the state average in Writing, Reading, Math, and Science.

STAAR results for the 2014-2015 school year indicate that overall scores for the Hispanic subgroup were at or above the state average in Writing, Reading, Math, Science and Social Studies.

Campus attendance rate was 96.3%.

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.

Utilization of the Success Maker Lab.

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

An ELA/Math lab is offered every period to students who need additional support in Reading and/or Math.

Math Advisory groups were created to give additional support to targeted students, they meet twice weekly.

Writing and Reading Advisory groups were created to give additional support to targeted students, they meet twice weekly. Continue to implement, use and train teachers on the use of Thinking Maps across all content areas. Eduphoria is beneficial in tracking student progress from year to year.

Needs:

Improve scores in all sub groups on all tests.

Increase the passing standard for students identified as ESL, special education, and economically disadvantaged in all content areas.

Instructional focus on sub groups.

Increase the frequency of departmental planning opportunities for the purpose of collaboration.

Analysis of released STAAR test needs to be done in all content areas.

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

Strive to raise attendance rate to 98%.

Increase STAAR passing rates on 7th Grade Writing with Special Education students.

Increase STAAR passing rates on 8th Grade Social Studies with Economically Disadvantaged students.

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.

Student interventions based on data from previous years' STAAR, current year benchmarks and six week grades.

Implementation of the StemScope Science curriculum has allowed for common instruction and assessment in Science.

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 departmental planning, as well as vertical planning.

Offer staff development based on campus needs.

Increase the integration of student use of technology in the classroom.

STAAR resources.

Earlier intervention for struggling learners and sub groups.

Resources to help struggling learners.

Continued training on Thinking Maps and content specific use.

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 WatchD.O.G.S.
Administer annual parent/staff survey to obtain feedback.
The staff update is disseminated weekly, SharePoint and School Fusion is utilized.
Hosted Bullying Prevention Week and Red Ribbon Week.
Continue Student of the Month and Teacher of the Month Award.
Continue a Year End Awards Ceremony for student awards and recognition.
Increased character traits awareness through counseling department.
Sunshine Committee activities.

Needs:

Continue to work with contracted services vendor for custodial services to improve cleanliness of the facility.
Increase opportunities for student recognition (i.e. perfect attendance, honor roll).
Increase opportunities for staff recognition (i.e. perfect attendance, instructional innovation).
Parent training on how to utilize the Parent Portal and School Fusion.
Training for students on 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 Smart Board, laptop computer, docking station, projector, documents camera, and sound system. In addition, AMS teachers have access to "Smart Response" student clicker systems, mobile computer labs, and two learning labs. 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.

Core content teachers are equipped with a Smart Board, laptop, docking station, document camera, and sound system.

4 Smart Response Clicker Systems for use.

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.

AMS incorporated Twitter and Instagram accounts this school year.

Needs:

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

More C.O.W.'s are needed.

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.

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 WatchD.O.G.S.

Strengths:

Information on the School Fusion campus webpage and Facebook page 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 (PAL's) and WatchD.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 W.A.T.C.H.Dog 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.

Provide more Eduphoria, Grade book and School Fusion training for new teachers.

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/Campus Parent Survey and Staff Survey
- Federal and State Planning Information
- Federal Report Card
- IEP Goals
- STAAR Results
- Non-Mastery Reports
- Success Maker Reports
- TAPR
- TELPAS Results

2015-2016 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. The use of Success Maker and Think Through Math will be used to close the gap in reading and math with targeted students. 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 Success Maker, Scope & Sequence, Year at Glance	2015-2016 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	2015-2016 School Year	RtI Campus Documentation, Progress Monitoring Data for Individual Students, Lesson Plans, Professional Development	PDAS, Sign in Sheets & Agendas, Clarity BrightBytes	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	2015-2016 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, ZAP Math, Writing and Reading Advisory's for targeted students and pull-out tutorials.	Campus Administration, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff 504, RtI Team, Classroom Teachers	2015-2016 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	2015-2016 School Year	ARD & 504 Plans and Minutes, Special Populations Lists	Special Populations Lists	A PBMAS
1.7 AMS will continue to follow the Matrix developed for disciplinary consequences. AMS will re-visit the matrix on an on-going basis.	District & Campus Administration	Classroom Referrals and PEIMS Documentation	2015-2016 School Year	PEIMS Documentation	Reduced Numbers of Reoccurring Students	PBMAS
1.8 AMS will focus on ELL instruction to increase STAAR passing standards in all content areas.	Campus Administration and Classroom Teachers	TELPAS & STAAR Results, Benchmarks and Classroom Instruction	2015-2016 School Year	Lesson Plans, STAAR Results	Increased Passing Standard on STAAR	STAAR
1.9 AMS will offer classroom and school-wide incentives to the student body to increase yearly attendance to 97%.	Campus Administration and Classroom Teachers	Incentives	2015-2016 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 2016 Accountability.	Campus Administration and Classroom Teachers	Classroom Instruction	2015-2016 School Year	2015 Accountability Report	Increased Student Rigor	STAAR
1.11 AMS will focus on increasing STAAR scores for Special Education students in 7 th grade Writing through targeted Advisory groups, tutoring pull-outs, benchmarks and classroom instruction.	Campus Administration and Classroom Teachers	Lesson Plans, STAAR Release Tests, Individual Plans	2015-2016 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased Scores on STAAR	HQ STAAR
1.12 AMS will focus on increasing STAAR scores for Economically Disadvantaged 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	2015-2016 School Year	Lesson Plans, Attendance Sheets, STAAR Results	Increased Scores on STAAR	HQ STAAR

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	2015-2016 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	2015-2016 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	2015-2016 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, Campus Advisory Team (CAT)	PEIMS Data, Referral Data	March 2016 – August 2016	Discipline Data Reported in PEIMS, 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 of \$11,163, CATCH, Local Funds, AISD Police, Edwards Risk Management	2015-20156 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 communicate and 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, State Local Funds	2015-2016 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, CAT, PALS, WatchD.O.G.S., PTO and Booster Clubs.	Campus Administration	District Personnel, SHAC, CAT, PALS, State & Local Funds WatchD.O.G.S., PTO, Booster Clubs	2015-2016 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	2015-2016 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	2015-2016 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	Title II Funding of \$11,163 and Title III Funding of \$13,126	2015-2016 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	Title II Funding of \$11,163 and Title III Funding of \$13,126	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 \$11,163 and Title III Funding of \$13,126, and Local Funds	2015-2016 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, CAT	2015-2016 School Year	Approved Requisition & Campus Reports	Continued Programs & Extra Curricular Activities & Campus Budget Focused on Student Achievement	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	2015-2016 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	2015-2016 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	2015-2016 School Year	Completed Survey Documentation	Evidence of Addressing Areas of Concern as Identified in Survey Results	PI CNA

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