Academy Independent School District

Academy High School

2025-2026 Campus Improvement Plan

Mission Statement

Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.

Vision

Inspiring students to Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right.

LEAD!

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- Capacity and resource data

- Budget/entitlements and expenditure reports

- Study of best practices

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Demographics

Demographics Summary

Academy High School is a 9th through 12th grade campus that serves approximately 558 students from diverse backgrounds in the rural community of Academy, Texas. AHS believes in the power of student connectedness among staff and students as well as the community. The Campus Improvement Plan was created with input from the AHS Site Based Decision Making (SBDM) committee, campus staff, campus administration, and district administration. The CIP is available for review in the front office of AHS. It is also available on the campus website in both English and Spanish.

Student Information:

Academy High School's enrollment in 2023-2024 was 539 students. Below is a breakdown of student enrollment, student ethnicity, and special programs at Academy High School.

Academy High School Student Enrollment							
Grade Level	2019-2020 (455)	2020-2021 (487)	2021-2022 (485)	2022-2023 (529)	2023-2024 (539)	2024-2025 (548)	2025-2026 (558)
9th Grade	122 students	127 students	138 students	150 students	152 students	140 students	145 students
10th Grade	108 students	128 students	122 students	136 students	143 students	143 students	132 students
11th Grade	114 students	109 students	117 students	117 students	131 students	137 students	143 students
12th Grade	111 students	123 students	108 students	126 students	113 students	128 students	138 students

Academy High School Student Ethnicities					
Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	5.6%	7%	9.9%	5.9%	6.5%
Hispanic	22.3%	21.6%	18.8%	24.6%	27.1%
Caucasian	66.9%	66.1%	67.4%	64.5%	58.6%
Other	4.6%	4.3%	4.1%	5.2%	7.8%

Academy High School Special Populations					
Special Populations	2019-2020	2020-21	2021-22	2022-23	2023-24
Emergent Bilingual	5.2%	4.3%	5.7%	4.3%	5.0%

Academy High School Special Populations					
At Risk	26.6%	22.6%	38.8%	37.8%	38.0%
Eco. Disadvantaged	41.2%	28.3%	29.1%	33.6%	38.6%
GT	7.2%	6.6%	7.4%	12.3%	12.8%
SPED	9.6%	11.9%	10.5%	9.3%	11.1%

Staff Information:

Academy High School Teacher Experience					
	2019-2020	*2020-21*	*2021-22*	*2022-23*	*2023-24*
Beginning	0%	2.6%	14.6%	2.5%	19.2%
1-5 years	45.2%	33.9%	31.6%	33.9%	29.4%
6-10 years	8.7%	26.2%	19.9%	20%	16.2%
11-20 years	22.8%	16.5%	12.5%	23.8%	23.7%
Over 20 years	23.3%	20.8%	21.5%	19.7%	8.9%

Academy High School Teacher Populations					
Ethnicity	*2019-2020*	*2020-21*	*2021-22*	*2022-23*	*2023-24*
African American	0%	0%	4.8%	5.9%	9.5%
Hispanic	5.1%	4.1%	2.4%	5.1%	8.1%
Caucasian	94.9%	95.9%	92.8%	89%	82.3%
Other	0%	0%	0%	0%	0%

In 2023-24, Academy High School had 41 teachers. More than 35% of AHS teachers have 11 or more years of experience. The average number of students per teacher was 12.9.

Demographics Strengths

Teacher diversity is increasing, with African American and Hispanic teachers together making up nearly 18% of the staff in 2023–2024, compared to less than 6% in 2019–2020. This creates stronger representation for students and contributes to a more inclusive school culture. Additionally, our student diversity increased over the past five years. While the Caucasian student population has decreased from 66.9% in 2019–2020 to 58.6% in 2023–2024, the percentage of Hispanic students has grown from 22.3% to 27.1%, and the "Other" category has nearly doubled (4.6% → 7.8%).average

Academy High School consistently outperforms the state in graduation rates. In 2021–2022, AHS posted a 96.2% graduation rate, 6.5 percentage points above the state average. This success continued in 2022–2023, with AHS increasing to 97.6% while the state average was 90.3%.

In 2021–2022, Academy High School reported a dropout rate of 0.9%, significantly below the state average of 2.2%. This improved further in 2022–2023, when the dropout rate declined to 0.5%, compared to the state average of 2.0%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 25 percent of the graduating seniors did not graduate with a CCMR credit.
Root Cause: Students who did not meet TSI benchmarks or pass industry-based certification exams were not provided with structured remediation opportunities or targeted tutorials. Support outside of the regular instructional day was limited.

Problem Statement 2: EOC Algebra I scores increased from 71% in 2022-23 to 76% in 2023-24; however, performance remains below 80% at the Approaches level and continues to trail both the district and state averages of 81%
Root Cause: Many students enter high school with gaps in prerequisite math skills (fractions, integers, proportionality, linear relationships), making it difficult to access Algebra I content at grade level.

Problem Statement 3: Academy High School graduates perform below state averages on college readiness indicators. In 2022-23, only 36.8% of graduates met both TSI ELA and math benchmarks, and just 10.4% met AP/IB criteria, compared to 20.4% statewide. These outcomes indicate gaps in college readiness preparation and advanced coursework achievement.
Root Cause: Students have limited exposure to sustained academic rigor that prepares them for the level of reading, writing, and problem-solving required for TSI and AP/IB success. While opportunities for advanced coursework exist, students are not consistently aware of the expectations and workload necessary to succeed in college-level assessments, leading to underperformance in these indicators.

Student Learning

Student Learning Summary

Academy High School is committed to ensuring that every student receives a rigorous and relevant education designed to build critical-thinking skills and foster active engagement through student-centered instruction.

Students have access to a variety of advanced academic opportunities beginning in their freshman year, including Pre-AP, Advanced Placement, and dual credit courses across both core and CTE content areas. In addition, eligible students may apply to participate in the Temple Bio-Institute, further expanding pathways for postsecondary readiness. Nearly all students participate in Career and Technical Education (CTE) programs during the school day, with opportunities to earn industry-based certifications in multiple career fields.

AHS also prioritizes academic support and intervention. Students benefit from academic labs for credit recovery, targeted tutoring available before, during, and after school, as well as EOC-specific pull-out tutorials. These supports are designed to ensure that all students have equitable access to academic success and are prepared for future college, career, and military pathways.

STAAR EOC	2025	2024	2023	2022	2021	2019
English I	Approaches 84% Meets 69% Masters 21%	Approaches 74% Meets 68% Masters 20%	Approaches 81% Meets 63% Masters 16%	Approaches 81% Meets 62% Masters 12%	Approaches 70% Meets 51% Masters 12%	Approaches 72% Meets 52% Masters 10%
English II	Approaches 87% Meets 73% Masters 10%	Approaches 89% Meets 82% Masters 8%	Approaches 91% Meets 71% Masters 16%	Approaches 81% Meets 66% Masters 10%	Approaches 86% Meets 74% Masters 15%	Approaches 76% Meets 59% Masters 10%

STAAR EOC	2025	2024	2023	2022	2021	2019
Algebra I	Approaches 83% Meets 43% Masters 19%	Approaches 74% Meets 66% Masters 8%	Approaches 67% Meets 14% Masters 1%	Approaches 67% Meets 17% Masters 4%	Approaches 48% Meets 7% Masters 0%	Approaches 78% Meets 29% Masters 13%
Biology	Approaches 96% Meets 78% Masters 31%	Approaches 94% Meets 64% Masters 17%	Approaches 91% Meets 49% Masters 11%	Approaches 93% Meets 67% Masters 16%	Approaches 86% Meets 57% Masters 19%	Approaches 92% Meets 59% Masters 11%
US History	Approaches 99% Meets 79% Masters 33%	Approaches 99% Meets 80% Masters 32%	Approaches 96% Meets 45% Masters 27%	Approaches 94% Meets 71% Masters 38%	Approaches 90% Meets 62% Masters 34%	Approaches 91% Meets 73% Masters 39%

<u>68% of the graduating class of 2025 were considered to be College Career Military Ready. (CCMR)</u>

68% of the graduating class of 2024 were considered to be College Career Military Ready. (CCMR)

72% of the graduating class of 2023 were considered to be College Career Military Ready. (CCMR)

54.4% of the graduating class of 2022 were considered to be College Career Military Ready. (CCMR)

50.9% of the graduating class of 2021 were considered to be College Career Miltiary Ready. (CCMR)

38.3% of the graduating class of 2020 were considered to be College Career Military Ready. (CCMR)

2019 CCMR data by subpopulation results are as follows:

African American 40% Hispanic 50% White 53.4% SPED 20% Economically Disadvantaged 29.6

2020 CCMR data by subpopulation results are as follows:

African American *NA Hispanic 31.8% White 43.2% SPED 66.7% Economically Disadvantaged 13.8%

2021 CCMR data by subpopulation results are as follows:
African American 44%, Hispanic 44%, White 57%, SPED 69%, Economically Disadvantaged 47%

2022 CCMR data by subpopulation results are as follows:
African American 42.9%, Hispanic 31.6%, White 66.2%, SPED 63.6%, Economically Disadvantaged 56.3%

2023 CCMR data by subpopulation results are as follows:
African American 44%, Hispanic 32%, White 72%, SPED 68%, Economically Disadvantaged 57%

Student Learning Strengths

In 2025, 84% of Academy ISD students achieved Approaches Grade Level or above in English I, outperforming both Region 12 (68%) and the state average (66%).

Academy ISD students demonstrated strong performance in Biology, with 96% scoring at Approaches or above and 31% at Masters, compared to state averages of 91% and 21% respectively. This represents a 10-point advantage at the highest performance level.

On the 2025 U.S. History EOC, 99% of students met Approaches, exceeding both regional (95%) and state (94%) performance. Additionally, 79% achieved Meets, more than 10 points above the state (68%).

In 2025, 83% of Academy ISD students achieved Approaches Grade Level or above in Algebra I, exceeding both Region 12 (77%) and the state (76%). This 7-point increase from 2024 demonstrates targeted growth in math achievement and reflects effective instructional strategies.

Academy ISD students showed strong outcomes on the 2025 English II EOC, with 87% scoring at Approaches or above, surpassing the state average of 71% and the regional average of 74%. Additionally, 73% achieved Meets, well above the state's 57%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While 83% of students achieved Approaches Grade Level in Algebra I, only 43% reached Meets and 19% reached Masters, both below state averages of 47% (Meets) and 29% (Masters). This indicates that students are reaching basic proficiency but are struggling to demonstrate advanced problem-solving and application skills
Root Cause: Students have limited sustained exposure to the depth of academic rigor and multi-step problem-solving required for higher performance levels. Instruction often emphasizes procedural fluency at Approaches but does not consistently provide the level of challenge needed for Meets and Masters.

Problem Statement 2: Although 87% of students scored Approaches in English II, only 10% achieved Masters, compared to 9% statewide. This reflects strong basic proficiency but a lack of advanced analytical and critical-thinking performance
Root Cause: Classroom instruction emphasizes comprehension and Meets-level tasks but does not consistently push students toward deeper analysis, synthesis, and writing rigor required for Masters-level achievement. Students may not receive enough opportunities to practice high-level academic writing aligned to STAAR/EOC expectations.

School Processes & Programs

School Processes & Programs Summary

Instruction

Gifted and Talented (GT) students at Academy High School engage in enrichment through project-based learning opportunities during the TCA period, which meets periodically throughout the school year. AHS is a one-to-one campus, providing each student with a Chromebook for instructional use both at school and at home. All classrooms are equipped with projectors to support interactive and engaging instruction.

Students who do not master TEKS within a unit are provided targeted interventions through small group tutoring, teacher-led reteach opportunities, and access to Edgenuity online courses. RTI students are identified through committee meetings that analyze data from STAAR EOC results, district universal screeners, and common unit assessments. Interventions are then delivered during the TCA class period and extended through before- and after-school tutorials.

Personnel

Vacant positions are posted on the district website, with candidates applying through the TalentEd Hire platform. AHS maintains strong recruiting partnerships with the University of Mary Hardin-Baylor to attract highly qualified teacher candidates. Campus leadership is committed to supporting staff morale, addressing teacher needs, and removing barriers that interfere with high-quality instruction.

Professional Learning Communities (PLCs) provide collaboration time for teachers to evaluate curriculum, design lessons, map units, and analyze student performance data. This collaborative approach ensures instruction is aligned to TEKS and grounded in data-driven decisions.

The counseling department, staffed by two full-time counselors, supports students in multiple ways. Counselors advise on graduation requirements, provide college readiness testing information, and guide students in exploring college and career options. They also assist with applications for college admissions, financial aid, and scholarships.

Discipline

In the 2024–2025 school year, Academy High School recorded 111 discipline incidents, a reduction from the prior year. This decrease demonstrates the effectiveness of positive behavior supports and proactive discipline management strategies implemented campus-wide.

Campus Development

Teachers receive ongoing professional development through campus meetings, PLCs, and Region 12 workshops. In addition, teachers may request content-specific or research-based professional learning opportunities aligned to instructional needs.

Academy ISD graduation planning is designed to support the postsecondary aspirations of all students. As part of four-year planning, students are encouraged to select rigorous coursework aligned with their career goals while balancing extracurricular and part-time work opportunities. Students are also strongly encouraged to complete a Program of Study, reinforcing college and career readiness.

A 22-credit Foundation High School Program without endorsement may be considered beginning in the junior year; however, this option requires a counselor, parent/guardian, and student meeting, as well as principal approval to discuss potential postsecondary implications.

AHS PROGRAMS OF STUDY COURSE SEQUENCES

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
STEM ENDORSEMENT		
Advanced Math (Physics must be a Science credit)	Algebra 1 Geometry Algebra 2	2 credits from: Pre Calculus, AP Calculus AB or Dual Credit Math
Advanced Science	Biology Chemistry Physics	2 credits from: AP Physics I, Anatomy & Physiology, Astronomy, Adv. Animal Science, Pathophysiology
BUSINESS & INDUSTRY ENDORSEMENT		
Ag- Plant Science	Principles of Ag Floral Design* Adv Floral Design*	Practicum of AG (2 pd)
Ag- Animal Science Ag-Ag Mechanics Hospitality & Tourism Audio/Video Technology	Principles of Ag Livestock Production Vet Med Principles of Ag Ag Mechanics & Metal Structures* Introduction to Culinary Culinary Arts (2 pd) Adv Culinary Arts*(2pd) Arts Principles of Arts & Audio/Visual Audio/Visual Video Production 1 Production 2	Adv Animal Science* Ag Equipment (2 pd) Career Prep Practicum of Audio/Video Production (2 periods)

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Business		
Business Information Management 1		
Business Information Management 2		
Business Management		
Business Practicum		
PUBLIC SERVICE		
Health Sciences	Health Science Theory Pharmacology Medical Terminology DC* OR A&P and/or Medical Terminology Pathophysiology	Practicum- Health Science CCMA* CET* CPT* PHARM TECH*
ARTS & HUMANITIES		
Theater	Theater 1 Theater 2 Theater 3	Theater 4
Theater Production	Theater Prod 1 Theater Prod 2 Theater Prod 3	Theater Prod 4
Art	Art 1 Art 2 Art 3	Art 4–Drawing Art 4–Painting
Choir	Choir 1 Choir 2 Choir 3	Choir 4
Band	Band 1 Band 2 Band 3	Band 4
MULTIDISCIPLINARY		

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Multidisciplinary (Option I) Four credits in each of the core areas (Option 2) 4 AP Courses	English I, Algebra I, English II, Geometry, English III or English III AP, Biology I, Chemistry, Algebra II or 3rd math World Geography World History course, Physics or 3rd science course, US History or AP US History	English IV or English IV AP, 4th math course, 4th science course, Government/Economics, 4th social studies course (if needed)

Academy High School offers a wide range of extracurricular activities that provide students with opportunities to extend their learning, develop leadership skills, and engage in areas of personal interest beyond the classroom. Students may participate in academic, fine arts, leadership, and career-focused organizations, including:

- AHS Ambassadors
- Athletics
- Band
- Cheerleading
- Class Officers
- Color Guard
- FCCLA
- FFA

- Gifted and Talented

- HOSA

- National Honor Society

- One Act Play

- Robotics

- Student Council

- Thespian Society

- UIL Academic Competitions

The Site-Based Decision Making (SBDM) Committee meets quarterly to review campus data and provide input on school improvement efforts. The committee includes teachers, administrators, district personnel, parents, business leaders, and community members, ensuring that multiple perspectives are considered in the decision-making process.

In addition, AHS teachers demonstrate their commitment to student success by volunteering to serve on various campus committees. These committees include:

- National Honor Society

- Scholarship

- Discipline

- Attendance

- Awards Assembly

- Project Celebration

- Prom

These opportunities for engagement, both for students and adults, help strengthen the culture of collaboration at Academy High School and contribute to a well-rounded educational experience.

School Processes & Programs Strengths

Academy High School 2024-2025

Dual Credit

- 153 Summer Hours
- 629 Fall Hours

- 576 Spring Hours

6 students graduated with associate's degree

24 students received medals at the regional VASE art competition with one student advancing to state.

One Act Play was named alternate to area.

Band was first alternate to the UIL state band competition.

Academy HS had 4 Athletic District Champion Teams in the '24-25 school year.

- Girls Basketball, Team Tennis, Spring Tennis Boys, Spring Tennis Girls.

Academy HS Team Tennis advanced to the regional quarterfinals in 2024.

Academy HS Spring Tennis had 6 athletes advance to the State Tournament in 2025.

Academy HS Boys Track and field had a 4x200 relay team advance to state (Regional Champions) in 2025.

Academy HS had a UIL State 2nd place medalist in Literary Criticism.

FFA Agricultural Sales Team and Nursery and Landscape Team competed at the state level Career Development Event

Academy HS Powerlifting had 5 girls advance to the State Powerlifting Meet in 2025.

Academy HS Powerlifting had 3 boys advance to the State Powerlifting Meet in 2025.

Academy HS Boys Basketball team advanced to the 1st round of playoffs in 2025.

Academy HS Girls Basketball team advanced to the regional finals in 2025.

Academy HS Girls Soccer team advanced to the 1st round of playoffs in 2025.

Academy HS Baseball team advanced to the 1st Round of playoffs in 2025.

Academy HS Softball team advanced to the 1st Round of playoffs in 2025.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While Academy High School offers a wide variety of Programs of Study and advanced coursework, EOC performance indicates that many students achieve Approaches but fewer advance to Meets and Masters levels. This suggests a gap between course completion and readiness for rigorous assessments and postsecondary expectations. **Root Cause:** Instructional practices are not consistently aligned vertically across grade levels and Programs of Study to build the level of academic rigor necessary for higher

achievement. Students often meet minimum credit requirements but lack sustained opportunities for advanced writing, analysis, and problem-solving that mirror state assessment and postsecondary expectations.

Problem Statement 2: Despite having multiple intervention opportunities (RTI, small group tutoring, TCA support, Edgenuity, and extended tutorials), student performance data indicates that interventions are not consistently leading to significant gains in mastery on EOC exams.
Root Cause: Intervention systems are not always targeted to specific skill deficits or progress-monitored with fidelity. Students may be placed into interventions without individualized plans, and time dedicated during TCA or tutorials may not always be sufficient for closing learning gaps.

Perceptions

Perceptions Summary

Academy High School values strong communication and collaboration with families and the community. Parents receive timely updates through Blackboard Connect, which shares information about athletics, clubs, activities, testing, and other student-related matters. Daily announcements are conducted during the TCA period, and the school utilizes multiple communication platforms, including social media, Remind, Clever, and Google Classroom, to ensure parents remain informed about grade-level and campus-wide activities. Additionally, the Site-Based Decision Making (SBDM) Committee benefits from consistent community and parent participation, providing valuable feedback for campus decision-making.

Student organizations at AHS actively participate in community service projects, fostering civic responsibility and leadership skills. Examples include the revitalization of city parks, hosting the HOSA Blood Drive, preparing meals with organizations such as the Ronald McDonald House and Feed My Sheep, conducting a toy drive for McLane Children's Hospital, and volunteering time at local charities. The campus also invites feeder schools to attend pep rallies and hosted a district-wide pep rally this fall, strengthening community pride and connectedness.

Academy High School has implemented Securly, a web filtering and monitoring subscription, to support teachers with technology-based classroom management and ensure responsible student use of online resources.

At the heart of AHS is the belief that every student deserves to be supported and challenged to achieve success. Staff are committed to meeting students where they are, encouraging them to bring their best each day, and modeling the values and behaviors that promote growth. This mission reflects the district-wide commitment to "Take Care of Academy (TCA)", which is reinforced through character-building initiatives such as Character Strong, Hard Work Pays Off, and Best is the Standard. These programs emphasize integrity, perseverance, and high standards in both academics and extracurricular activities.

Perceptions Strengths

Academy High School maintains a strong connection with community organizations and citizens, fostering a culture of partnership and support. The culinary arts program demonstrates this commitment by hosting annual senior luncheons, while student organizations regularly engage in service projects that benefit local nonprofits and community initiatives. Venues for athletic events, fine arts performances, and campus activities are consistently filled with parents and community members, reflecting the pride and investment of the broader Academy community. In recognition of the overwhelming support for our graduates, the graduation ceremony was moved to the Bell County Expo Center to better accommodate the large number of families and community members who gather to celebrate the accomplishments of AHS scholars.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although multiple platforms are used to communicate with families (Blackboard, Remind 101, Google Classroom, social media, etc.), parent feedback indicates that information can be overwhelming or inconsistent, particularly across grade levels and extracurricular programs.
Root Cause: Communication strategies are not fully streamlined or coordinated, leading to duplication or gaps that affect parents' perceptions of how effectively the school keeps them informed.

Problem Statement 2: Community engagement at athletic events and performances is strong, but participation in academic-focused events, service projects, and extracurricular activities outside of athletics is less visible, which may limit perceptions of student achievement in non-athletic areas.

Root Cause: While students are engaged in service projects and leadership organizations, these efforts are not consistently publicized or celebrated at the same level as athletic accomplishments, leading to imbalanced community awareness of student success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Academy High School will meet or exceed all state and federal standards for academic excellence.

Performance Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

    Evaluation Data Sources: Evaluation of student progress will be based on STAAR results, Common Unit Assessments, and Beginning- and End-of-Year (BOY/EOY) assessments, with the expectation that all students and accountability groups achieve at least an 80% passing rate across all measures.

Strategy 1 Details	Reviews			
Strategy 1: Content area teachers will meet to unit map all core areas for the instructional school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher knowledge to best plan rigorous lessons which raise student achievement. **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 199 State Funds - General Fund	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Teachers will assess and monitor student data using Eduphoria, or similar platforms. Teachers will then collaborate with team members to discuss instructional ways to intervene and meet all students' instructional needs. Teachers will focus on particular subpopulations that may be at risk.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement on STAAR, CUAs, and Universal Screeners within each subpopulation. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 199 State Funds - General Fund	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in professional development focused on their subject area and needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers' capacity for effective instructional strategies will increase and transfer into the development of learning tasks for students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - 199 State Funds - General Fund	**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Provide student interventions through a robust RTI system to increase student achievement, increase success on STAAR EOCs, and reduce intervention groups to a maximum of 10 students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 75% of RTI students will meet the approaches level on the EOC STAAR test. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - 199 State Funds - General Fund	**Nov**	**Jan**	**Mar**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Academy High School will meet or exceed all state and federal standards for academic excellence.

Performance Objective 2: All high school seniors will graduate prepared for success beyond high school by meeting College, Career, and Military Readiness (CCMR) standards. Students will achieve this by (1) earning an industry-recognized certification aligned to a living-wage career, (2) enrolling in postsecondary education, or (3) enlisting in the military--ensuring no graduate requires remediation.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** TAPR report and internal tracking

Strategy 1 Details		Reviews			
Strategy 1: AHS will provide access to various CTE pathways and provide opportunities for students to take the TSIA and IBCs, in order to earn CCMR points. Staff will continue to monitor student achievement, and research other opportunities. Students not receiving their CCMR point will participate in other programs to reduce the need for remediation.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in graduating seniors meeting their CCMR goal. **Staff Responsible for Monitoring:** District/Campus Administration AHS CTE Teacher AHS Counselors CTE Coordinator Campus CTE Advisory Board **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing					
◯ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue					

Goal 2: Enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.

Performance Objective 1: Parent and community participation will increase through opportunities such as volunteering, Freshman Orientation, Open House, parent conferences, and special programs. Parents will also be encouraged to use the parent portal to actively monitor student progress and engagement.

Evaluation Data Sources: Parent and community participation will be monitored through event attendance logs, volunteer sign-in sheets, ticket sales and attendance counts, teacher and counselor contact logs, and parent and community surveys/feedback.

Strategy 1 Details		Reviews			
Strategy 1: Create a culture that provides opportunities for both students and staff to identify strengths and areas of need throughout the campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective feedback to adjust and improve areas of weakness **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 State Funds - General Fund, - 244 Perkins Career and Technical Education (CTE)		**Nov**	**Jan**	**Mar**	**May**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 3: Ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning.

Performance Objective 1: Discipline referrals and incidents of violence will be reduced by 10%.

Evaluation Data Sources: Progress toward this goal will be monitored through PEIMS and campus discipline reports, student climate and safety surveys, and staff professional development completion records.

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will participate in beginning of the year orientation to establish guidelines and boundaries for campus student conduct expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student office referrals **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 199 State Funds - General Fund	**Nov**	**Jan**	**Mar**	**May**
No Progress Accomplished Continue/Modify Discontinue				

Campus Funding Summary

199 State Funds - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
2	1	1			$0.00
3	1	1			$0.00
				Sub-Total	$0.00
244 Perkins Career and Technical Education (CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00