

A&M CONSOLIDATED MIDDLE SCHOOL

Campus Improvement Plan

2014-2015

Working Together to Ensure That Every Day, Each Student Learns

SUCCESS

each life, each day, each hour

2014 – 2015 Campus Improvement Plan

Executive Summary

A&M Consolidated Middle School continues to foster a culture of collaboration and high expectations. We have strengthened our campus instructional practice by continuing to increase our communication using departmental alignment. Through our Foundations committee, AMCMS continues to emphasize safe and consistent procedures. Furthermore, AMCMS is continuously making strides when using technology for students to create and showcase their learning.

The Departments and the Design Teams at AMCMS used a variety of data, both qualitative and quantitative to develop our Campus Improvement Plan (CIP). College Station ISD has initiated a new design to meet the needs of our struggling learners. We have been awarded Reading and Math Specialist who will assist with many of our RtI (Response to Intervention) teaching strategies on campus. We will continue to have our math enrichment and accelerated reading classes which will be designed for our most struggling learners. Our Specialist will also have the unique opportunity to assist students while they are in their classrooms, and assist teachers who have students with significant learning gaps. Using our 7th and 8th grade math and reading scores as a guide, AMCMS has developed a master schedule that allows more intense remediation for students that did not meet the passing percentage standard.

In addition, AMCMS has developed a master schedule that has a 30 minute “advisory” for all students on campus. We will call this time of the day PRIDE time and it will be used for a variety of instructional practices that emphasize the 3C’s and 3R’s. Each teacher will have a class of 20-24 students and each teacher will be responsible for the social and academic growth. Our PRIDE time will have certain daily requirements that students can choose from in order to meet their needs. We have established a PRIDE time committee consisting of teachers and administrators to assist with the continual planning of PRIDE time.

AMCMS will address our system safeguards with a variety of instructional strategies that will assist with growth in our weaker areas. Our special education department has received an additional personnel unit that will aide in lowering class sizes in order to meet the needs of individual students. In addition, we will continue to work with our African American population in the areas of writing, science and social studies. We will emphasize building effective, positive relationships and using our PRIDE time for students to see their strengths and weaknesses.

AMCMS will continue to nurture our coaching crew to encourage and highlight outstanding instruction that takes place on campus. Teachers will continue to rotate and observe each other in order to grow and learn from one another. Furthermore, the coaching crew will assist with continued professional development in order for all of AMCMS teachers to incorporate CSISD Learning Principles and the district's standard on Universal Design for Learning (UDL)

Our Departments and Design Team observed that the school will need to continue to work in order to meet the needs of our growing Low Socio-Economic population. We have adjusted major procedures in order to encourage organization and the use of technology. However, there is still improvement that needs to be made in the area of African American and economically disadvantage leading indicator data. We will continue to use procedures that are proactive and research-proven to encourage success as opposed to the emphasis of negative consequences. The campus is going to train everyone on CPI and emphasize many of the techniques that are incorporated in Safe and Civil Schools. The campus will also begin the process of incorporating Restorative Discipline.

Finally, AMCMS will continue to use AVID as a core instructional strategy for all students. The use of organized binders campus wide and the continual use of Cornell Notes will assist with effective instructional strategies. Our AVID classes will emphasize leadership and teaching their PRIDE classroom the benefits of tutorology.



Staff Beliefs



Through our actions and attitudes, we, the faculty and staff of AMCMS, set the tone for our school. We will demonstrate this through positive, consistent, and clear expectations.



We believe that the staff, the parents, and the students are essential for positive student growth. As a staff, we will teach the students the tools for academic achievement, the expectations for responsible behavior, and a respect for humanity in all school settings.



We will work collaboratively to solve academic and behavior challenges to promote a positive learning environment.



We believe responsible behavior is paramount to success in all areas of life. We will work as a team to reinforce and re-teach academic and behavioral expectations regularly and consistently.

Foreword

A&M Consolidated Middle School will use leading indicators and trailing data to make decisions on current and future campus improvement projects. Some of this leading data includes student achievement data, survey results, community/parent communication, teacher walk-through data, and student representation in various groups. Trailing data will come from the 2012-2013 AEIS report, 2013-2014 STAAR data, summative reports on surveys and teacher walk-through forms, retention rates, discipline summaries for 2013-2014, and minutes from previous campus improvement discussions.

The data that we currently have shows improvement is needed. During the course of the school year, we will continue to address the following areas:

- Math performance of 7th graders enrolled in non-advanced classes
- African/American students in math, science and history
- Economically disadvantaged students grades in all core subjects
- Advanced course student populations being reflective of the school population
- Continual increase in students making advanced performance on state assessment

After receiving the 2013-2014 STAAR results, as a campus, we will re-evaluate student performance by objective and by curriculum area so that we can continue to incorporate strategies to improve individual student scores.

Based on the above areas we will pursue the following areas of focus for staff development.

- Using technological resources in all classes to enhance learning
- Implement a master schedule that incorporates a 30 minute “advisory” (PRIDE time) which works to meet all students’ needs
- *Building positive relationships with our students with emphasis on our African American population*
- Develop strategies for teachers and instructional assistants to use CSISD learning principles and CSISD universal design for learning
- Research proven instructional strategies, specifically school wide AVID strategies
- Continual training for safety and proactive approaches for a safe environment
- Continued development of AMCMS Coaching Crew to assist with understanding and highlighting the power of effective instruction.
- Expose the staff to ongoing training and research associated with building relationship and the power of continual positive interactions, specifically restorative discipline.
- Research proven behavioral strategies, specifically Foundations and CPI. This will help us work with students whose behavior sometimes impedes their learning.
- AVID training continuation for teachers
- Consistent analysis of data during large meetings (faculty meetings and early release days)

- Consistent, positive interactions that will assist in the decrease of student referrals and assist with the overall development of the middle school student
- Professional Learning Communities, (Department Head meeting, PRIDE time committee, Foundations (Social Emotional Leadership Team), Coaching Crew) and their ability to assist with providing a support structure for overall student success.

We are committed to the preparation of students for continual success. We will continue to make improvements based on the needs of our students and our school culture. One of our priorities is always to be sensitive to meeting the needs of all students so we can ensure greater success. These components clearly indicate that AMCMS is not limited to pre-stated CIP ideas. The driving force behind our decisions, programs, and re-evaluations is the individual needs of students.

A&M Consolidated Middle School

Goals and Objectives

2014-2015

Goal 1: All students will achieve academic success.

Objectives:

- A. The campus will use leading indicators on a regular basis to evaluate academic trends.
- B. All students' will improve their standardized score in tested subjects
- C. In all tested areas, each African American, Hispanic and economically disadvantaged student group will exceed the state average on any given state assessment.
- D. Student state assessment performance will reflect a decrease in the academic achievement gap.
- E. Performance on state assessment will exceed the State average
- F. Develop a system that uses PRIDE time to increase leading indicator data (grades, attendance and discipline).
- G. Improve and address all system safeguards as highlighted by TEA Accountability System

Goal 2: Educational opportunities will meet the unique academic, social, and emotional needs of all students

Objectives:

- A. The percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes will be representative of the CSISD school population
- B. Students identified for special education will be representative of the CSISD student population
- C. A summer bridge program will be instituted for AVID students to receive additional support for advanced math

Goal 3: Educational practices will be predicated on scientifically based research

Objectives:

- A. Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations, and school culture play in student performance and behavior.

- B. Monitor, review, and align curricula to meet state assessment standards.
- C. Instructional strategies such as AVID will be used so that students are engaged in learning at all levels.
- D. AMCMS will use the early release days to allow teachers to plan and develop scientifically based interventions to help students.

Goal 4: Parents and community members will be actively engaged

Objectives:

- A. Parent involvement will be representative of the CSISD student population
- B. Training and resources for parents and volunteers will be provided at all campuses
- C. Community members will be used as a resource for educational opportunities.
- D. AMCMS will use athletic events to obtain feedback from parents regarding the school environment and their child’s educational experience
- E. Education on bullying will be consistent throughout the year

Goal 5: A safe and supportive environment will be provided for all students

Objectives:

- A. AMCMS will comply with its crisis management plan
- B. Procedures for management of student behavior will be consistent across the campus
- C. Behavior management plans will serve the needs of all students

Goal 6: All teachers will integrate technology into the curriculum

Objectives:

- A. Training and resources will be provided for teachers to continue the use of Smart Board/ Smart Notebook integration into their curriculum
- B. Training and resources will be provided for teachers to continue exploring new uses of technology into classroom curriculum.
- C. AMCMS will use social media to communicate and give timely feedback to students

Goal 1: All Students Will Achieve Academic Success

Objective A: The campus will use leading indicators on a regular basis to evaluate academic trends

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Principals, department heads and other PLC’s will analyze leading indicators (attendance, discipline, grades) on a six weeks basis and develop interventions.	Campus Principals Dept Head Teachers	Central office, Staff time, campus budget	August 2014- May 2015	-Improvement of students behavior and academics and the increased amount of students that must have an attendance review as a result of absences

A2	Principals and PRIDE time committee will continue to develop communication tools to assist struggling students in specific PRIDE classes.	Principals, All AMCMS adults on campus	Google Docs, Staff, Technology Specialist	August 2014- May 2015	All adults know how to access their HAC information. Students have a substantial increase in academic performance.
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Goal 1: All Students Will Achieve Academic Success

Objective B: All students' will improve their standardized score in tested subjects

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Principals and core teachers will begin the process of aligning STAAR objectives with test questions on all formative assessment.	Campus Principals Dept. Heads All Core Teachers	Staff time, campus budget	August 2014- May 2015	-Student scores on weekly quizzes -Students overall knowledge with objectives
B2	Common Curriculum based measures will be administered by core teachers to evaluate growth and deficits	Core Department Heads Campus principals	Staff time	August 2014- May 2015	- Student scores on CBM's - Teacher meeting notes on adjustment to curriculum/instruction based on student performance -Students overall improvement on state assessment

B3	Administrators and students will develop individual goals for students based on their previous STAAR test(s)	Campus Principals Teachers	Staff time, campus budget	August – October 2014	Student scores on pre-test. - Teacher meeting notes on adjustment to curriculum/instruction based on student performance -Students awareness during PRIDE time
B4	Students that are not meeting the standard will be placed in study skills or enrichment courses throughout the year.	Core Teachers Campus leadership	Staff time Campus budget	August 2014 - March 2015-	Students overall improvement on state assessment and leading indicator(s) data

Goal 1: All Students Will Achieve Academic Success

Objective C: In all tested grade levels and subject areas, each African American, Hispanic and economically disadvantaged student group will exceed the state average on STAAR assessments

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	AMCMS will utilize Professional Learning Communities (Student Achievement Design Team, Coaching Crew) to provide the support structure to align data (e.g. CBM's) curriculum (e.g., Scope and sequence) and research-based instructional strategies (EEI, AVID, RTI, UDL, Principles of Learning) with student success.	Campus Principals Campus Leaders Instructional Coach	Staff time, campus budget	July 2014 – June 2015	- Staff development plans reflect intervention strategies and progress monitoring sessions - Student passing rate on 2014-15 state assessment

C2	Struggling math students will receive instruction from the math specialist in class and through pull out sessions.	Math Specialist Math Department head Principal	Staff time, Campus budget, Central office budget	July 2014- June 2015 every six weeks	-Students passing rate in their regular math class. - Student passing rate on 2013-2014 state assessment.
C3	Students struggling in reading will receive instruction from the Reading specialist in class and through pull out sessions.	Reading Specialist English Department head Principal	Staff time, Campus budget, Central office budget	July 2014- June 2015 every six weeks	-Students passing rate in their regular English class. - Student passing rate on 2013-2014 state assessment.

Goal 1: All Students Will Achieve Academic Success

Objective D: Student state assessment performance will reflect a reduced achievement gap.

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	AMCMS will utilize <u>Professional Learning Communities</u> (Coaching Crew, Professional Development Design Team) to provide the support structure to align data (e.g., CBM's), curriculum (e.g., Scope and Sequence), and research-based instructional strategies (e.g. EEI, RTI, AVID, UDL, Principles of learning) with student success.	Campus Principals Campus Leaders Instructional Coach	Staff time, campus budget	July 2014 – June 2015	- Staff development plans reflect campus needs - Student passing rates on 2014-15 state assessment
D2	AVID will continue at AMCMS emphasizing school wide Cornell Notes, binders, tutorology and collaboration	AVID site team	Staff time, campus budget	July 2014– June 2015	- Student passing rates on 2014-15 state assessment

D3	AMCMS will work with outside entities to develop mentor programs for students	Campus Leadership Science Teachers AVID Coordinator	Staff time	July 2014- May 2015	-Attendance of mentors -Leading indicators of students in the program - Student passing rates on 2014-15 state assessment
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Goal 1: All Students Will Achieve Academic Success

Objective E: Commended Performance will exceed the State average.

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	Teachers will use critical thinking activities as outlined in AVID Essential No. 7 and Costa's Level of Thinking to challenge more advanced students.	Campus Principals Campus Leaders AVID Coordinators	Staff time, campus budget	July 2014 – June 2015 Every six weeks	- Monitoring during teacher walk-throughs - Student surveys - 2014-2015 state assessment data
E2	AMCMS will increase technology use in all core classes. Specifically the use of ipads and laptops.	Campus Principals Core Dept Heads	Staff time, campus budget, PTO fundraiser,	July 2014 – June 2015 Every 6 weeks	- Monitor during teacher walk-throughs -Student and teacher surveys 2014 - 2015 state assessment
E3	The campus will develop ideas and activities that encourage advanced students to complete more complex problems during PRIDE time	Campus Principals PRIDE time committee Core Teachers	Staff time, Campus budget	July 2014 – June 2015 Every 6 weeks	-Student surveys - 2014-15 state assessment

Goal 1: All Students Will Achieve Academic Success

Objective F: Develop a system that monitors a select group of students and tracks their academic progress

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
F1	The campus will use a different standard to enroll students in study skills, math enrichment and accelerated reading.	Campus Principals Campus Leaders Teachers of selected students	Staff time, campus budget	May 2014 – February 2015 Every six weeks	- Development of a tracking system to monitor progress - Increase in academic averages
F2	Principals and teachers will monitor selected students enrolled in specific PRIDE time classes. A Google Doc system will be created to facilitate communication.	Principals, All AMCMS adults on campus	Google Docs, Eduphoria, eschool, Technology Specialist	August 2014- May 2015	The development of the Google doc system. -The use of eduphoria -All adults know how to access the information. Students have a substantial increase in academic performance.

Objective G: Improve and address all system safeguards as highlighted by TEA accountability system

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
G1	The campus will increase the use of common assessment in Social Studies and compare results for enhanced learning with specific objectives	Campus Principals Campus Leaders Teachers of selected students	Staff time, campus budget	May 2014 – February 2015 Every six weeks	- Development of a tracking system to monitor progress - Increase in academic averages
G2	AMCMS will use specific relationship building strategies to assist with academic improvement (Restorative Discipline; Conscious Discipline)	Principals, All AMCMS adults on campus	Professional development budget	August, October 2014- May 2015	Decrease in referrals
G3	SPED classes will decrease in number and more time will be used to maximize individual attention	Principals, SPED teachers	Personnel budget	August – May	Master schedule
G4	Science and Writing TEKS will be implemented in PRIDE time	Science and English teachers	Staff time	August – May 2015	Curriculum items during PRIDE time
G5	Increase the use of Culturally Relevant Pedagogy during AVID	AVID site team	Staff time	August-May 2015	Student feedback Decrease in referrals

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective A: The percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes will be representative of the CSISD school population.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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A1	AVID will continue at AMCMS with one coordinator and emphasize academic success from economically disadvantaged students.	AVID site team, Admin	Campus budget	July 2014- June 2015	- Student passing rates on 2014-15 state assessment
A2	Fifth through eleventh grade African American, Hispanic and economically disadvantaged <u>students</u> will be identified, encouraged and counseled to participate in <u>advanced courses</u>	Counselor, grade level principal, academic teams	Counselor data sheets, Eduphoria campus budget, AVID Site Team	July 2014- June 2015, Selection Jan- May, during registration process	- A list of students who are counseled to take advanced courses - Representative Group of students in advanced classes
A3	<u>Parents</u> of African American, Hispanic and economically disadvantaged students identified as candidates for <u>advanced courses</u> will be personally contacted	Counselor, grade level principal, academic teams, AVID Site team	Campus budget, AVID Site Team	Spring semester (Jan. – May)	- A list of parents contacted for their children to take advanced courses - Representative Group of students in advanced classes
A4	AVID Site team will meet with Oakwood and AMCHS during the Spring semester to discuss students who can be enrolled in advanced courses.	AVID coordinator, Counselor(s), Administration	Staff Time	January- 2014- April 2015	Attendance at meeting(s), Students enrolled in math courses
A5	Students in advanced courses for the first time will be labeled and enrolled in mandatory tutorials	Administration, Advanced classes teachers, Counselor	Staff Time	August- 2014 – May 2015	-Leading indicators in the advanced classes - Attendance in tutorials

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective B: Students identified for special education will be representative of the AMCMS student population.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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B1	Activity/program for students will be based upon data and RTI procedures.	Principal, Counselor, Curriculum coach, Instructional coach, central office, AVID Site Team	Campus budget, Special Education Department, Assessment staff	July 2014- June 2015	- Staff development provided - Number of Sp Ed referrals decreased
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Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective C: A summer bridge program will be instituted for students to receive additional support for advanced math.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Students will be selected to participate in a summer bridge program that offers intense mathematical strategies for incoming Advanced and Algebra students. The program will take place after school ends.	Principal, Counselor, AVID Site Team Math Teacher(s)	Campus budget, AVID Site Team	June 2014- June 2015	- Grades for AVID students - 2014-15 state assessment data
C2	Students in advanced courses for the first time will be labeled and enrolled in mandatory tutorials	Administration, Advanced classes teachers, Counselor	Staff Time	August- 2014 – May 2015	-Leading indicators in the advanced classes - Attendance in tutorials

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective A: Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations and school culture play in student performance and behavior.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	AVID will be continued at AMCMS.	AVID site team	Staff time, campus budget	July 2014 – June 2015	- Increased scale scores on 2014-15 state assessment - Student percentages in advanced courses
A2	AMCMS will utilize <u>Professional Learning Communities</u> to provide the support structure to align data (e.g., CBM's, curriculum (e.g., Scope and Sequence), and research-based instructional strategies (e.g. Safe and Civil Schools, EEI, RTI, AVID, ASU) with student success.	Campus Principals Campus Leaders Instructional Coach	Staff time, campus budget	July 2014 – June 2015	- Staff development plans reflect team sessions - Student passing rates on 2014-15 STAAR
A3	Teachers will use critical thinking activities as outlined in AVID Essential No. 7 and Costa's Level of Thinking to challenge more advanced students.	Campus Principals Campus Leaders AVID Coordinators	Staff time, campus budget	July 2014 – June 2015 Every six weeks	- Monitoring during teacher walk-throughs - Student surveys - 2014-2015 state assessment data

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective B: Monitor, review, and align curricula to meet TEKS standards.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	<u>Continue alignment of curriculum</u> to the State standards in the core subject areas with emphasis in Math, Science, ELA and History	Campus Principal Grade Level Principal, Department Heads	Staff time, campus budget	July 2014 – June 2015	- Vertical and horizontal teacher groups meet and curricula revised - Curricula based on State standards

B2	Provide opportunities for teachers for <u>curriculum & staff development</u>	Campus Principal Grade Level Principal Department Heads Staff Development Design Team	Staff time, campus budget	July 2014 – June 2015	-Attended sessions and evaluations
B3	Understand how STAAR assessment is scored for accountability purposes	Campus Leadership	Staff time, campus budget	August 2014 – May 2015	Surveys and 2014 STAAR assessment data

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective C: Instructional strategies such as AVID or differentiated instruction will be used so that students are engaged in learning at all levels.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	AMCMS will utilize <u>Professional Learning Communities</u> to provide the support structure to align data for enhanced learning	Campus Principals Campus Leaders Instructional Coach	Staff time, campus budget	July 2014 – June 2015	- Staff development plans reflect team sessions - Student passing rates on 2013-14 state assessment
C2	AVID will continue at AMCMS emphasizing school wide Cornell Notes, binders, inquiry and collaboration	AVID site team	Staff time, campus budget	July 2014– June 2015	- Student passing rates on 2014-15 state assessment
C3	Staff development for all ESL/Bilingual certified teachers will be provided, specifically, sheltered instruction training in August	Campus Administration, Core department heads	Staff time, campus budget	August _ 2014	- Survey from Teachers
C4	<u>Technology training</u> that emphasizes the integration of technology into instruction will be provided for all teachers	Campus Principals Technology Specialist CSISD Technology Department	Staff time, campus budget	July 2014– June 2015	-Staff development provided

C6	Develop a system where teachers observe each other.	Campus Principals, Coaching crew	Staff time, Campus budget	September 2014-June 2015	-Teacher Surveys -Increased AVID instructional strategies on walk-through data -Presentation to faculty
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Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective D: AMCMS will use the early release days to allow teachers to plan and develop scientifically based interventions to help students.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	Teachers will disaggregate data (leading and trailing indicators) during early release days throughout the school year	Campus Principal Grade Level Principals, Department Heads Staff Development Design Team	Staff time, campus budget	September 2013 – April 2014	- Increased student academic performance. - Increased student performance on 2013-14 standardized tests
D2	Use Early Release Days to enhance WICOR on campus	Department Heads AVID Coordinator Staff Development Design Team	Staff Time,	September 2014-April 2015	-Walkthrough data, - Surveys from teachers - Increased student academic performance
D3	Use Early Release Days to expose teachers to new instructional strategies	Instructional Coach, Department Heads Staff Development Design Team	Staff Time	September 2014- April 2015	-Walkthrough data -Surveys from teachers -Increased student academic performance

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective A: Parental involvement will be representative of the CSISD student population.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	AMCMS will continue <u>outreach initiatives</u> through community	Campus Principals Parent and Community	Staff time, campus budget	July 2014 – June 2015	- Events scheduled at community centers

	centers (such as the Lincoln Center, Windsor Pointe and the City of College Station) to partner with parents and community members	Design Team Campus Leaders			- Parent and community member attendance at events
A2	African American, Hispanic and economically disadvantaged parents and community members will be <u>recruited and encouraged</u> to participate in schools activities	Campus Principals Campus Leaders Parent and Community Design Team Faculty	Staff time, campus budget	July 2014 – June 2015	Number of parents on the SIP committee will be statistically representative of the school

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective B: Training and resources for parents and volunteers will be provided at all campuses.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Improve <u>parent communication</u> about the availability of online programs such as Home Access Center	Campus Principals Parent and Community Design Team Campus Leaders	Staff time, campus budget	July 2014 – June 2015	- Evidence of communications to parents via web, hardcopy, and similar items - Increased parent use of online programs such HAC
B2	AMCMS will continue <u>outreach initiatives</u> through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center and other nonprofits) to partner with parents and community members	Campus Principals Parent and Community Design Team Campus Leaders	Staff time, campus budget	July 2014 – June 2015	- Events scheduled at community centers - Parent and community member attendance at events
B3	<u>Training</u> will be provided to parents that will better enable them to support their children’s school success to include the areas of STAAR reading, writing, math,	Campus Principals Parent and Community Design Team Campus Leaders	Staff time, campus budget	July 2014 – June 2015	Training sessions conducted at multiple places within CSISD

	social studies and/or science				
B4	Promote anti-bullying images and presentations on the website and at various PTO or community meetings	Campus Administration Counselor Dept Heads	Staff time, campus budget	July 2014- 2015	- Parent surveys and the amount of reported bully incidents decreases substantially

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective C: Community members will be used as a resource for educational opportunities.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	AMCMS will participate with the local university to develop research based strategies that increase learning	Campus Principals Campus Leaders Teachers	Staff time, campus budget	July 2014 – June 2015	- Events scheduled at community centers - Parent and community member attendance at events
C2	AMCMS will continue to work with A&M Athletics and develop a mentoring program for selected athletes	Campus Leadership AVID Coordinator	Staff time, Campus Budget	July 2014 – June 2015	-Attendance of tutors/mentors -Increase in leading indicator data
C3	AMCMS will work with Aggie Women Engineers and continue a mentoring program for selected students in Science	Campus Leadership, 8 th Grade Science Teachers, Science Department Head	Staff time, Campus Budget	August 2014 – June 2015	- Attendance of tutors/mentors - Increase in leading indicator data

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective D: AMCMS will use athletic events to obtain feedback from parents regarding the school environment and their child’s educational experience.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	AMCMS will distribute a survey and use athletic events to establish better communication with parents.	Campus Principals Campus Leaders Coaches Parent and Community Design Team	Staff time, campus budget	October 2014 – April 2015	- Increased number of parent surveys

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective E: Education on bullying will be consistent throughout the year.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	AMCMS will offer education on bullying every 6 weeks	Campus Principals Campus Leaders All adults NJHS, Student Council, AVID students School Safety Design Team	Staff time, campus budget	September 2014 – June 2015	- Decrease number of bullying referrals compared to 2013-14 - Increase number of students reporting possible bullying
E2	AMCMS will communicate anti-bullying strategies during PRIDE every 3 weeks	Campus Principals, Teachers Students School Safety Design Team	Staff time, campus budget	September 2014 – June 2015	- Decrease number of bullying referrals compared to 2013-14 - Increase number of students reporting possible bullying

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective A: AMCMS will comply and practice with the District Crisis Management Plan.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Campus will continue to update the district crisis management plan to comply with <u>FEMA guidelines</u>	- Deputy Supt for Business and Operations	Staff Time	July 2014- June 2015	Guidelines followed as necessary

		- Safety Design Team			
A2	AMCMS will review and change its <u>Crisis Management Plans</u> as needed	- Deputy Supt for Business and Operations - Principals - Safety Design Team	Staff Time	July 2014- June -2015	Management plans followed as necessary
A3	Campus will participate in at least two tornado drills a year; one each semester	School Safety Design team members, Admin	Staff Time	Fall - Spring	Dates/Schedule and documented after completion
A4	Campus will participate in at least one safe shelter in place drills a year	School safety Design team members	Staff Time	Fall	Dates/Schedule and documented after completion
A5	Campus will participate in at least two lockdown drills; one each semester	School safety Design team members	Staff Time	Fall- Spring	Dates/Schedule and documented after completion
A5	Campus will participate in at least one AED drill each year	School safety Design team members	Staff Time	July-June	Date/Schedule and documented after completion
A6	AMCMS will conduct campus wide crash bucket and red folder checks once each year	School safety Design team members	Staff Time	July-June	Date/Schedule and documented after completion

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective B: Procedures for management of student behavior will be consistent across the district.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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B1	AMCMS will <u>review data</u> throughout the year based on types of offenses, intervention, gender and ethnicity in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, and number of physical restraints	Foundations Team Campus Principals	Staff time	Every 6 weeks	Campus discipline referrals decrease from the 13-14 school year
B2	AMCMS will be <u>consistent</u> and timely in applying disciplinary consequences	Campus Principals Foundations Team	Staff time	July 2014- June 2015	-Parent surveys - Teacher surveys
B3	AMCMS will implement <u>proactive intervention</u> in order to reduce the number of discipline referrals	Campus Principals Foundations Team	Staff time	July 2014- June 2015	Pre-intervention strategies defined and implemented
B4	AMCMS will continue to monitor and require ID's for students on campus	Campus Principals Foundations Team All adults on campus	Staff time, Campus budget	July 2013 – June 2014	Decrease in violation of student not wearing ID's compared to 2013-14.
B5	Increase the forms of communication at various duty stations (require cell phones or supply a radio (walkie-talkie)	Campus Principals Foundations Team	Staff time, Campus budget	July 2013 – June 2014	Better communication at duty positions

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective C: Behavior management plans will serve the needs of all students.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	<u>Staff development</u> will be provided on the relationship between behavior management plans and the understanding of social, cultural and developmental differences	Campus Principals Special Education contact teachers, Staff development design team	Staff time	July 2014- June 2015	- Staff development provided - Discipline referrals are representative of the AMCMS student population
C2	AMCMS will <u>review discipline data and develop a plan</u> to appropriately address campus discipline issues based on campus needs identified.	Campus Principals, Foundations Committee,	Staff time	July 2014- June 2015	- Plans developed. - Discipline referrals are representative of the AMCMS student population

Goal 6: All teachers will integrate technology into their classrooms

Objective A: Training and resources will be provided for teachers to continue the use of Smart Board/ Smart Notebook integration into their curriculum

Goal 6	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Ongoing professional development will be provided for teachers throughout the school year for Smart Board implementation	Campus Principals Central office, Technology specialist	Staff time	August 2014- July 2015	- Teacher walk-throughs - Student surveys - Participation during professional development

Goal 6: All teachers will integrate technology into their classrooms

Objective B: Training and resources will be provided for teachers to continue exploring new uses of technology into classroom curriculum.

Goal 6	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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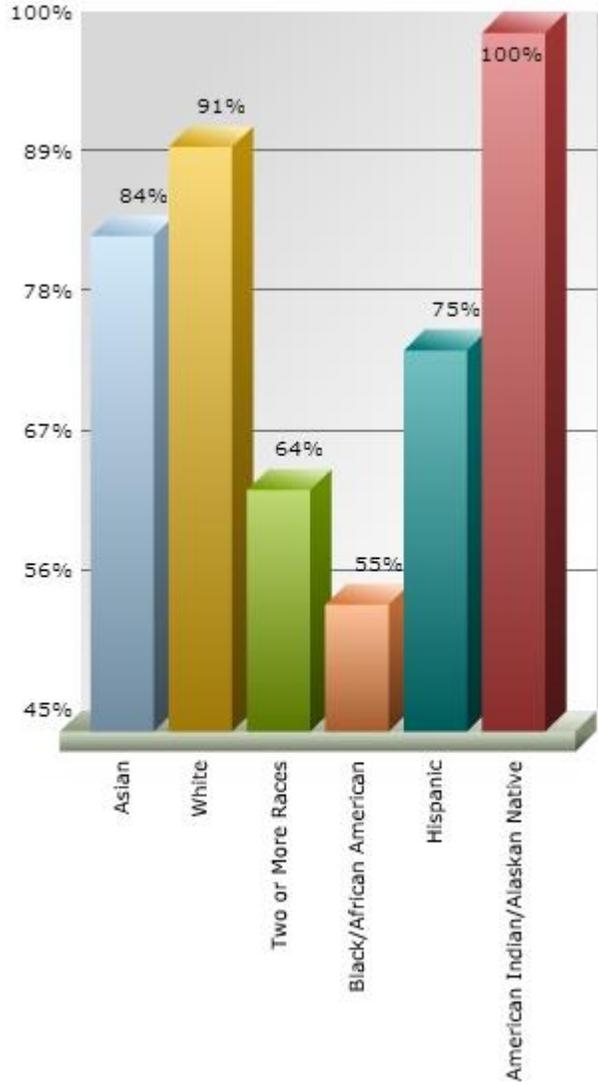
A1	Science and math teachers will use ipads and other tablets during classroom activities	Campus Principals Math teachers Science teachers	Staff time	August- July	- Teacher walk-throughs - Student surveys - Participation during professional development
A2	Increase the use of social media and give timely feedback to students (Remind 101, Twitter, Digital announcements)	Campus Principals, Technology specialist	Staff time, Campus budget	August 2014- August 2015	- Student surveys - Increase in student involvement at various school sponsored activities

Goal 6: All teachers will integrate technology into their classrooms

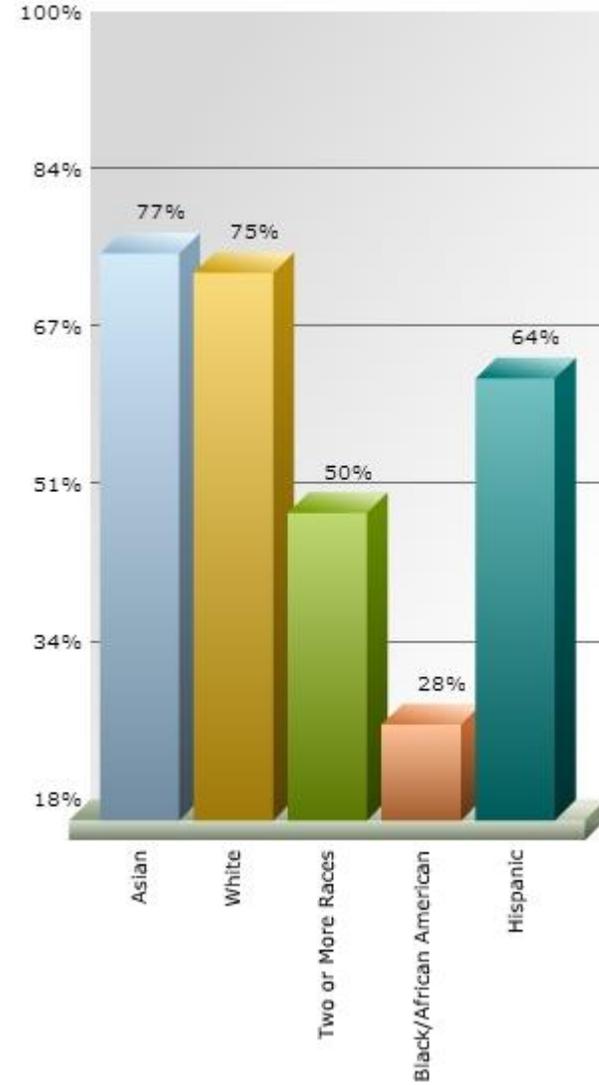
Objective C: Monthly training tips will be presented to the staff in order to integrate technology effectively into the classroom.

Goal 6	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Technology specialists and technology integration team will present Tech tips to the faculty at all faculty meetings	Campus Principal Technology specialist and technology integration team	Staff time	August 2014- July 2015	- Teacher walk-throughs - Student surveys - Faculty meeting agendas
A2	Establish Share Sessions that focus on new technology ideas and their success/failures	Campus Principal, Technology specialist, Technology Integration team	Staff Time, Campus budget	September 2014 – May 2015	-Teacher walk-throughs -Student surveys -Faculty surveys

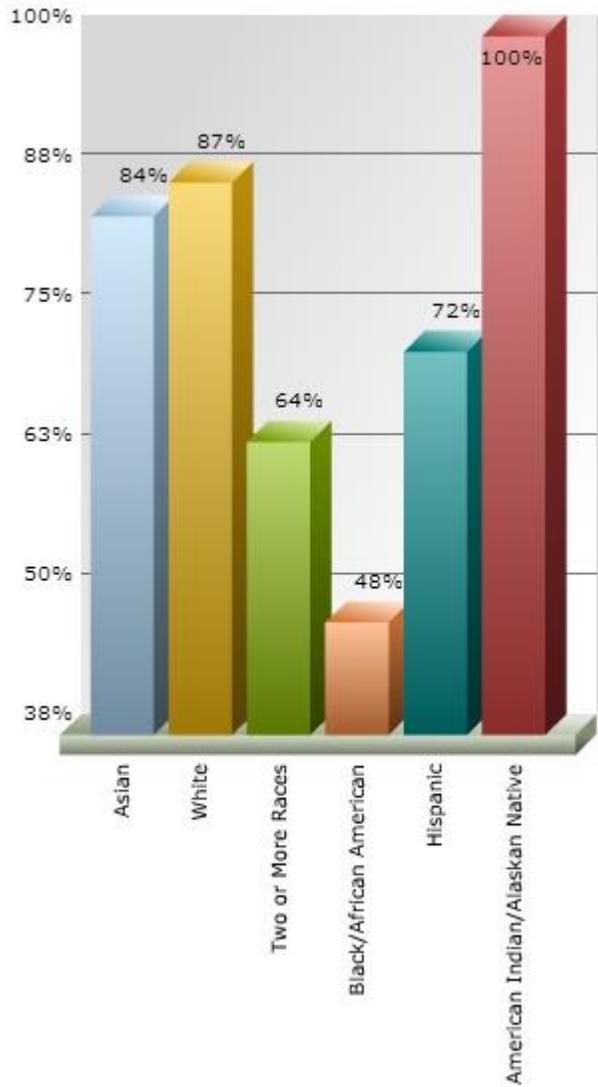
Student Percent Scores – May 2014 STAAR Grade 7 Reading



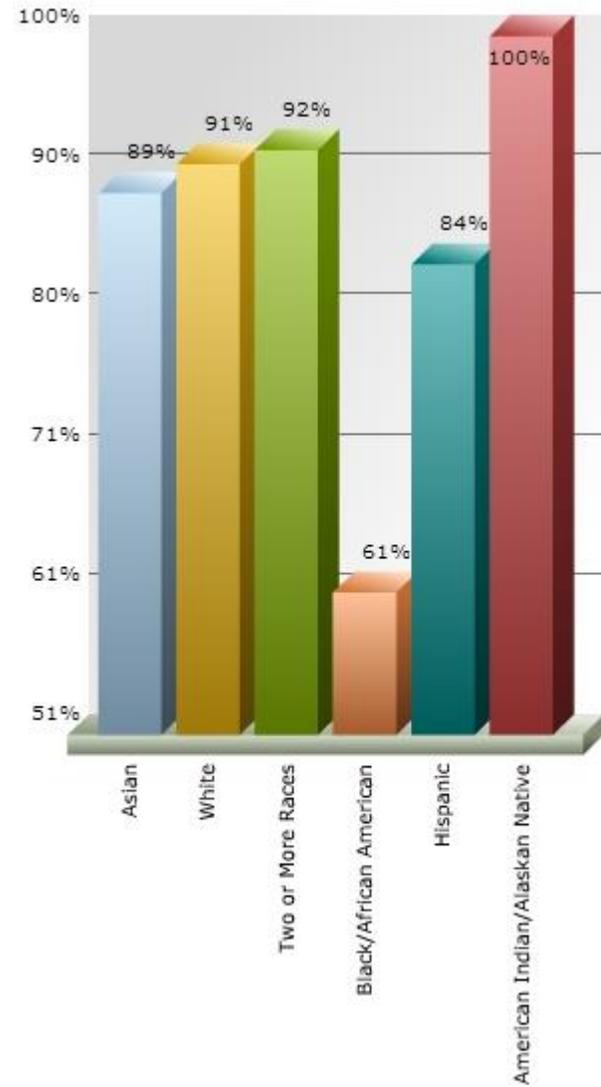
Student Percent Scores – May 2014 STAAR Grade 7 Math



Student Percent Scores- May 2014 STAAR Grade 7 Writing



Student Percent Scores – April 2014 STAAR Grade 8 Reading



Student Percent Scores – April 2014 STAAR Grade 8 Math

