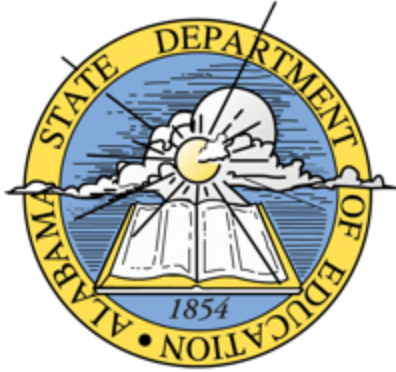




ACIP

Athens Middle School

Athens City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Athens is located in Limestone, County, Alabama, and has been identified as one of the fifty fastest growing counties in the United States, based on 2012 U.S. Census data. Located near Huntsville, Alabama, the city is situated at the crossroads of technology and innovation, with a highly-educated workforce and attractive business incentives that fuel industry and retail growth in multiple sectors which include: aerospace, advanced manufacturing, automotive, biotechnology, robotics, medical, food service, and various retail services. The city's location on Interstate 65 places it less than 100 miles from Birmingham, Alabama, as well as Nashville, Tennessee (Limestone County Chamber of Commerce, 2013).

The city of Athens is comprised of 24,461 citizens. Of this population, the demographic subgroups are comprised of 46% male, 54% female, 71% White, 18% Black, 9% Hispanic, 1% Multi-Racial, .5% Asian, .3% Native American, and .2% other. The community is made up of an eclectic cultural mixture that provides a wide variety of activities and civic opportunities for community participation and enjoyment, as well as an environment of mutual respect for cultural diversity. The community's major employers include The Tennessee Valley Authority, Steelcase, Inc., Limestone County Schools, Athens City Schools, Athens Limestone Hospital, Polaris Industries, FederalMogul, Walmart, The City of Athens, Athens State University, and Calhoun Community College.

Athens Middle School was built in 1973. The school is located on the site of the former Athens High School and the building became Athens Middle School at the start of the 2018-19 school year. Total enrollment for September of the 2018/19 school year was 831 students. Of the total population, 277 are 6th-grade level, 288 are 7th-grade level and 265 are 8th-grade level. Demographic breakdown for sixth grade is: 156 White (76 male and 80 female), 57 Black (29 male and 28 female), 56 Hispanic (25 male and 31 female), 2 American Indian/Alaskan native (2 male), 5 Asian (2 male and 3 female), and 1 Native Hawaiian (1 female). Demographic breakdown for seventh grade is: 161 White (84 male and 77 female), 72 Black (37 male and 35 female), 45 Hispanic (23 male and 22 female), 4 American Indian (3 male and 1 female), 5 Asian (1 male and 4 female), and 1 Multi-Race. Demographic breakdown for eighth grade is 154 White (69 male and 85 female), 53 Black (18 male and 35 female), 43 Hispanic (18 male and 25 female), 5 American Indian (3 male and 2 female), 10 Asian (5 male and 5 female), and 0 Multi-Race.

School personnel includes 54 certified and 16 non-certified staff members. Certified demographic breakdown includes 17 male and 37 female (49 white and 5 black). Non-certified demographic breakdown includes 5 male and 11 female (12 white and 4 black). Of the comprised certified staff, there are: 2 female administrators (1 white and 1 black), 2 male administrators (both white), 1 female guidance counselor (white), 1 female student support counselor (white), 1 female technology and instructional coach (white), and 1 female media specialist (white). Non-certified personnel also includes: 4 male custodians (2 white and 2 black), 1 female bookkeeper (white), 3 female secretaries (2 white and 1 black), 5 female cafeteria employees (4 white and 1 black), 1 female special education aide (black), 1 female in school suspension instructor (white), and 1 female nurse (white).

The school has experienced rapid growth over the last 4 years in student population and in the percentage of students who qualify for free and reduced lunch assistance (Free and Reduced 52%). The number of students requiring academic support during this time frame has increased, as well. Due to this fact, the school has made enhancements to intervention and remediation strategies to provide additional support to this growing population of students, as well as support for parents in the community to assist their children at home. The school
SY 2018-2019

also continues to offer and enhance enrichment classes and opportunities for gifted students, while also providing a full inclusion setting for special needs students. In tandem with enhanced intervention support, the school utilizes an effective communication system to reach parents and stakeholders on all matters related to the school community. This system notifies parents of academic and extra-curricular opportunities that occur on campus, as well as peripheral events and alerts involving support activities, attendance, safety, behavior issues, and other important matters related to student learning as necessary.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Athens City Schools' vision statement is, "A Community Connected by Education". Its mission statement is, "to be a progressive high-quality school system that connects students and their families to a caring, traditional community". As part of the ACS five-year strategic plan, all schools in the system have adopted the following beliefs:

1. We believe all students can learn.
2. We believe it is important for students to attend school every day and in a safe, secure, and supportive environment.
3. We believe technology is a progressive learning tool for students to reach their greatest potential and provides equity for student outcomes.
4. We believe every student deserves a rigorous, relevant and engaging learning experience, including extra-curricular and fine arts experiences.
5. We believe students are valued individuals and our system will respect and empower them to reach their greatest learning potential.
6. We believe every student is inherently unique and that diversity enhances learning.
7. We believe it is important for every student to develop a sense of personal and community responsibility and for the system to promote community service opportunities.
8. We believe honesty and open communication are vital for healthy relationships.
9. We believe passionate teachers have the greatest impact on learning.
10. We believe that all school staff should be connected with students and families outside the classroom and that learning is a shared responsibility between school, home, student, and community.
11. We believe leadership at every level matters.
12. We believe our system is tradition-rich and future-focused in preparing our students for a global society.

Athens Middle School's purpose also adheres to community priorities established for the system:

1. Tradition and heritage of the community and school system.
2. Student safety and security.
3. Supportive and caring staff
4. Progressive and top performing academics.
5. Highly competitive fine arts and athletic programs.
6. Fiscally solvent.

Athens Middle School embodies its purpose by offering a wide range of programs:

Special Education Full Inclusion & Honors Classes, Project Lead the Way, ELL support classes, Student Support Team (SST), AVID, Laying the Foundation, CHAMPS, Mathematical Design Collaborative, Future Business Leaders of America, Technology Student Association, Visual Arts, Instrumental Music, Choir, Dance, Majorettes, Flag, Drama, Alternative Schools: HOPE, SAFE and C.A.R.E. school, Business and Career Tech, NASA Engineering, Survey of Foreign Language elective, creative writing elective, Destination Imagination, F.C.A., Art club, "The Eagle Report" electronic newsletter, video production, and a variety of sports activities that include: Football, Baseball, Basketball, Soccer, Softball, Volleyball, Wrestling, Cross-Country Track, Swim Team, Cheerleading, and Strength and Conditioning training.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Achievements for Athens Middle School include: 1). AMS has received the SSIP - State Systemic Improvement Plan for \$30000 to continue supporting co-teaching/co-planning and Safe and Civil Schools implementation (Proactive Discipline). State Personnel Development Grant program for \$39,000.00 which is to support contract to support co-teaching/co-planning professional development in addition to SSIP funds. This has allowed us to attend various conferences and PD. 2). AMS has seen an increase in annual growth targets in areas of reading and math. 3). Notable decrease in discipline referrals with the implementation of CHAMPS.

Areas of Improvement include: 1). Becoming a one to one technology initiative school that provides MacBook laptops for every child in the school, 2). Continuing AVID school - wide implementation, which provides a support and accelerated opportunities for students with achievement ability that do not perform up to their potential, 3). Continuing implementation of full inclusion school for special education students (This allows for team teaching in a small cohort environment made up of both special needs and non-special needs students), 4). Continued development and enhancement of multi-sensory learning strategies that are designed to provide remediation and support to students not meeting content area standards in both mathematics and reading, 5). Continued monitoring of assessment scores to improve content standards achievement in core subjects, 6). Continued development of units of study that reflect CCRS standards, and to ensure that vertical alignment is being addressed between AMS grade levels, 7). An engineering career tech class that provides a foundation of understanding for career tech engineering at Athens High School, 8). Continued enhancement of school programs and opportunities that assists in developing lifelong learners, as well as successful members of society, 9). Curriculum considerations and resources that promote decreasing the achievement gap in mathematics, 10). Continued professional development related to College and Career Readiness standards and application of strategic instruction that support student learning, 11). Opportunities for continued enhancement of communication with parents and community stakeholders, such as professional learning committee meetings and activities after school, 12). Review and update, as necessary, facilities and resources for science classes that enhance safety and functionality, and 13). continue to update and enhance media center literature that provides additional information/nonfiction text and related resources. 14). Continue full school-wide implementation of Safe and Civil Schools (Positive Discipline Approach).

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Changes to state assessment and accountability require a varied approach to meet the new expectations. Currently, the State of Alabama is rolling out the College and Career Readiness Standards from "Plan 2020". This plan contains requirements that also require Common Core Readiness Standards. As a result, dynamic changes in how standardized assessments and instructional progress-monitoring of learning have taken place. Athens Middle School now utilizes the Global Scholar Performance series to progress monitor CCRS standard attainment in comparison to outside students from around the country, as well as, iReady to progress monitor student achievement from within the school. Formative assessment of learning has taken the forefront in the classroom environment as teachers strive to determine if connections in content have been made that allow student application of knowledge. As a result, teacher evaluations are now based on how students behave in each learning environment. The use of the Educator Effectiveness observation tool will assist administrators and instructional coaches in shaping how instructional content will be delivered. Athens Middle School strives to both provide content delivery and application, and exhibit student achievement that reflects higher levels of thinking.

During the 17-18 school year, AMS implemented a new schedule format that would allow for more electives and opportunities for students to explore a sampling of the various college and career academies that will be available at the high school level. AMS also implemented a schedule in which content areas have common planning in order for teachers to collaborate. Currently we are in year 2 of the schedule implementation process. These schedule changes have increased opportunities for students as well as allowed teachers to collaborate as they develop engaging units of study based on the CCRS standards.

During the 18-19 school year, AMS is continuing a student advisory program named AMS Connect Time. The purpose of an advisory period is to ensure that every student is known well by at least one adult in the school, ensure that students have an opportunity to develop constructive friendships and support each student's expectations for success in school. Research indicates that interventions (like advisory periods) improve the climate of the learning environment, enhance attachment to school, increase student achievement and decrease the rates of high-risk behaviors. Our advisory period will be held twice a month for 30 minutes.

During the 18-19 school year, AMS has added the sixth grade as an additional grade level in a Sixth Grade Center. This Center is primarily self-contained and operates as a "school within a school". Students receive rigorous content based on CCRS standards, have access to a select group of electives (band, chorus, theater, PE, and art). Every student also takes an elective called the "One Athens Elective". The focus of this elective is on equipping sixth graders to become successful secondary students in the Athens City School system.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The inclusion of stakeholders as part of the continuous improvement plan includes the selection of several parents and students on the committee from within Athens Middle School. All faculty members at Athens Middle school participated in a year long process to write a one-page target detailing the schools instructional focus based on a variety of data points and which drives the continuous improvement plan. Additionally, an instructional lead team "ILT" was convened to aid in the process of planning for continuous improvement. Finally, parent and student representatives were brought into the team to provide feedback regarding the improvement plan. Each teacher, parent, and student were informed of their responsibility within the different groups and are in the final stages of the planning for the meetings. Initial meetings have been established to begin the process for face to face collaboration on topics that are related to their content area. As the groups finalize the recommendations, the results will then be shared with the faculty as a whole. One of the initial recommendations was to provide routine professional learning committee meetings that encourage and support staff, student, and stakeholder interaction, and information sharing. An atmosphere of technology demonstration for modeling of instructional best practices of learning was established that promotes an effort to support and inform fellow peers in strategies and technical information that advances student learning opportunities. Once all committee recommendations have been finalized, they will be shared with the staff and public via PDF documentation on the internet, as well as through routine interaction via meetings, parent nights, assemblies, etc.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

A Continuous Improvement Plan Committee has been created that includes all faculty members, selected parents, and selected students. Meetings will be in the form of face to face interaction, web-based programs that promote collaboration, both Professional Learning Team and Professional Learning Committee meetings, faculty meetings, and support program meetings such as AVID and the Student Support Team. The Continuous Improvement Plan Committee Consists of the following:

AMS Leadership Team -

Dr. Rick Carter, Principal

Kim Moore, Associate Principal

Graham Aderholt, Assistant Principal

Amanda Tedford, Assistant Principal

Ana Rosales, Instructional Partner

Melanie Barkley, District Partner

Chancey Gregg, Teacher

Kim Bailey, Teacher

Anne Kathryn Baugh, Teacher

Emilee Daws, Teacher

Lou Ann O'Rear, Counselor

Shana Winter, Learning Support Counselor

Eddie Groves, Teacher

Melissa Moore, Teacher

Amber Merrill, Teacher

Steve Williams, Teacher

Jenny Johnstone, LMS

Gia Russell, Parent

Christina Jones, Student

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Improvement plan recommendations are communicated via the Athens Middle School website. Progress is reported via a newsletter sent out digitally to all stakeholders. The plan was also shared digitally with all faculty through a shared team drive in Google. Faculty and staff receive information on its progress through monthly instructional and data meetings. A hard copy of the Athens Middle School Continuous Improvement Plan will be placed in the main office for stakeholder accessibility

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

At Athens Middle School, we expect all of our students to grow in mastery in all areas of academic coursework. In the 2016 administration of the ACT Aspire, 7th grade students increased by 2% in reading and increased by 4% in science. On the 2016 ACT Aspire, 7th-grade females increased by 2% in reading and males increased by 2% in reading and 10% in science. On the 2016 ACT Aspire, African American students increased by 5% in science and white students increased by 8% in reading and by 9% in science. On the 2016 ACT Aspire, 8th-grade male students increased by 7% in reading and 4% in math. On the 2016 ACT Aspire, African American students increased by 5% in reading, Hispanic students increased by 1% in reading and 6% in math, and white students increased by 1% in math.

Describe the area(s) that show a positive trend in performance.

In the 2016 administration of the ACT Aspire, 7th-grade students increased by 2% in reading and increased by 4% in science. On the 2016 ACT Aspire, 7th-grade females increased by 2% in reading and males increased by 2% in reading and 10% in science. On the 2016 ACT Aspire, African American students increased by 5% in science and white students increased by 8% in reading and by 9% in science. On the 2016 ACT Aspire, 8th-grade male students increased by 7% in reading and 4% in math. On the 2016 ACT Aspire, African American students increased by 5% in reading, Hispanic students increased by 1% in reading and 6% in math, and white students increased by 1% in math.

Which area(s) indicate the overall highest performance?

In the 2016 administration of the 2016 ACT Aspire, 7th-grade students performed the highest in reading with 43% ready. On the 2016 ACT Aspire, 7th-grade science had the biggest gain by 4%. On the 2016 ACT Aspire, 7th-grade white students had the largest gain of 9% in science and male students had an increase of 10% in science. On the 2016 ACT Aspire, 8th-grade students performed the highest in reading with 54% ready. On the 2016 ACT Aspire, 8th-grade Hispanic students had the biggest gain of 6% in math.

Which subgroup(s) show a trend toward increasing performance?

In the 2016 administration of the 2016 ACT Aspire, 7th-grade females increased by 2% in reading and males increased by 2% in reading and 10% in science. On the 2016 ACT Aspire, African American students increased by 5% in science and white students increased by 8% in reading and by 9% in science. 7th grade males closed the gap between females by 12% in science and 6% in math. On the 2016 ACT Aspire, 8th-grade African American students increased by 5% in reading, Hispanic students increased by 1% in reading and 6% in math, and white students increased by 1% in math. 8th-grade males closed the gap between females by 17% in reading and 4% in math. 8th-grade African American students closed the gap with white students by 5% in reading. 8th-grade Hispanic students closed the gap with white students by 1% in reading and by 5% in math

Between which subgroups is the achievement gap closing?

In the 2016 administration of the ACT Aspire, 7th-grade males closed the gap between females by 12% in science and 6% in math. On the 2016 ACT Aspire, 8th-grade males closed the gap between females by 17% in reading and 4% in math. 8th-grade African American students closed the gap with white students by 5% in reading. 8th-grade Hispanic students closed the gap with white students by 1% in reading and by 5% in math.

Which of the above reported findings are consistent with findings from other data sources?

Data demonstrated on the 2016 administration of ASPIRE summative assessment represents a comparison between 2016 and 2018 and when compared with other data sources such as Global Scholar and i-Ready (formative assessments) results are comparable.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In the 2016 administration of the ACT Aspire, 7th-grade students decreased by 6% in math. Female students decreased by 2% in science and 11% in math. Male students decreased by 1% in math. African American students decreased by 5% in reading and 7% in math. Hispanic students decreased by 14% in reading, 12% in science and 34% in math. On the 2016 ACT Aspire, 8th-grade students decreased by 1% in reading and 6% in math. Female students decreased by 10% in reading and 14% in math. African American students decreased by 12% in math.

Describe the area(s) that show a negative trend in performance.

In the 2016 administration of the ACT Aspire, 7th-grade students decreased by 6% in math. Female students decreased by 2% in science and 11% in math. Male students decreased by 1% in math. African American students decreased by 5% in reading and 7% in math. Hispanic students decreased by 14% in reading, 12% in science and 34% in math. On the 2016 ACT Aspire, 8th-grade students decreased by 1% in reading and 6% in math. Female students decreased by 10% in reading and 14% in math. African American students decreased by 12% in math.

Which area(s) indicate the overall lowest performance?

In the 2016 administration of the ACT Aspire, 7th and 8th-grade students performed poorly in math. 7th-grade Hispanic students had the sharpest decline in math dropping 34%. Which subgroup(s) show a trend toward decreasing performance? On the 2016 ACT Aspire, 7th-grade female students decreased by 2% in science and 11% in math. Male students decreased by 1% in math. African American students decreased by 5% in reading and 7% in math. Hispanic students decreased by 14% in reading, 12% in science and 34% in math. On the 2016 ACT Aspire, 8th-grade female students decreased by 10% in reading and 14% in math. African American students decreased by 12% in math.

Which subgroup(s) show a trend toward decreasing performance?

In the 2016 administration of the ACT Aspire, 7th-grade students decreased by 6% in math. Female students decreased by 2% in science and 11% in math. Male students decreased by 1% in math. African American students decreased by 5% in reading and 7% in math. Hispanic students decreased by 14% in reading, 12% in science and 34% in math. On the 2016 ACT Aspire, 8th-grade students decreased by 1% in reading and 6% in math. Female students decreased by 10% in reading and 14% in math. African American students decreased by 12% in math.

Between which subgroups is the achievement gap becoming greater?

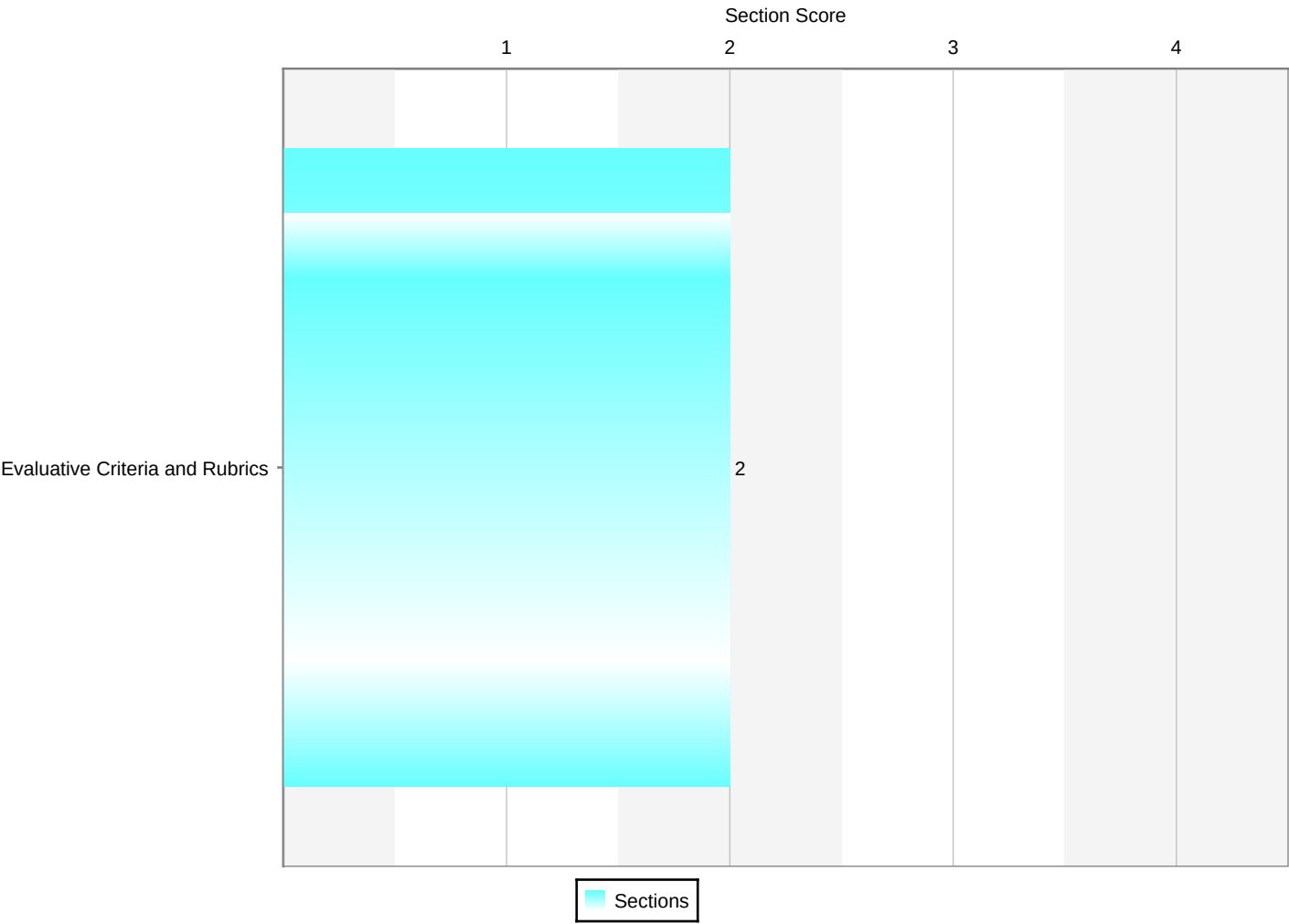
In the 2016 administration of the ACT Aspire, 7th-grade African American students increased the gap between white students in reading, science, and math. Hispanic students increased the gap between white students in science and math. On the 2016 ACT Aspire, 8th-grade African American students increased the gap between white students in math.

Which of the above reported findings are consistent with findings from other data sources?

Areas of need and areas of strength identified by the 2016 administration of ASPIRE presented are consistent with additional data sources (Global Scholar, Classroom Assessments, i-Ready, etc). When compared with other data sources results are comparable.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	We are not a Title I school.	

Plan for ACIP 2018-19

Overview

Plan Name

Plan for ACIP 2018-19

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve student access to technology devices, software, and instructional resources for the purpose of improving student achievement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$250000
2	Improve Mathematics Performance	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2500
3	Improve Reading Performance	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	Improve Sub Group Demographic Performance	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$50000
5	Improve Limited English Proficiency Student Performance	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	Increase Parent and Stakeholder Involvement	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	Implementation of a school wide positive discipline program (Safe and Civil Schools) in both classrooms and common areas.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$65200
8	Successful implementation of a school wide advisory program (AMS Connect Time) during the school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2500

Goal 1: Improve student access to technology devices, software, and instructional resources for the purpose of improving student achievement.

Measurable Objective 1:

collaborate to to improve student achievement in core classes with implementation of computer-based instructional software by 05/31/2018 as measured by data..

Strategy 1:

One to One Laptop Initiative - The strategy will involve utilizing the Apple one to one laptop initiative, which supplies each student with a MacBook Air laptop. This technology strategy will give each student opportunities for resource acquisition and utilization that were previously not obtainable by the entire student body. Teachers will be able to use this as an additional tool for their delivery of instruction, and students will be able to access resources relating to their classes on a 24 hour basis.

Category: Other - Technology Integration

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool

Activity - Learning Management System (LMS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Canvas and/or Google Classroom are organization online support programs that allow teachers to drive instruction in their classroom. Teachers deliver class information via the LMS that students can access with their laptop computers. This online program can provide lesson plans, daily objectives, learning resources, and supplemental lectures and website resources for one to one students to access. In return, AMS students will have a greater amount of resources at their disposal to support both content learning and content application across subjects.	Academic Support Program	08/31/2018	06/07/2019	\$250000	District Funding	AMS Admin and Staff

Goal 2: Improve Mathematics Performance

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computational skills in Mathematics by 06/07/2019 as measured by A combination of Global Scholar Performance Series and iReady data.

Strategy 1:

Acquisition of Technology Support Programs - Teachers will use additional resources at their disposal to initiate strategies for improved mathematics performance. Technology considerations for strategies support will include the use of the Canvas/Google Classroom LMS online program, IReady tools, and various online tools. Teachers will then utilize both summative and formative assessments on a routine basis to determine progress and effectiveness of strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool, AMSTI

Activity - IReady Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize IReady Program to support student learning. This is an online diagnostic and instructional support program that will be used by teachers as needed to assist in content learning and application.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	AMS administrators and faculty.
Activity - Global Scholar Performance Series Test/Eagle Enrichment Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ACS instructional support staff will analyze data from performance series testing as a way to identify students who are in need of targeted intervention. Students may be provided intensive instruction and intervention through the Eagle Enrichment program.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	AMS Faculty and Admin Staff

Strategy 2:

Professional Learning through SREB - Math teachers will attend professional learning through SREB to improve student math performance.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://k12education.gatesfoundation.org/blog/math-design-collaborative/>

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend Math Design Collaborative for professional learning on formative assignment lessons, math tasks, re-engagement lessons, questioning, and math discourse. Math teachers will use these best practices to improve student math achievement.	Professional Learning	08/31/2018	06/07/2019	\$2500	General Fund	AMS Math Teachers, Instructional Partner, Math Co-teacher

Strategy 3:

Collaborative Planning - AMS math teachers will engage in collaborative planning on a weekly basis in order to work together in professional learning communities.

AMS math teachers will meet once a week to develop standards based units of study designed to reach all learners. Teachers will also utilize this time for data analysis and analysis of student work samples. The administrative team will monitor common planning meetings.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.sciencedirect.com/science/article/pii/S0742051X07000066>

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet once a week in order to establish priority standards, content standard-based assessments, and activities.	Professional Learning	08/31/2018	06/07/2019	\$0	No Funding Required	AMS Administrator s and math teachers

Goal 3: Improve Reading Performance

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in literacy skills in Reading by 06/07/2019 as measured by A combination of Global Scholar Performance Series and I-Ready data.

Strategy 1:

Acquisition of Technology Support Programs - Teachers will use additional resources at their disposal to initiate strategies for improved mathematics performance.

Technology considerations for strategies support will include the use of the Canvas online program, IReady and Brightfish Programs, and various online tools. Teachers will then utilize both summative and formative assessments on a routine basis to determine progress and effectiveness of strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool

Activity - I Ready/Brightfish Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize IReady and Brightfish intervention and enrichment programs to support student learning. These are online programs that will be used by teachers as needed to assist in content learning and application. Students will have access to this activity before, during, and after the class.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	AMS Administrator s and Language Arts teachers

Strategy 2:

Collaborative Planning - English language arts teachers will have a one hour collaborative planning time each day. They are required to meet at least once a week to create standards based units of study that are designed to reach all learners. Teachers will also engage in analysis of student data and student work samples during the weekly collaborative time. Administrators will monitor their meetings.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.sciencedirect.com/science/article/pii/S0742051X07000066>

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language arts teachers will have a one hour collaborative planning time each day. They are required to meet at least once a week to create standards based units of study that are designed to reach all learners. Teachers will also engage in analysis of student data and student work samples during the weekly collaborative meetings.	Other, Professional Learning	08/31/2018	06/07/2019	\$0	No Funding Required	AMS Administrator s and English language arts teachers

Goal 4: Improve Sub Group Demographic Performance

Measurable Objective 1:

2% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to improve math achievement in Mathematics by 06/07/2019 as measured by student summative and formative progress monitoring that determine the effectiveness of additional resources that support student learning..

Strategy 1:

Student Achievement Support Program - A support program will be used for students selected from subgroups that include minority, poverty, and family support issues. These students demonstrate the ability to achieve, but are not meeting their potential in the classroom environment due to conditions beyond their control. Student data will be reviewed to determine students that meet the criteria and then invited to participate in the program, along with parental approval. The program will contain strategies that assist in development organizational, performance, and character skills within each child. Their progress will be routinely monitored on a weekly basis to support their achievement, and tutors will service the cohort to provide additional support for achievement success.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool, AVID

Activity - AVID Program Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AVID is a research-based program designed to assist subgroup demographic students. These students demonstrate the ability to achieve, but are not meeting their potential in the classroom environment due to conditions beyond their control. Student data will be reviewed to determine students that meet the criteria and then invited to participate in the program, along with parental approval. The program will contain strategies that assist in development organizational, performance, and character skills within each child. Their progress will be routinely monitored on a weekly basis to support their achievement, and tutors will service the cohort to provide additional support for achievement success.	Academic Support Program	08/31/2018	06/07/2019	\$50000	District Funding	AVID system coordinator, AMS AVID Site Team

Strategy 2:

Special Education Student Enrichment and Inclusion - Students identified with a learning disability will participate in strategies that meet their IEP needs. This would include the use of inclusion classes within the general education population, as well as the possibility of the need for a small group academic enrichment class.

Category: Develop/Implement Learning Supports

Research Cited: LRE case studies, FAPE case studies, Alabama State Department of Education Website, ALEX.

Activity - Team Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Inclusion students will have general education class that include team teaching strategies. This will include the use of special education teachers that assist the general education teachers in a team teaching environment that targets students with identified learning deficiencies.	Direct Instruction	08/31/2018	06/07/2019	\$0	No Funding Required	SPED teachers and General Ed Co-Teachers
Activity - Skills Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students and students in need of extra support will be enrolled in a reading or math skills lab called Eagle Enrichment. Reading or math skills lab will provide academic remediation in a student's area of growth. Additional skills lab classes are opened second semester.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	Eagle Enrichment Teachers

Strategy 3:

Student Remediation - Students who are targeted for remediation will participate in response to intervention as designated by the student support team. This strategy will provide small group and one to one instruction with remediation of specified mathematics and reading content to these identified students. The students will be pulled from elective classes several times per week to receive this remediation.

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled from elective classes several times per week for remediation in targeted mathematics and reading performance deficiencies. This will be done by an AMS faculty members in either small group, or one to one instructional settings.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	SST Committee Math Teachers Language Arts Teachers

Goal 5: Improve Limited English Proficiency Student Performance

Measurable Objective 1:

10% of English Learners students will demonstrate a proficiency to make at least a .5 AMAO gain from 2018 to 2019 to meet the state goal in English Language Arts by 06/07/2019 as measured by State ACCESS assessment.

Strategy 1:

Small Group Instruction - LEP students will meet on a daily basis in an EL class with a certified teacher who will provide small group instruction to assist in reading skills. Teachers in the general education classroom will also adhere to necessary accommodations determined for separate LEP student.

Category: Develop/Implement Learning Supports

Research Cited: LRE case studies, FAPE case studies, Alabama State Department of Education Website, ALEX.

Activity - Mini-Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help students practice producing academic language and mastering content-area skills, they perform mini-lessons. A mini lesson is a 3 -5-minute lesson on one academic standard from any content area. The students fill out a mini-lesson plan the day before. This lesson plan includes the content area, the topic, an "I can" statement for the standard they are going to teach, and the talking points/examples they are going to use to teach the concept. Students may present their lessons using any method they choose, including presentation software such PowerPoint, Prezi, and Keynote. Students may also use the dry erase board, Promethean board, or choose only to present the information orally.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	EL and LEP teacher

Activity - American Phonetic Alphabet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is designed to increase students' awareness of phonetic structure in the English alphabet. The students learn the phonetic code system to read, write and sound out English words.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	EL and LEP teacher

Strategy 2:

Progress Monitoring - Students will routinely receive progress monitoring through the use of summative and formative assessments. Classroom instruction will primarily be driven by formative assessment, while summative assessment will come in the form of locally created and state sponsored assessments. This progress monitoring will serve to determine the level of improvement towards achievement each student has attained.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE research, CCRS, Plan 2020, Common Core Standards, ALEX insights tool, LEP standards

Activity - ACCESS testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ACCESS test will be administered in the Spring of 2019 as a summative assessment of student skills mastery.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	ACS central office curriculum and instruction staff and EL and LEP teacher.

Activity - Global Scholar Performance Series and iReady Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Global Scholar Performance Series and iReady tests over the course of the school year to monitor progress in comparison to students in the same category from around the nation. The test is designed to predict future achievement, as well as to identify standard weaknesses that need additional attention.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	AMS Admin staff and EL and LEP teacher.

Goal 6: Increase Parent and Stakeholder Involvement

Measurable Objective 1:

collaborate to develop a pattern of consensus on matters relating to student, teacher, facility, and peripheral staff support. by 06/07/2019 as measured by overall productivity of parent and stakeholder participation in school meetings, assemblies, teacher support, and general activities that promote school goodwill..

Strategy 1:

School & Stakeholder Collaboration - The strategy is to include parents, stakeholders, and community leaders in participation of posted meetings, assemblies, extra-curricular activities, special events, teacher support, and matters relating to school transparency.

Category: Develop/Implement Student and School Culture Program

Research Cited: ALSDE research, CCRS, Plan 2020, ALEX insights tool

Activity - Professional Learning Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC meetings are designed to update all in attendance on matters relating to the overall function of the school. These matters include, but are not limited to: Instructional Strategies, General Performance Data, Instructional Resources, Feedback, and Sharing of Ideas that Promote Success in the Learning Environment	Policy and Process	08/31/2018	06/07/2019	\$0	No Funding Required	All AMS Staff Members Student Parents Community Stakeholders Community Leaders Select Student Leaders
Activity - AVID Tutor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various community members will serve as volunteers to assist AVID students during their elective class in tutorial sessions every Tuesday and Thursday for 35 minutes each time. These community members are from the established ACS substitute list, Retired ACS teachers, Athens State University, and The United Way foundation. These tutorial sessions are supervised by certified staff members who are responsible for the AVID elective classes.	Community Engagement	08/31/2018	06/07/2019	\$0	No Funding Required	AVID district coordinator, AVID elective teachers, and AMS Admin staff
Activity - Parent & Community Communication and Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents and stakeholders will be kept up to date on information related to school activities, events, and information in a variety of ways including but not limited to Blackboard messages, monthly digital newsletter, website, and social media postings. Parent and stakeholders will be invited to participate in at least one survey to assist providing feedback on the effectiveness of operations, teaching, organization, and discipline perceived at AMS.	Parent Involvement	08/31/2018	06/07/2019	\$0	No Funding Required	ACS central office staff AMS school administrators
Activity - AVID Program Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AVID will include parents on their leadership committee and will work to include all AVID parent/guardians in the overall educational process of their students. AVID will host regular parent nights and will participate in community service projects.	Academic Support Program	08/31/2018	06/07/2019	\$0	No Funding Required	AVID Site Team

Goal 7: Implementation of a school wide positive discipline program (Safe and Civil Schools) in both classrooms and common areas.

Measurable Objective 1:

demonstrate a proficiency by decreasing out of school/in school suspensions on the SIR by 06/07/2019 as measured by a decreased percentage of 2% from the baseline of 80%..

Strategy 1:

Implementation of Safe and Civil Schools (Positive Discipline) - Implementation of a behavioral model that is evidence-based CHAMPS (Conversation, Help, Activity, Movement, Participation, Success). The program is part of the Safe and Civil Schools initiative to improve the learning environment and culture within a school. It is a proactive approach that requires the use of tools and strategies in the development of today's child. The learning environment in any school is affected by BOTH student and staff behavior. C.H.A.M.P.S. will allow us to look at our current learning environment and affect changes that will improve the overall school culture.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research is found on the Safe and Civil Schools website. Dr. Randy Sprick, author of CHAMPS model states that by implementing effective management techniques, you can simultaneously increase student engagement and improve academic achievement.

Activity - Structure Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Area Policies and procedures for AMS. Focused on hallways, lunchroom, arrival, dismissal, all transitions, assemblies, etc.	Behavioral Support Program	08/31/2018	06/07/2019	\$22600	State Funds	All staff members are responsible for implementation.

Activity - S.T.O.I.C. Classroom Management Plans Implemented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of common rules for effective implementation: Teacher & Student Expectations in Classrooms	Behavioral Support Program	08/31/2018	06/07/2019	\$22600	State Funds	All classroom teachers and support teachers

Activity - Foundations Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foundations is a comprehensive approach to behavior management that guides your entire school staff in designing a proactive and positive schoolwide discipline plan. Foundations helps your educators and support staff expand skills in effective supervision, discipline, positive behavior support, and classroom management, thereby increasing student motivation, attendance, and academic engagement. Also will record the positive behavior interactions via Bloom (online referral system).	Behavioral Support Program	08/31/2018	06/07/2019	\$20000	State Funds	All faculty and staff are responsible for implementation.

Goal 8: Successful implementation of a school wide advisory program (AMS Connect Time) during the school year.

Measurable Objective 1:

demonstrate a proficiency by increasing Safe and Civil School student survey results regarding their connectedness to the staff and school by 06/07/2019 as measured by an increase of 2% on the post survey results from a baseline measurement of 78% from beginning year surveys.

Strategy 1:

Implementation of student advisory (AMS Connect Time) - AMS will continue implementation of student advisory (AMS Connect Time) which will continued to be held twice a month for 30 minutes. Advisory programs are configurations in which an adult advisor meets regularly during the school day with a group of students to provide mentorship and support within the school. Students will be placed with the same Connect Group for two consecutive years. Connect Groups will follow a general curriculum that is determined by the Needs Survey completed by the teachers at AMS. Surveys were also given by Safe & Civil Schools in order to determine student connectedness to the staff and school to create our baseline data. Based on the results from the teacher Needs Survey and the Safe & Civil Schools survey Connect Groups will cover a range of topics such as: respect for self, internet safety, study skills, time management, thankfulness, gratitude, giving back, and conflict management.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: Research is found on the Safe and Civil Schools website. AdvancEd cited an improvement priority for Athens City Schools to address the following: Develop and implement a program where each student in know by at least one adult advocate who supports the student's educational experience.

Activity - AMS Connect Time (Advisory)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement a student advisory time to ensure that every student is known well by at least one adult in the school, ensure that students have an opportunity to develop constructive friendships, and support each student's expectations for success in school.	Behavioral Support Program	08/31/2018	06/07/2019	\$1000	General Fund	All classroom teachers, administrators , counselors and support staff.
Activity - Safe and Civil School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and Post Student Survey from Safe and Civil Schools	Behavioral Support Program	08/31/2018	06/07/2019	\$1500	State Funds	All Classroom teachers, administrators , counselors and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID Tutor Program	Various community members will serve as volunteers to assist AVID students during their elective class in tutorial sessions every Tuesday and Thursday for 35 minutes each time. These community members are from the established ACS substitute list, Retired ACS teachers, Athens State University, and The United Way foundation. These tutorial sessions are supervised by certified staff members who are responsible for the AVID elective classes.	Community Engagement	08/31/2018	06/07/2019	\$0	AVID district coordinator, AVID elective teachers, and AMS Admin staff
I Ready/Brightfish Programs	Teachers will utilize IReady and Brightfish intervention and enrichment programs to support student learning. These are online programs that will be used by teachers as needed to assist in content learning and application. Students will have access to this activity before, during, and after the class.	Academic Support Program	08/31/2018	06/07/2019	\$0	AMS Administrator s and Language Arts teachers
Team Teaching	Inclusion students will have general education class that include team teaching strategies. This will include the use of special education teachers that assist the general education teachers in a team teaching environment that targets students with identified learning deficiencies.	Direct Instruction	08/31/2018	06/07/2019	\$0	SPED teachers and General Ed Co-Teachers
IReady Program	Teachers will utilize IReady Program to support student learning. This is an online diagnostic and instructional support program that will be used by teachers as needed to assist in content learning and application.	Academic Support Program	08/31/2018	06/07/2019	\$0	AMS administrators and faculty.
Global Scholar Performance Series and iReady Testing	Students will take the Global Scholar Performance Series and iReady tests over the course of the school year to monitor progress in comparison to students in the same category from around the nation. The test is designed to predict future achievement, as well as to identify standard weaknesses that need additional attention.	Academic Support Program	08/31/2018	06/07/2019	\$0	AMS Admin staff and EL and LEP teacher.
Response to Intervention	Students will be pulled from elective classes several times per week for remediation in targeted mathematics and reading performance deficiencies. This will be done by an AMS faculty members in either small group, or one to one instructional settings.	Academic Support Program	08/31/2018	06/07/2019	\$0	SST Committee Math Teachers Language Arts Teachers

Mini-Lessons	To help students practice producing academic language and mastering content-area skills, they perform mini-lessons. A mini lesson is a 3 -5-minute lesson on one academic standard from any content area. The students fill out a mini-lesson plan the day before. This lesson plan includes the content area, the topic, an "I can" statement for the standard they are going to teach, and the talking points/examples they are going to use to teach the concept. Students may present their lessons using any method they choose, including presentation software such PowerPoint, Prezi, and Keynote. Students may also use the dry erase board, Promethean board, or choose only to present the information orally.	Academic Support Program	08/31/2018	06/07/2019	\$0	EL and LEP teacher
AVID Program Support	AVID will include parents on their leadership committee and will work to include all AVID parent/guardians in the overall educational process of their students. AVID will host regular parent nights and will participate in community service projects.	Academic Support Program	08/31/2018	06/07/2019	\$0	AVID Site Team
Parent & Community Communication and Surveys	Parents and stakeholders will be kept up to date on information related to school activities, events, and information in a variety of ways including but not limited to Blackboard messages, monthly digital newsletter, website, and social media postings. Parent and stakeholders will be invited to participate in at least one survey to assist providing feedback on the effectiveness of operations, teaching, organization, and discipline perceived at AMS.	Parent Involvement	08/31/2018	06/07/2019	\$0	ACS central office staff AMS school administrators
Skills Lab	Special education students and students in need of extra support will be enrolled in a reading or math skills lab called Eagle Enrichment. Reading or math skills lab will provide academic remediation in a student's area of growth. Additional skills lab classes are opened second semester.	Academic Support Program	08/31/2018	06/07/2019	\$0	Eagle Enrichment Teachers
Global Scholar Performance Series Test/Eagle Enrichment Program	The ACS instructional support staff will analyze data from performance series testing as a way to identify students who are in need of targeted intervention. Students may be provided intensive instruction and intervention through the Eagle Enrichment program.	Academic Support Program	08/31/2018	06/07/2019	\$0	AMS Faculty and Admin Staff
American Phonetic Alphabet	This activity is designed to increase students' awareness of phonetic structure in the English alphabet. The students learn the phonetic code system to read, write and sound out English words.	Academic Support Program	08/31/2018	06/07/2019	\$0	EL and LEP teacher
Collaborative Planning	English language arts teachers will have a one hour collaborative planning time each day. They are required to meet at least once a week to create standards based units of study that are designed to reach all learners. Teachers will also engage in analysis of student data and student work samples during the weekly collaborative meetings.	Other, Professional Learning	08/31/2018	06/07/2019	\$0	AMS Administrator s and English language arts teachers

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Professional Learning Committee Meetings	PLC meetings are designed to update all in attendance on matters relating to the overall function of the school. These matters include, but are not limited to: Instructional Strategies, General Performance Data, Instructional Resources, Feedback, and Sharing of Ideas that Promote Success in the Learning Environment	Policy and Process	08/31/2018	06/07/2019	\$0	All AMS Staff Members Student Parents Community Stakeholders Community Leaders Select Student Leaders
Common Planning	Math teachers will meet once a week in order to establish priority standards, content standard-based assessments, and activities.	Professional Learning	08/31/2018	06/07/2019	\$0	AMS Administrator s and math teachers
ACCESS testing	The ACCESS test will be administered in the Spring of 2019 as a summative assessment of student skills mastery.	Academic Support Program	08/31/2018	06/07/2019	\$0	ACS central office curriculum and instruction staff and EL and LEP teacher.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AVID Program Participation	AVID is a research-based program designed to assist subgroup demographic students. These students demonstrate the ability to achieve, but are not meeting their potential in the classroom environment due to conditions beyond their control. Student data will be reviewed to determine students that meet the criteria and then invited to participate in the program, along with parental approval. The program will contain strategies that assist in development organizational, performance, and character skills within each child. Their progress will be routinely monitored on a weekly basis to support their achievement, and tutors will service the cohort to provide additional support for achievement success.	Academic Support Program	08/31/2018	06/07/2019	\$50000	AVID system coordinator, AMS AVID Site Team

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Learning Management System (LMS)	Canvas and/or Google Classroom are organization online support programs that allow teachers to drive instruction in their classroom. Teachers deliver class information via the LMS that students can access with their laptop computers. This online program can provide lesson plans, daily objectives, learning resources, and supplemental lectures and website resources for one to one students to access. In return, AMS students will have a greater amount of resources at their disposal to support both content learning and content application across subjects.	Academic Support Program	08/31/2018	06/07/2019	\$250000	AMS Admin and Staff
Total					\$300000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMS Connect Time (Advisory)	Implement a student advisory time to ensure that every student is known well by at least one adult in the school, ensure that students have an opportunity to develop constructive friendships, and support each student's expectations for success in school.	Behavioral Support Program	08/31/2018	06/07/2019	\$1000	All classroom teachers, administrators , counselors and support staff.
Math Design Collaborative	Math teachers will attend Math Design Collaborative for professional learning on formative assignment lessons, math tasks, re-engagement lessons, questioning, and math discourse. Math teachers will use these best practices to improve student math achievement.	Professional Learning	08/31/2018	06/07/2019	\$2500	AMS Math Teachers, Instructional Partner, Math Co-teacher
Total					\$3500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
S.T.O.I.C. Classroom Management Plans Implemented	Development of common rules for effective implementation: Teacher & Student Expectations in Classrooms	Behavioral Support Program	08/31/2018	06/07/2019	\$22600	All classroom teachers and support teachers
Structure Resources	Common Area Policies and procedures for AMS. Focused on hallways, lunchroom, arrival, dismissal, all transitions, assemblies, etc.	Behavioral Support Program	08/31/2018	06/07/2019	\$22600	All staff members are responsible for implementation.

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Safe and Civil School Survey	Pre and Post Student Survey from Safe and Civil Schools	Behavioral Support Program	08/31/2018	06/07/2019	\$1500	All Classroom teachers, administrators, counselors and support staff
Foundations Implementation	Foundations is a comprehensive approach to behavior management that guides your entire school staff in designing a proactive and positive schoolwide discipline plan. Foundations helps your educators and support staff expand skills in effective supervision, discipline, positive behavior support, and classroom management, thereby increasing student motivation, attendance, and academic engagement. Also will record the positive behavior interactions via Bloom (online referral system).	Behavioral Support Program	08/31/2018	06/07/2019	\$20000	All faculty and staff are responsible for implementation.
Total					\$66700	