



ACADEMY

FOR MATH, ENGINEERING & SCIENCE

SCHOOL IMPROVEMENT PLAN

2025–2027

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PART I

OUR FOUNDATION

INTRODUCTION

Purpose of the School Improvement Plan

The **Academy for Math, Engineering & Science (AMES)** School Improvement Plan (SIP) serves as the school's strategic roadmap for continuous improvement from **2025–2027**.

Developed through the analysis of student performance data, stakeholder feedback, and school improvement research, this plan establishes clear priorities, measurable goals, and accountability systems designed to improve student outcomes while preserving the mission and identity of AMES.

Rather than serving as a compliance document, the SIP is intended to guide decision-making, resource allocation, and collaborative improvement efforts across the school community. Progress toward each strategic priority will be monitored regularly through data reviews, evidence collection, and stakeholder feedback to ensure that improvement efforts remain responsive to student needs.

About AMES

Founded in **2003**, the Academy for Math, Engineering & Science (AMES) is Utah's first public Early College High School. AMES provides students with a rigorous college-preparatory education that emphasizes academic excellence, meaningful relationships, and real-world relevance through its long-standing commitment to **Rigor, Relevance, and Relationships**.

As an Early College High School, AMES provides students with opportunities to participate in concurrent enrollment, Advanced Placement coursework, career exploration, and college readiness experiences while maintaining a personalized learning environment where students are known, supported, and challenged.

The school's mission remains unchanged: to prepare students for success in college, careers, and life by fostering intellectual curiosity, personal responsibility, and lifelong learning.

AMES at a Glance

School Information	
School	Academy for Math, Engineering & Science (AMES)
Established	2003
School Type	Public Early College High School
District	Granite School District (beginning 2026–2027)
Grades Served	9–12
Educational Focus	Early College, STEM, College & Career Readiness
Core Values	Rigor • Relevance • Relationships

Current Context (2025–2027)

Since the previous School Improvement Plan, AMES has experienced several important changes that influence the direction of this plan.

The school continues to serve a changing and increasingly diverse student population with a wide range of academic, social, emotional, and postsecondary needs. At the same time, public education continues to face evolving expectations related to student achievement, attendance, college readiness, multilingual learner support, and meaningful family engagement.

As the educational landscape continues to evolve, AMES remains committed to preserving its unique Early College High School model while strengthening the systems and practices that support student success. This includes maintaining the school's long-standing commitment to **Rigor, Relevance, and Relationships** while responding proactively to emerging student needs and educational priorities.

Stakeholder surveys conducted during the spring of 2026 consistently identified opportunities to strengthen communication, student belonging, family engagement, instructional consistency, and organizational systems. These findings, together with the Utah School Report Card and additional school performance data, provide the foundation for this School Improvement Plan.

A Commitment to Continuous Improvement

The Academy for Math, Engineering & Science believes that continuous improvement is achieved through collaboration, reflection, and informed decision-making. This School Improvement Plan represents a shared commitment among students, families, educators, administrators, and the Board of Trustees to create learning environments where every student has access to high-quality instruction, meaningful relationships, and opportunities to thrive.

By maintaining a clear focus on student success while adapting to the evolving needs of the school community, AMES will continue to build upon its tradition of academic excellence and innovation.

MISSION, VISION, VALUES, AND CULTURE

Mission

The Academy for Math, Engineering, and Science was established to provide a choice for students who have a particular interest in math, science, and engineering. Our mission is to prepare a diverse student body for success in college and other post-secondary opportunities.

CORE VALUES

Rigor

- High expectations for all students
- Standards-based curriculum
- Academic support systems
- Access to advanced coursework

Relevance

- Problem-based learning
- Community-connected experiences
- Career and college readiness

Relationships

- Positive school culture
- Student belonging
- Family partnerships
- Collaborative learning environment

QUANTUM LEARNING

We have used Quantum Learning (QL) as our school-wide vocabulary and culture platform since 2006. Several professional development trainings have focused on QL and it is the focus of our Freshman House. In the 2019 accreditation review, QL was identified as the main school-wide culture tool used to increase student buy-in and accountability.

In summer of 2019 and 2021, AMES brought QL facilitators to train staff and to facilitate Freshman House in an effort to continue to improve the school-wide culture.

TITLE I ISSUES & CONCERNS

PARENT ENGAGEMENT

Parent engagement continues to be an ongoing area of improvement for the school. Parent surveys conducted in the spring of 2026 focused on the following questions:

- How do we encourage parents to be involve in school or class activity?
- What kind of opportunities do parents have to be involved?
- Are parents being informed of opportunities with enough time to make arrangements to participate?
- Are parents being encouraged to be involve in the development and improvement of the teacher parent compact and the parent engagement policy?

Parents for the majority support the AMES mission and academic rigor. Communication remains an obstacle. Parents want information earlier and in clearer formats. Parents want to support the school but need communication systems that are more accessible, proactive, and family-centered.

SCHOOL PROFILE & CURRENT CONTEXT

Current Strengths

- Strong graduation rates
- Early college opportunities
- Open access to rigorous coursework
- Diverse student population
- Strong staff commitment to student success

Current Challenges

- Achievement gaps among student groups
- Chronic absenteeism
- Student belonging and voice
- Family communication and engagement
- Consistent intervention systems
- Sustainability and organizational capacity

PART II

COMPREHENSIVE NEEDS ASSESSMENT

SCHOOL REPORT CARD SUMMARY

What the State Data Tell Us

The Utah School Report Card provides an objective measure of school performance across multiple indicators of student achievement, academic growth, English learner progress, postsecondary readiness, and other measures of school quality. The 2024–2025 results indicate that AMES continues to demonstrate strong performance in several key areas while identifying opportunities for targeted improvement.

Key Strengths

- **Postsecondary Readiness (Exemplary):** AMES continues to prepare students exceptionally well for life after high school, with a 97.1% four-year graduation rate, 96.1% readiness coursework completion, and 90.3% of students meeting the ACT college readiness benchmark (ACT 18+).
- **Academic Growth:** Students demonstrated strong academic growth in English Language Arts (65.9%) and Science (58.5%), indicating that students continue to make meaningful academic progress over time.
- **Student Achievement:** English Language Arts achievement remained strong at 64.2%, exceeding the state average, while Science achievement remained above the state average despite a decline from the previous year.
- **Assessment Participation:** A 96.4% participation rate ensures that accountability results accurately represent the school's performance.

Opportunities for Growth

State data also identify several areas requiring continued attention.

- **Mathematics Achievement (37.6%)** declined from the previous year and remains the school's greatest academic area for improvement.
- **English Learner Progress** demonstrates improvement in students making adequate growth (50%); however, only 10% of English learners reached proficiency, indicating the need for stronger language acquisition supports.
- **Consistent Attendance (76.1%)** remains below the desired level and may influence student learning and achievement.
- **Postsecondary Enrollment (52.0%)** suggests an opportunity to strengthen students' transition from high school into higher education and career pathways.

Overall, the School Report Card reflects a school with strong academic outcomes and postsecondary success while highlighting the importance of strengthening instructional systems, multilingual learner supports, and student engagement.

STAKEHOLDER SURVEYS

What Our Community Tells Us

During the school improvement planning process, AMES gathered feedback from students, families, staff, board members, and school leadership. These perspectives provided valuable context for interpreting performance data and identifying priorities for continuous improvement.

Students

Students consistently described AMES as a safe and supportive learning environment where positive relationships with adults contribute to their overall success. Students expressed appreciation for the school's academic expectations and college-going culture while also identifying opportunities to strengthen student voice, school connectedness, and engagement.

Families

Parents and guardians identified AMES' caring staff, academic rigor, and college preparation as significant strengths. Families also requested more consistent communication, increased opportunities for engagement, and additional resources to support postsecondary planning, including financial aid, scholarships, and college readiness.

Staff

Staff members emphasized the school's positive culture and strong relationships while identifying opportunities to strengthen collaboration, communication, instructional consistency, and intervention systems. Teachers expressed interest in expanding professional collaboration and implementing more consistent Multi-Tiered System of Supports (MTSS) practices.

Board and Leadership

Board members and school leadership reinforced the importance of sustaining academic excellence while strengthening organizational systems that support long-term success. Key themes included leadership development, continuous improvement, succession planning, family engagement, and maintaining fidelity to the school's mission as enrollment and organizational needs evolve.

Collectively, stakeholder feedback demonstrates broad confidence in the school's direction while identifying opportunities to strengthen systems that improve communication, collaboration, student engagement, and instructional support.

NEEDS ASSESSMENT SUMMARY

Where the Evidence Converges

The comprehensive needs assessment combined quantitative data from the Utah School Report Card with qualitative feedback from students, families, staff, leadership, and the Board of Trustees. Together, these sources present a consistent picture of AMES' current strengths and opportunities.

Strengths

- Strong postsecondary readiness and graduation outcomes.
- Positive relationships between students and staff.
- Safe and supportive learning environment.
- High levels of academic growth in English Language Arts and Science.
- Strong college-going culture and rigorous academic expectations.

Areas for Growth

- Improve mathematics achievement.
- Increase English learner proficiency.
- Strengthen consistent attendance and student engagement.
- Expand authentic student leadership and student voice.
- Improve schoolwide communication and family partnerships.
- Strengthen instructional collaboration and intervention systems.

Emerging Priorities

The convergence of state accountability data and stakeholder feedback identified four strategic priorities that will guide AMES during the 2025–2027 improvement cycle:

1. Academic Excellence and Postsecondary Success
2. Belonging, Culture, and Student Voice
3. Communication and Family Partnership
4. Organizational Capacity and Continuous Improvement

These priorities reflect both the measurable performance needs of the school and the experiences of the students, families, and staff who make up the AMES community.

ROOT CAUSE ANALYSIS MATRIX

Why the Challenges Exist

Finding	Evidence	Root Cause	Strategic Response
Mathematics achievement declined to 37.6%.	Utah School Report Card; Staff Survey, Leadership Discussions	During the past several years, AMES experienced multiple staffing changes within the ninth-grade mathematics program, resulting in inconsistent instructional practices and continuity. These changes likely contributed to variability in students' foundational mathematics learning and achievement.	Strengthen Tier I instruction, MTSS implementation, and data-informed intervention cycles.
English learner proficiency remains low (10% reaching proficiency).	Utah School Report Card; WIDA Data; Student Demographics	A significant portion of AMES's English Learner population also receives special education services and enters high school with significant academic and literacy needs. This population often requires individualized language development, specialized instructional supports, and additional time to demonstrate English language proficiency.	Expand multilingual learner supports, progress monitoring, and language-focused instructional strategies.
Consistent attendance remains at 76.1%.	School Report Card; Student Survey	Student attendance is influenced by multiple factors, including student engagement, school connectedness, and consistent communication between school and families.	Strengthen attendance monitoring, student engagement, and relationship-centered interventions.
Families requested clearer communication and increased involvement.	Parent Survey	Communication practices vary across departments and communication methods are not yet implemented consistently schoolwide, making it difficult for some families to access timely information.	Develop consistent communication systems and expand family engagement opportunities.
Staff identified collaboration and instructional consistency as areas for improvement.	Staff Survey; Leadership Discussions	Schoolwide systems for collaboration, implementation monitoring, and continuous improvement require greater consistency to ensure shared expectations and organizational sustainability.	Strengthen collaborative leadership, professional learning communities, and continuous improvement routines.

PART III

STRATEGIC DIRECTION

COMPREHENSIVE NEEDS ASSESSMENT

Academic Achievement

Indicator	Baseline (2025)	Priority Need
Mathematics Proficiency	37.6%	Improve mathematics achievement through high-quality Tier I instruction, targeted interventions, and data-driven decision making.
Graduation Rate	97.1%	Maintain high graduation rates while increasing postsecondary readiness and enrollment.
Postsecondary Enrollment	52.0%	Increase the percentage of graduates enrolling in postsecondary education or career pathways.
English Learners reaching proficiency (WIDA)	10.0%	Strengthen language development supports to increase English language proficiency.

School Culture & Climate

Indicator	Baseline (2025)	Priority Need
Student Belonging	Survey Baseline	Increase students' sense of belonging, safety, and connection to school.
Student Voice	Survey Baseline	Expand authentic leadership opportunities and student participation in decision-making.
Consistent Attendance	76.1%	Improve attendance through proactive interventions and increased student engagement.

Family Engagement

Indicator	Baseline (2025)	Priority Need
Parent Communication Satisfaction	55%	Develop consistent, timely, and transparent communication systems.
Family Participation	24%	Increase family participation through accessible engagement opportunities and partnerships.

Organizational Capacity

Indicator	Baseline (2025)	Priority Need
Staff Collaboration	88%	Strengthen collaborative data review, professional learning, and shared leadership practices.
MTSS Implementation	Developing	Fully implement a schoolwide Multi-Tiered System of Supports (MTSS) framework with consistent intervention and progress monitoring processes.

LONG-TERM VISION & GOALS

The following long-term goals represent the enduring vision of the Academy for Math, Engineering & Science and provide the foundation for continuous school improvement. These goals extend beyond a single improvement cycle and guide strategic planning over time.

Goal 1: Academic Excellence and Equity

Eliminate achievement gaps among identified student populations while maintaining high expectations, equitable access to rigorous coursework, and high levels of academic achievement for every student.

Goal 2: Postsecondary Success

Remain a sustainable Early College High School that prepares every student for success in college, careers, military service, and other postsecondary pathways.

Goal 3: Exceptional Learning Environment

Maintain a school culture grounded in **Rigor, Relevance, and Relationships**, where students experience academic challenge, meaningful learning, and strong connections with peers and adults.

Goal 4: Student Leadership and Personal Growth

Develop students who demonstrate leadership, resilience, a growth mindset, and the knowledge, skills, and character necessary to thrive in an ever-changing world.

Goal 5: Family and Community Partnership

Strengthen meaningful partnerships with families and the community through transparent communication, collaborative decision-making, and shared responsibility for student success.

STRATEGIC PRIORITIES (2025–2027)

The following Strategic Priorities establish the Academy for Math, Engineering & Science's areas of focus for the 2025–2027 School Improvement Plan. These priorities were developed through a comprehensive analysis of the Utah School Report Card, stakeholder surveys, the comprehensive needs assessment, and the root cause analysis. Together, they provide a focused framework for improving student outcomes, strengthening organizational systems, and advancing the school's mission and long-term vision.

Strategic Priority 1: Academic Excellence & Postsecondary Success

Purpose

Strengthen instructional practices, improve academic achievement for all students, reduce achievement gaps, and ensure every student graduates prepared for success in college, careers, and postsecondary opportunities.

Focus Areas

- Improve mathematics achievement and overall academic performance.
- Strengthen Tier I instruction and Multi-Tiered System of Supports (MTSS).
- Increase English Learner achievement and language proficiency.
- Expand access to rigorous coursework and early college opportunities.
- Increase postsecondary enrollment and college and career readiness.
- Use data-informed decision-making to improve student outcomes.

Strategic Priority 2: Belonging, Culture & Student Voice

Purpose

Cultivate a positive, inclusive school culture where every student feels connected, valued, supported, and empowered to contribute as a leader within the AMES community.

Focus Areas

- Increase students' sense of belonging and school connectedness.
- Expand meaningful student leadership opportunities.
- Strengthen student voice in school improvement efforts.
- Improve attendance and student engagement.
- Promote social-emotional well-being and positive relationships.
- Foster a safe, welcoming, and inclusive learning environment. 4

Strategic Priority 3: Communication & Family Partnership

Purpose

Strengthen partnerships between school, families, and the community through consistent communication, meaningful engagement, and shared responsibility for student success.

Focus Areas

- Improve communication with students and families.
- Increase family participation in school activities and decision-making.
- Expand postsecondary planning resources for families.
- Strengthen community partnerships that support student learning.
- Increase transparency regarding school improvement efforts.
- Promote culturally responsive and accessible communication practices.

Strategic Priority 4: Organizational Capacity & Continuous Improvement

Purpose

Develop sustainable systems that strengthen leadership, collaboration, professional learning, and continuous improvement to ensure long-term organizational success.

Focus Areas

- Strengthen Professional Learning Communities (PLCs) and staff collaboration.
- Fully implement the Multi-Tiered System of Supports (MTSS).
- Expand professional learning aligned with instructional priorities.
- Strengthen data review and progress-monitoring processes.
- Build leadership capacity across all stakeholder groups.
- Establish systems that promote continuous improvement and organizational sustainability.

Transition to SMART Goals

Each Strategic Priority is supported by measurable SMART Goals, implementation strategies, action steps, timelines, responsible stakeholders, and progress-monitoring measures. Together, these components provide a clear roadmap for achieving the goals of the 2025–2027 School Improvement Plan while advancing the long-term vision of the Academy for Math, Engineering & Science.

VISION TO ACTION

To achieve these long-term goals, AMES has identified four strategic priorities for 2025–2027. Each priority includes measurable outcomes, action steps, accountability measures, and progress-monitoring systems.

STRATEGIC GOAL 1

Academic Excellence & Postsecondary Success

Outcome Statement

By June 2027, AMES will improve student achievement, reduce achievement gaps, and increase college and career readiness through targeted interventions and expanded postsecondary supports.

Success Measures

Measure	Baseline	Target
Math Proficiency	37.6%	55%
Graduation Rate	98%	100%
Concurrent Enrollment Participation	82%	90%
FAFSA Completion	TBD	+15%
Achievement Gap Population	10%	-10%
Post-Secondary Enrollment	52%	62%

Key Objectives

AMES will:

- Maintain consistent academic, social, and emotional support systems.
- Maintain high graduation rates.
- Increase FAFSA completion.
- Expand scholarship opportunities.
- Increase growth among the lowest-performing 25% of students.
- Strengthen AMES' Early College model

Strategy 1.1: Implement Schoolwide RTI/MTSS

Lead: Principal, Dean, Counseling Department

Actions:

- Develop RTI handbook
- Establish intervention protocols
- Train staff
- Conduct quarterly data reviews

Evidence:

- Intervention logs
- Student growth reports
- MTSS implementation data

Strategy 1.2: Increase Postsecondary Readiness

Lead: Counseling Department

Actions:

- FAFSA campaigns
- Scholarship workshops
- College application support
- Skilled trades exploration
- Parent college readiness nights

Evidence:

- FAFSA completion rates
- Scholarship applications
- Postsecondary enrollment data

Strategy 1.3: Reduce Achievement Gaps

Lead: Administration, Counselors, Teachers

Actions:

- Identify target students
- Students Interviews
- Monitor progress quarterly
- Expand tutoring participation
- Develop student success plans

Evidence:

- ASPIRE growth
- Grades
- Intervention participation

STRATEGIC GOAL 2

Belonging, Culture & Student Voice

Outcome Statement

By June 2027, students will report increased belonging, stronger connections, and greater opportunities to contribute to school decision-making.

Success Measures

Measure	Baseline	Target
Student Belonging	21%	70%
Student Voice	51%	85%
Chronic Absenteeism	15%	10%

Strategy 2.1: Student Voice Framework

Lead: Dean of Students

Strategy 2.2: School Culture and Climate

Lead: Administration and Staff

Strategy 2.3: Attendance and Engagement

Lead: Dean of Students and Counseling Department

STRATEGIC GOAL 3

Communication & Family Partnership

Outcome Statement

By June 2027, families will experience consistent, proactive, and meaningful communication and engagement opportunities.

Success Measures

Measure	Baseline	Target
Parent Communication Satisfaction	55%	80%
Family Participation	24%	50%

Strategy 3.1: Improve Communication Systems

Lead: Principal and Staff

Strategy 3.2: Increase Family Engagement

Lead: Counseling Department and Family Engagement Team

Strategy 3.3: Shared Decision-Making

Lead: Principal

STRATEGIC GOAL 4

Organizational Capacity & Continuous Improvement

Outcome Statement

By June 2027, AMES will strengthen organizational systems, staff collaboration, data-driven decision making, and continuous improvement processes.

Success Measures

Measure	Baseline	Target
Staff Collaboration Satisfaction	88%	95%
SIP Progress Reviews	Limited	Quarterly
MTSS Implementation	Emerging	Fully Implemented

Strategy 4.1: Data Review Cycles

Lead: Principal, Dean of Students, and Staff

Strategy 4.2: Professional Learning

Lead: Administration

Strategy 4.3: Leadership and Sustainability

Lead: Principal and Board of Trustees

PART IV
MONITORING & ACCOUNTABILITY

PROGRESS MONITORING & ACCOUNTABILITY

Quarterly reviews will occur to evaluate progress toward goals.

Quarter	Focus Areas
Quarter 1	Enrollment, Attendance, Belonging
Quarter 2	Academic Performance, Interventions, FAFSA
Quarter 3	Achievement Data, Surveys, Culture
Quarter 4	Graduation, Postsecondary Outcomes, SIP Evaluation

Progress reports will be shared with staff, the Board of Trustees, and stakeholders.

ANNUAL PROCESS REVIEWS

The School Improvement Team will review progress annually and make adjustments based on student outcomes, stakeholder feedback, and organizational needs.

The SIP is intended to be a living document that guides decision-making, resource allocation, and continuous improvement while remaining aligned to the mission and vision of AMES.

Yes. The plan is already strong, but for a formal School Improvement Plan that will be reviewed by the Board, accreditation teams, or Title I, I would recommend adding a few closing sections. They make the document feel more complete and provide clearer accountability.

SUCCESS INDICATORS

By June 2027, AMES expects to demonstrate:

- Improved student academic outcomes across all student groups.
- Reduced achievement gaps.
- Increased student belonging and engagement.
- Stronger family-school partnerships.
- Consistent implementation of MTSS/RTI.
- Increased college, career, and postsecondary readiness.
- A sustainable cycle of continuous improvement driven by data and stakeholder feedback.

ROLES & RESPONSIBILITY

Role	Primary Responsibilities
Board of Trustees	Monitor strategic progress, allocate resources, review annual outcomes
Principal	Overall implementation of the School Improvement Plan (SIP)
Admin Staff	Monitor goals, supervise implementation, coordinate professional learning
Counselors	Postsecondary readiness, family engagement, MTSS support
Teachers	Instruction, interventions, data collection, communication
Student Leadership	Student voice initiatives and school climate feedback
Families	Participate in engagement opportunities and provide ongoing feedback

COMMUNICATION PLAN

The School Improvement Plan will be shared through:

- Staff professional development meetings
- Board of Trustees meetings
- Parent newsletters
- School website
- Annual Title I meeting
- Student leadership meetings
- School Improvement Team meetings

Progress updates will be communicated quarterly.

CONTINUOUS IMPROVEMENT PROCESS

The Academy for Math, Engineering & Science is committed to continuous improvement through an ongoing cycle of planning, implementation, monitoring, reflection, and refinement. School improvement is viewed as a collaborative process that uses multiple sources of data to inform decisions and improve outcomes for all students.

Throughout the 2025–2027 School Improvement Plan, AMES will implement the following continuous improvement cycle:

1. Analyze Data

Review multiple sources of evidence, including student achievement data, attendance, school climate, stakeholder surveys, classroom observations, intervention data, and postsecondary readiness indicators to identify strengths, monitor progress, and determine areas requiring additional support.

2. Implement Strategies

Carry out the action steps identified within each Strategic Priority using evidence-based instructional practices, targeted interventions, professional learning, and collaborative problem-solving.

3. Monitor Progress

Leadership teams, teachers, and school staff will regularly review implementation data and student outcomes to determine whether strategies are producing the intended results. Progress monitoring will occur through scheduled data review meetings and quarterly implementation reviews.

4. Reflect and Adjust

When evidence indicates that progress is not meeting expectations, the school will identify barriers, adjust implementation strategies, allocate additional supports, and revise action plans as needed.

5. Celebrate and Sustain Success

Successful practices will be documented, shared, and incorporated into schoolwide systems to ensure continuous growth and long-term sustainability.

Annual Continuous Improvement Cycle

Timeframe	Continuous Improvement Activities
Beginning of School Year	Review baseline data, establish implementation priorities, communicate goals, and begin action plans.
Quarterly	Monitor progress toward SMART Goals, review evidence, and adjust strategies as needed.
Mid-Year	Evaluate implementation, analyze interim student data, and refine action plans.
End of School Year	Review annual outcomes, celebrate successes, identify areas for improvement, and establish priorities for the following year.

Accountability

The principal, leadership team, faculty, staff, students, families, and the Board of Trustees share responsibility for implementing, monitoring, and evaluating the School Improvement Plan. Progress toward each Strategic Priority will be reviewed regularly to ensure that improvement efforts remain focused, evidence-informed, and aligned with the mission and vision of the Academy for Math, Engineering & Science.

SCHOOL IMPROVEMENT PLAN APPROVAL

This School Improvement Plan has been reviewed and approved by the AMES School Improvement Team and Board of Trustees.

Name	Role	Signature	Date
Principal			
Board Chair			
School Improvement Chair			
Teacher Representative			
Parent Representative			

PART V

APPENDICES

Revised July 29, 2026

Appendix A – See attachment

SCHOOL REPORT CARD (2024-2025)

Appendix B

ACADEMY FOR MATH, ENGINEERING & SCIENCE (AMES)
2025–2027 School Improvement Plan
Quarterly Progress Monitoring

Strategic Priority

☐ Academic Excellence ☐ Belonging & Culture ☐ Family Partnership ☐
Organizational Capacity

Quarter: _____ School Year: _____ Date: _____

SMART Goal

Indicator	Baseline	Current	Target	Status

Evidence Reviewed

☐ Assessments ☐ Attendance ☐ MTSS ☐ Surveys ☐ PLC ☐ Family Engagement ☐ Other

Reflection & Action Steps

Successes:

Challenges:

Next Steps:

Overall Status

☐ On Track ☐ Monitor ☐ Needs Attention

Revised July 29, 2026

Appendix C – See attachment

AMES Evidence Collection Matrix