

Putnam County (710) Public District - FY 2018 - Avery Trace Middle School (710-0065) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Reading - School-Level: ATMS-Reading

Description:

District-Level: Strengthen reading, writing, and speaking skills for all students.

School-Level: Strengthen Tier 1 instruction in order to improve student performance in reading, writing, and speaking skills for all students

Performance Measure:

District-Level: The district will move a minimum of 10% of students in each of the state performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

School-Level: To assist in the district goal of 10%, ATMS will move a minimum of 5% of students in each of the state performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

S 1.1) District-Level: Use data gathered from walk-throughs to increase implementation of Core Actions as well as rigor and expectations of the ELA shifts. - School-Level: Use data gathered from walk-throughs to increase implementation of Core Actions as well as rigor and expectations of the ELA shifts.

Description:

District-Level: Engage all students with the implementation of high-quality, complex texts; citing text evidence in reading, writing, and speaking with grade-level appropriate questions and tasks; and building knowledge with content-rich informational reading.

School-Level: Engage all students with the implementation of high-quality, complex texts; citing text evidence in reading, writing, and speaking with grade-level appropriate questions and tasks; and building knowledge with content-rich informational reading.

AS 1.1.1) PD and PLCs

Description:

ATMS will utilize PD, PLC and collaboration days to reflect on the IPG evaluation and discuss change in instructional practices.

Benchmark Indicator:

PLCs monthly, Collaboration Days (per semester)

Person Responsible:
Robin Boufille

Estimated Completion Date:

5/11/2018

Component	Item Name
School-wide Plan	Strengthening Academics

§ 1.2) District-Level: Provide Professional Learning opportunities to assist teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement. - **School-Level: Provide professional learning opportunities to assist teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement**

Description:

District-Level: Provide all district personnel focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus, the TEAM rubric, and the Core Actions of the Instructional Practice Guides. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

School-Level: ATMS will provide ongoing, high-quality professional learning throughout the year in a variety of formats for administration and teachers to impact gaps in student achievement and maintain curricular focus on the IB Middle Years Programme.

AS 1.2.1) Collaboration time, PD and PLCs

Description:

ATMS will provide monthly PLCs focused on data driven decisions, best practices to improve instruction, and preparation strategies for TCAP. Weekly collaboration meetings will focus on instructional unit planning, RTI data decisions and reflective teaching practices. All administration and teachers (100% highly qualified) will discuss students in the SWD, BHN, ELL subgroups at monthly data team meetings to monitor progress of these students and adjust instruction as the data reflects. ATMS will hold vertical collaboration each semester for the alignment of the ELA/SS curriculum and pacing utilizing Title 1 funds. County and Federal funding will be utilized to send teachers to MYP training to improve rigor in the curriculum and inquiry based instructional practice. All new teachers in the PCS school district are part of the new teacher induction which includes monthly PLCs that focus on relative issues. Furthermore, ATMS teachers are assigned a mentoring teacher for their first three years of experience. Mentors meet with these teachers during the school day and after school. Teachers of all experience levels are integrated in the strategic compensation program which offers bonus pay for high performance and above expectations professional development.

Benchmark Indicator:

Improved scores on MAP, Observation Data

Person Responsible:

Michael Meihls

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students

AS 1.2.2) MYP Programme

Description:

ATMS will strive to differentiate instruction in the classroom through curricular and assessment planning of the MYP programme.

Benchmark Indicator:

MYP Units and Assessments

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students

S 1.3) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels to meet individual student needs identified through the Universal Screener and other assessment tools. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels to meet individual student needs identified through the Universal Screener and other assessment tools.**

Description:

District-Level: The district and schools will use assessment tools to determine skills gap/acceleration for all students in Tier I, II, and III according to the district RTI2 plan.

School-Level: ATMS will provide and implement interventions and differentiated instruction in ELA 5-8 for Tier I, II, III students and identified subgroups (BHN, LEP, SWD) to increase student achievement and focus on gap closures to support classroom instruction.

AS 1.3.1) RTI-Remediation and Enrichment

Description:

ATMS will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed. After each universal screening, data teams will meet to determine which students need remediation or enrichment based upon their MAP percentile score. Students will be assess bi-weekly using EasyCbM to track progress in their intervention program, and data teams will meet monthly to discuss this progress. Intervention personnel (including one teacher and 1 full time/1 part-time assistant) will not only teach classes to at-risk students, but also provide time after school for extra assistance.

Benchmark Indicator:

MAP scores (Fall, Winter, Spring), EasyCbM scores, program data

Person Responsible:

Intervention Teacher: Jessica Etheredge

Estimated Completion Date:

5/4/2018

Component	Item Name
School-wide Plan	At-Risk Students

AS 1.3.2) Extended Learning Time through LEAPs for at-risk students.

Description:

Students are pre-selected for the LEAPs program based upon their at-risk status. Students meet daily in an ELA intervention during LEAPs (as predetermined by their MAP score).

Benchmark Indicator:

LEAPs monthly attendance, MAP Scores (Fall, Winter, Spring)

Person Responsible:

Mel Presley

Estimated Completion Date:

5/11/2018

Component	Item Name
School-wide Plan	Well-rounded Education
	At-Risk Students

AS 1.3.3) SWD Interventions

Description:

A skills based ELA intervention, SPIRE Reading, will be provided to students with disabilities grades 5-8. The teachers (100% HQ) will receive training on the implementation of the program and on-going support provided from consulting teachers. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness.

Benchmark Indicator:

Monthly SPIRE data, MAP Scores

Person Responsible:

ATMS SPED teachers

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

AS 1.3.4) ATMS will target FOCUS subgroups in ELA

Description:

All administration and teachers will discuss SWD, BHN, and ELL subgroups at monthly data team meetings, monitor the progress of these students and adjust instruction as the data reflects. Students most at risk will be referred to the lead FOCUS mentor to provide in-home instruction as well as a group socialization experience to parents and children to help close the gap and raise academic progress.

Benchmark Indicator:

MAP scores (Fall, Winter, Spring), Easy CbM scores, Student grades

Person Responsible:

Jessica Etheredge & Jada Campbell

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide	Opportunities for All Students
Plan	At-Risk Students

AS 1.3.5) MYP Programme

Description:

ATMS will strive to differentiate instruction in the classroom through curricular and assessment planning of the MYP programme.

Benchmark Indicator:

MYP Units and Assessments

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide	Opportunities for All Students
Plan	Strengthening Academics

S 1.4) District-Level: Identify a pathway for individualized student learning in order to meet the needs of all students. - **School-Level:**

Personalize student learning in order to meet the needs of all students.

Description:

District-Level: Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional

approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based Learning, and career exploration.

School-Level: ATMS will work to personalize learning through curriculum, instructional and academic-support strategies.

AS 1.4.1) Continue progress toward digital conversions (1:1)

Description:

Utilize digital learning environments with Chromebook classroom carts in all ELA classrooms with individualized personal learning for Google Classroom, research, intervention and assessment. Utilize computer labs for research, intervention and assessment throughout the day and through extended learning opportunities. They will also include personalized learning using best practices for classroom instruction and implementation of online programming.

Benchmark Indicator:

Purchase Chromebooks, Purchase Promethean Boards, Classroom Observation

Person Responsible:

Mel Presley

Estimated Completion Date:

5/4/2018

Component	Item Name
School-wide Plan	Quality Learning

AS 1.4.2) MYP Programme

Description:

ATMS will continue to personalize learning through advanced course offerings, classroom accommodations, and implementation of the MYP Programme.

Benchmark Indicator:

MYP units, Master Schedule

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Quality Learning

1.5) District-Level: Communication - School-Level: Communication and Family Engagement

Description:

District-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

AS 1.5.1) Strengthen Community and Family Involvement

Description:

Support grade level content through standards based activities at family engagement events. Assist in transition to entering 5th graders and exiting 8th graders through family engagement events. Utilize software programs (ICU database & ManageBac) to communicate MYP curriculum and student achievement to parents.

Benchmark Indicator:

Back to School Bash, Academic Parent Teacher Teams (Fall/Spring), CHS Counselor Visit, 5th Grade Orientation, Parent usage data from programs

Person Responsible:

Mel Presley

Estimated Completion Date:

5/11/2018

Component	Item Name
School-wide Plan	Well-rounded Education

S 1.6) District-Level: Standards-aligned core instruction - **School-Level: Standards-aligned core instruction.**

Description:

District-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

School-Level: ATMS will align evidence-based curriculum, instruction and assessment with the States's challenging academic content standards utilizing the MYP framework.

AS 1.6.1) MYP Programme

Description:

ATMS will align core instruction in the classroom through curricular and assessment planning of the MYP programme.

Benchmark Indicator:

MYP Units and Assessments

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Strengthening Academics

G 2) District-Level: Mathematics - **School-Level: ATMS-Mathematics**

Description:

District-Level: Improve focus, rigor and coherence in order to improve student performance in Mathematics.

School-Level: Improve focus, rigor and coherence in order to improve student performance in Mathematics.

Performance Measure:

District-Level: The district will move a minimum of 10% of students in each of the performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

School-Level: To assist the district goal of 10%, ATMS will move a minimum of 5% of students in each of the performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

S 2.1) District-Level: Increase rigor and expectations with the math shifts by gathering data from walk-throughs to increase the average implementation of the Core Actions on the IPG. - **School-Level: Increase rigor and expectations with the math shifts by gathering data from walk-throughs to increase the average implementation of the Core Actions on the IPG.**

Description:

District-Level: Increase focus on the major works of the grade (Focus), link major topics (Coherence), and increase of rigor for conceptual understanding, procedure, and application (Rigor)

School-Level: Increase focus on the major works of the grade (Focus), link major topics (Coherence), and increase of rigor for conceptual understanding, procedure, and application (Rigor)

AS 2.1.1) PD and PLCs

Description:

ATMS will utilize PD, PLC and collaboration days to reflect on the IPG evaluation and discuss change in instructional practices.

Benchmark Indicator:

PLCs monthly, Collaboration Days (per semester)

Person Responsible:

Hannah Mahaney

Estimated Completion Date:

5/4/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

S 2.2) District-Level: Provide Professional Learning opportunities to aide teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement. - **School-Level: Professional Learning - Impact Student Achievement Gaps, Understand Student needs, and improve student performance**

Description:

District-Level: Provide all district personnel focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus, the TEAM rubric, and the Core Actions of the Instructional Practice Guides. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

School-Level: ATMS will provide focused professional learning throughout the year in a variety of formats for administration and teachers to impact gaps in student achievement.

AS 2.2.1) Collaboration time, PD and PLCs

Description:

ATMS will provide monthly PLCs focused on data driven decisions, best practices to improve instruction, and preparation strategies for TCAP. Weekly collaboration meetings will focus on instructional unit planning, RTI data decisions and reflective teaching practices. All administration and teachers (100% highly qualified) will discuss students in the SWD, BHN, ELL subgroups at monthly data team meetings to monitor progress of these students and adjust instruction as the data reflects. County and Federal funding will be utilized to send teachers to MYP training to improve rigor in the curriculum and inquiry based instructional practice. All new teachers in the PCS school district are part of the new teacher induction which includes monthly PLCs that focus on relative issues. Furthermore, ATMS teachers are assigned a mentoring teacher for their first three years of experience. Mentors meet with these teachers during the school day and after school. Teachers of all experience levels are integrated in the strategic compensation program which offers bonus pay for high performance and above expectations professional development.

Benchmark Indicator:

Improved scores on MAP, IReady program data, Observation Data

Person Responsible:

Michael Meihls

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students

S 2.3) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. - **School-Level: Provide and implement appropriate interventions and differentiated instruction in Math at all grade levels.**

Description:

District-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

School-Level: ATMS will provide and implement interventions and differentiated instruction in Math 5-8 for all quintiles and identified subgroups (BHN, LEP, SWD) to increase student achievement and focus on gap closures to support classroom

instruction.

AS 2.3.1) RTI-Remediation and Enrichment

Description:

ATMS will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed. After each universal screening, data teams will meet to determine which students need remediation or enrichment based upon their MAP percentile score. Students will be assess bi-weekly using EasyCbM to track progress in their intervention program, and data teams will meet monthly to discuss this progress. Intervention personnel (including one teacher and 1 full time/1 part-time assistant) will not only teach classes to at-risk students, but also provide time after school for extra assistance.

Benchmark Indicator:

MAP scores (Fall, Winter, Spring), EasyCbM scores, Program Data

Person Responsible:

Intervention Teacher: Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	At-Risk Students

AS 2.3.2) Extended Learning Time through LEAPs for at-risk students.

Description:

Students are pre-selected for the LEAPs program based upon their at-risk status. Students meet daily in a Math intervention during LEAPs (as predetermined by their MAP score).

Benchmark Indicator:

LEAPs monthly attendance, MAP Scores (Fall, Winter, Spring)

Person Responsible:

Mel Presley

Estimated Completion Date:

5/11/2018

Component	Item Name
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School-wide Plan	At-Risk Students
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AS 2.3.3) ATMS will target FOCUS subgroups in Math

Description:

Monthly data team meetings monitor the progress of students in the SWD, BHN, and ELL subgroups. Instruction monitored or adjusted as the data reflects. Students at the highest risk are assigned a FOCUS mentor to provide in-home instruction as well as a group socialization experience to parents and children to help close the gap and raise academic progress.

Benchmark Indicator:

MAP scores (Fall, Winter, Spring), Easy CbM scores, Student grades

Person Responsible:

Jessica Etheredge and Jada Campbell

Estimated Completion Date:

5/18/2018

Component	Item Name
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School-wide Plan	At-Risk Students
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AS 2.3.4) MYP Programme

Description:

ATMS will strive to differentiate instruction in the classroom through curricular and assessment planning of the MYP programme.

Benchmark Indicator:

MYP Units and Assessments

Person Responsible:

MYP Coordinator: Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students

2.4) District-Level: Identify a pathway for individualized student learning in order to meet the needs of all students. - **School-Level: Personalize learning in order to meet student needs.**

Description:

District-Level: Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based learning, and career exploration.

School-Level: ATMS will work to personalize learning through curriculum, instructional and academic-support strategies.

AS 2.4.1) Continue progress toward digital conversions (1:1)

Description:

Utilize digital learning environments with Chromebook classroom carts in all math classrooms with individualized personal learning for Google Classroom, research, intervention and assessment. Utilize computer labs for research, intervention and assessment throughout the day and through extended learning opportunities. They will also include personalized learning using best practices for classroom instruction and implementation of online programming.

Benchmark Indicator:

Purchase Chromebooks, Purchase Promethean Board Classroom Observation

Person Responsible:

Mel Presley

Estimated Completion Date:

5/1/2018

Component	Item Name
School-wide Plan	Quality Learning

AS 2.4.2) MYP Programme

Description:

ATMS will continue to personalize learning through advanced course offerings, classroom accommodations, and implementation of the MYP Programme.

Benchmark Indicator:

MYP units, Master Schedule

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Strengthening Academics

S 2.5) District-Level: Communication - **School-Level: Communication and Family Engagement**

Description:

District-Level: Strengthen and promote communication for transparency and to all stakeholders to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication for transparency and to all stakeholders to increase awareness and involvement of parents and the community.

AS 2.5.1) Strengthen Community and Family Involvement

Description:

Support grade level content through standards based activities at family engagement events. Assist in transition to entering 5th graders and exiting 8th graders through family engagement events. Utilize software programs (ICU database & ManageBac) to communicate MYP curriculum and student achievement to parents.

Benchmark Indicator:

Back to School Bash, Academic Parent Teacher Teams (Fall/Spring), CHS Counselor Visit, 5th Grade Orientation, Parent usage data from software programs

Person Responsible:

Mel Presley

Estimated Completion Date:

5/11/2018

Component	Item Name
School-wide Plan	Well-rounded Education

G 3) District-Level: Early Literacy - **School-Level: Promote Literacy**

Description:

District-Level: Foster early literacy through community outreach and education collaboration with local agencies and parents with the implementation of district grants, programs, and initiatives.

School-Level: Promote literacy through community outreach and education collaboration with local agencies and parents with the implementation of district grants, programs, and initiatives.

Performance Measure:

District-Level: PCSS will increase student, teacher, parent and community participation in programs promoting Early Literacy by 10% annually.

School-Level: ATMS will assist in the district goal of promoting Early Literacy by 10% annually, by encouraging students, parents, teachers and community members to participate in literacy programs.

S 3.1) District-Level: Early Literacy - **School-Level: Promote Literacy**

Description:

District-Level: Promote effective parental involvement with all stakeholders in the planning, implementing, and evaluating of district improvement activities to promote the importance of literacy, including oral language development, print concept, and reading to all children beginning at birth through individual homes, schools, daycares, pediatricians' offices, Head Start Programs, and media - involving a large circle of all stakeholders.

School-Level: Assist the district by promoting effective parental involvement with all stakeholders in literacy.

AS 3.1.1) "20 Minutes a Day" Reading

Description:

Enlist the assistance of Parenting and Early Learning/Literacy Coordinators to promote "20 Minutes a Day" throughout the

community. Schools will make it a standing agenda item for Family Engagement activities and communication.

Benchmark Indicator:

Parent Compact, Literacy Night, Literacy Communication

Person Responsible:

Mel Presley

Estimated Completion Date:

5/11/2018

Component	Item Name
School-wide Plan	Strengthening Academics

S 3.4) District-Level: 3-4 Voluntary Pre-K

Description:

District-Level: Voluntary PreK serves families who meet eligibility guidelines including: low socio- economic, military children, children with disabilities and other criteria relating to specific needs.

G 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: Assist the high schools in meeting all four ACT Explore College and Career Readiness Benchmarks by creating college and career ready middle schoolers**

Description:

District-Level: Annual increase of 2% of the district students meeting the College and Career Readiness Benchmarks (CCRB) and an annual increase to the ACT Composite by five-tenths of a point.

School-Level: Assist the high schools in their annual increase of 2% of the district students meeting the College and Career Readiness Benchmarks (CCRB) and an annual increase to the ACT Composite by five-tenths of a point by maintaining high expectations with a rigorous curriculum.

Performance Measure:

District-Level: 2016 ACT CCRB is 21% will increase to 23% in 2017 and 25% in 2018. 2016 ACT Composite 20.0 will increase to 20.5 in 2017 and 21 in 2018.

School-Level: ATMS will increase the number of students in advance courses by 3% and decrease the number of students failing classes by 3%

4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - School-Level: Assist the district in increasing the number of students who meet ACT College and Career Readiness benchmarks by creating college and career ready middle schoolers

Description:

District-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

School-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

AS 4.1.1) IB World School integrating the Middle Years Program

Description:

ATMS will continue to follow the MYP principles to practice as part of the IB Middle Years Program This program is a pathway into the Cookeville High School Diploma Programme.

Benchmark Indicator:

Unit Plans, Assessments, MYP days, learner profile

Person Responsible:

MYP Coordinator: Jessica Etheredge

Estimated Completion Date:

5/4/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning
	Well-rounded Education

4.3) District-Level: The district will foster post-secondary exploration and focus through career exploration programs, partnerships with workforce, and grant opportunities for both educators and students. - School-Level: The district will foster post-secondary exploration and focus through career exploration programs, partnerships with workforce, and grant opportunities for both educators and students.

Description:

District-Level: The overall goals are to (1) improve graduation rates, (2) increase attainment level and job readiness of our future

workforce by enhancing training, education, skill development, and (3) provide work-based learning opportunities to match the needs of targeted industries and existing industry. Academic Career Coaches will provide the required resource(s) to implement the pathways in elementary school through post-secondary education. By creating awareness and helping students to make connections and see opportunities, they will make class selections more closely aligned to career expectations.

School-Level: The overall goal is (1) to improve graduation rates, (2) the education attainment level and job readiness of our future workforce by enhancing training, education, skill development, and (3) providing work-based learning opportunities to match the needs of targeted industries and existing industry. Academic/Career Coaches will provide the required resource(s) to implement the pathways in middle school through post-secondary education. By creating awareness and helping students to make connections and see opportunities, they will make class selections more closely aligned to career expectations.

AS 4.3.1) Implement pathways in the 7th grade through post-secondary education.

Description:

Academic/career coaches will help students individualize academic/career plans to support a student's journey through the pathway continuing through High School and Post-Secondary Education. They will also provide "road maps", mapping for participants the education, training, and credentials they must complete to reach their goal.

Benchmark Indicator:

Meetings with career coaches, admin and counselors over Kuder test

Person Responsible:

Counselor: Angie Risley

Estimated Completion Date:

4/20/2018

Component	Item Name
School-wide Plan	Well-rounded Education
	At-Risk Students

G 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

Description:

District-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

School-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

Performance Measure:

District-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester; decrease chronic absenteeism by 2%.

School-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester; decrease chronic absenteeism by 2%.

5.1) District-Level: Whole School Culture - School-Level: Whole School Culture

Description:

District-Level: Support a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

School-Level: Support a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

AS 5.1.1) Safe learning environment

Description:

Ensure a safe learning environment for all students and staff by implementing school safety plan and routines coordinated with local emergency management agencies.

Benchmark Indicator:

Participation in safety drills, SERT team trainings/meetings, School safety plan review, safety inspections

Person Responsible:

Alma Anderson

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Quality Learning

AS 5.1.2) Adult advocacy for every child

Description:

Promote adult advocacy for every child by continuing the NOW Mentor program that addresses social/academic needs of students, as well as the At-Risk Mentor program that will provide a mentor to work with parents/ students after school in their homes.

Benchmark Indicator:

Evidence that student needs are being met, Family Engagement survey results, mentoring program participation, grief support participation.

Person Responsible:

Mel Presley

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

AS 5.1.3) Enhance lifetime wellness and support academic achievement

Description:

Provide health screenings to enhance lifetime wellness and support academic achievement.

Benchmark Indicator:

BMI tests

Person Responsible:

School Nurse: Pam Norrod

Estimated Completion Date:

4/27/2018

Component	Item Name
School-wide Plan	Quality Learning
	Well-rounded Education

AS 5.1.4) Strengthen Community and Family Involvement

Description:

Continue to strengthen our community and family involvement with topics centered around health, nutrition and social aspects of parenting using community agents and experts. Utilize software programs (ICU database & ManageBac) to communicate MYP

curriculum and student achievement to parents.

Benchmark Indicator:

Participation in Family Engagement Events in Fall & Spring; Parent usage data from software

Person Responsible:

Mel Presley

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Well-rounded Education

AS 5.1.5) MYP Programme

Description:

ATMS will utilize the learner profile traits for character education, motivation, and student recognition.

Benchmark Indicator:

MYP awards weekly, monthly and yearly, Learner Profile traits exhibited

Person Responsible:

Jessica Etheredge

Estimated Completion Date:

5/18/2018

Component	Item Name
School-wide Plan	Well-rounded Education