

Academy Independent School District

Academy High School

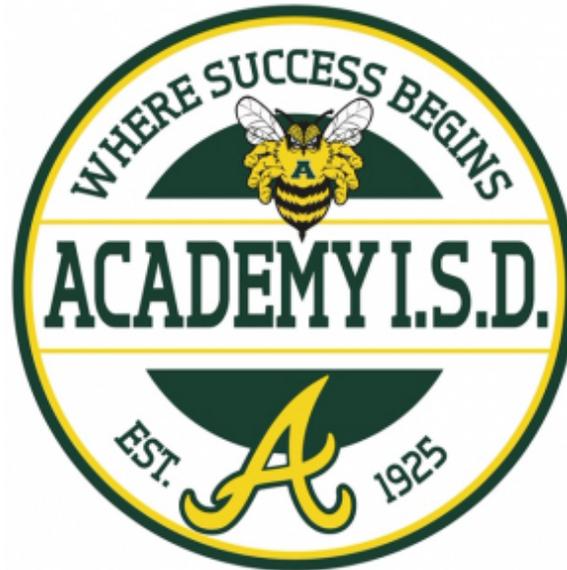
2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science



Board Approval Date: January 15, 2020
Public Presentation Date: December 9, 2019

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy High School is a 9th through 12th grade campus that serves approximately 450 students from diverse backgrounds in the rural community of Academy, Texas. AHS believes in the power of student connectedness amongst staff and students as well as the community. The Campus Improvement Plan was created with the input from the AHS Site Based Decision Making (SBDM) committee. 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 2018-2019 was 450 students. Below is a breakdown of student enrollment, student ethnicity, and special programs at Academy High School.

Academy High School Student Enrollment		
<i>Grade Level</i>	<i>2018-2019</i>	<i>2017-2018</i>
9 th Grade	110 students	110 students
10 th Grade	115 students	125 students
11 th Grade	119 students	108 students
12 th Grade	106 students	110 students

Academy High School Student Ethnicities		
<i>Ethnicity</i>	<i>2018-2019</i>	<i>2017-2018</i>
African American	5.3%	2.9%
Hispanic	20.9%	27.9%
Caucasian	68.9%	64.4%
Other	4.9%	4.9%

Academy High School Special Populations		
<i>Special Populations</i>	<i>2018-2019</i>	<i>2017-2018</i>

Academy High School Special Populations		
English Learners	1.3%	.7%
At Risk	30.9%	28.5%
Eco. Disadvantaged	35.1%	32.2%
GT		
SPED	11.8%	

Campus mobility in 2018-2019 was 11.8%.

The economically disadvantaged population has increased from 146 students to 158 students over the past year.

The at-risk population has increased from 129 student to 139 students over the past year.

Academy High School has several programs to support at-risk and special education students.

Average Daily Attendance Rate decreased to 94.6%.

0 students dropped out in the 2018-19 school year.

Academy High School had a graduation rate of 99% that was 9 percent above the state average.

Staff Information:

Academy High School Teacher Experience		
	<i>2018-2019</i>	<i>2017-2018</i>
Beginning	0	12.3%
1-5 years	24.7%	10.3%
6-10 years	11.3%	12.3%
11-20 years	34.5%	31.5%
Over 20 years	29.5%	33.6%

Academy High School Teacher Populations		
<i>Ethnicity</i>	<i>2018-2019</i>	<i>2017-2018</i>
African American	0%	0%
Hispanic	5%	5.3%

Academy High School Teacher Populations		
Caucasian	95%	93.4%
Other	0%	1.3%

In 2018-2019, Academy High School had 35 teachers. More than half of the teachers had taught more than 10 years. A quarter of the staff had less than five years experience. The average number of students per teacher was 12.7.

Demographics Strengths

Student enrollment mirrors the district's ethnic make up.

0 students dropped out in the 2018-19 school year.

Academy High School had a graduation rate of 99% that was 9 percent above the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause:** Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause:** A decrease in campus culture was determined through qualitative and quantitative data.

Problem Statement 3: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 4: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Student Academic Achievement

Student Academic Achievement Summary

Academy High School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction.

Multiple programs are provided to students for college credit. Students may take AP courses beginning their freshman year as well as dual sophomore credit courses throughout the core content. Additionally, students may apply to attend the Temple Bio-Institute. Currently, 393 students attend the CTE courses throughout the day where they may obtain certification in various fields.

Assistance is provided to all students throughout the school day in: academic labs for credit recovery; tutoring before, during and after school; and EOC tutoring pull-out programs.

STAAR EOC	2019	2018	2017
English I	Approaches 72% Meets 52% Masters 10%	Approaches 73% Meets 50% Masters 6%	Approaches 70% Meets 51% Masters 7%
English II	Approaches 76% Meets 59% Masters 10%	Approaches 78% Meets 58% Masters 8%	Approaches 74% Meets 55% Masters 8%
Algebra I	Approaches 78% Meets 29% Masters 13%	Approaches 85% Meets 45% Masters 13%	Approaches 82% Meets 42% Masters 14%

STAAR EOC	2019	2018	2017
Biology	Approaches 92% Meets 59% Masters 11%	Approaches 90% Meets 50% Masters 13%	Approaches 82% Meets 55% Masters 18%
US History	Approaches 91% Meets 73% Masters 39%	Approaches 93% Meets 67% Masters 26%	Approaches 88% Meets 64% Masters 37%

53% of the graduating class of 2019 were considered to be College Career Military Ready. (CCMR)

49% of the graduating class of 2018 were considered to be College Career Military Ready. (CCMR)

2019 CCMR data by sub population results are as follows:

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

2018 CCMR data by sub population results are as follows:

African American *NA Hispanic 44.8% White 48.5% SPED *NA Economically Disadvantaged 34.1%

Student Academic Achievement Strengths

There was a 4% increase in graduating seniors in the area of College Career and Military Readiness.

CCMR graduation percentages for Hispanic and White populations increased over the past year.

STAAR EOC US History scores increased in the areas of Meets Standards by 6% and Masters Standards by 13%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

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School Processes & Programs

School Processes & Programs Summary

Instruction

Academy High School uses funds from State Comp Ed to fund a Special Education Inclusion Aide. The need for the aide was driven by IEP minutes, schedule of services, and inclusion log minutes. Our gifted and talented students participate in enrichment project based learning through our excel period that meets periodically throughout the year.

Academy High School is a one to one campus in which each student is provided a Chromebook for classroom instruction that is allowed to go home with the students. Our classrooms each have projectors.

Interventions for students who do not master TEKS during units are provided to students during small group tutoring and Edgenuity online courses. RTI students are identified through committee meetings by reviewing data from STAAR EOC tests, district universal screeners, and common unit assessments. Intervention is provided to students during the Excel class period along with tutoring before and after school.

Personnel

Vacant jobs are posted online at the district website and candidates submit applications through the online data base, TalendEd. Academy High School has established working relationships with the neighboring college the University of Mary Hardin-Baylor and actively recruits highly qualified graduates for vacancies. The high school administration is dedicated to continuous improvement of staff morale, meetings the needs of teachers, and removing obstacles that interfere with instruction.

Professional Learning Communities (PLCs) are utilized to provide collaboration during the evaluation of curriculum, creation of lessons and unit mapping, and analyzing student data to create data driven decisions.

Academy High School has one counselor. The counselor provides all students with information concerning graduation requirements. The counselor provides students with testing information for college preparation along with helping students search for colleges and careers. The counselor aides students in applying for college, financial aide, and scholarships.

Discipline

There were 79 discipline incidents recorded in the year of 2018-19.

Campus Development

Teachers are provided professional development through campus meetings and PLC's, region 12 classes, and can submit requests for content or instructional relevant and researched based offerings.

Academy ISD has graduation plans to serve the post-secondary needs of all students. As students create four-year plans of study, they should carefully select courses to provide for multiple education or career related options after high school. It is important for students to create a rigorous four-year plan while maintaining a healthy balance of extra-curricular and/or part-time work opportunities. In addition, students in Academy ISD are strongly encouraged to complete a Program of Study.

A 22-credit Foundation High School Plan without an endorsement can be considered at the beginning of the junior year. However, this requires a meeting with the counselor, parent/guardian and student to discuss post-secondary implications. Campus principal approval is required.

AHS ENDORSEMENT COURSE SEQUENCES

Program of Study	First/Second Course	Second/Third Course	Third/Fourth 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, Adv. Plant & Soil Science or Food Science
BUSINESS & INDUSTRY ENDORSEMENT				
Ag- Plant Science	Principles of Ag	Floral Design	Adv Floral Design*	Adv Plant & Soil Science
Ag-Vet Med	Principles of Ag	Small Animal Science/Equine Science Or Livestock Production (on a 2 yr. rotation	Vet Med* Adv Animal Science	Practicum Vet Med (2)
Ag-Animal Science (SMALL ANIMAL)	Principles of Ag	Small Animal Science/Equine Science Or Livestock Production (on a 2 yr. rotation	Vet Med* Adv Animal Science	Practicum Vet Med (2)
Ag-Ag Mechanics	Principles of Ag	Ag Mechanics	Structures* AWSD19, D11	Design & Fabrication

Program of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
Hospitality & Tourism	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts (2 pd)	Adv Culinary Arts*(2pd)
Audio/Video Technology	Principles of Arts & Video	Game Design	Animation	Graphic Design*
Business Management	Money Matters	Business Information Management 1	Business Information Management 2	Business Management* Google Suite?
Finance	Principles of Business, Marketing & Finance	Principles of Business, Marketing & Finance		
PUBLIC SERVICE				
Health Sciences	Medical Terminology DC*	Health Science Theory	A&P and Pathophysiology	Practicum- Health Science CCMA* CET* CPT*
ARTS & HUMANITIES				
Theater Production	Theater Prod 1	Theater Prod 2	Theater Prod 3	Theater Prod 4
Technical Theater	Tech Theater 1	Tech Theater 2	Tech Theater 3	Tech Theater 4
Art	Art 1	Art 2	Art 3	Art 4
Choir				
Band	Band 1	Band 2	Band 3	Band 4
MULTIDISCIPLINARY				

Program of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<p>Multidisciplinary (Option 1)</p> <p>(16 credits - Four credits in each of the foundation areas to include English IV, Chemistry and/or Physics)</p> <p>Multidisciplinary (Option 2)</p> <p>(See options in back of course catalog)</p>	<p>English I, Algebra I, Biology I, World Geography</p>	<p>English II, Geometry, IPC (Chemistry or Physics must be taken afterward), Chemistry, World History</p>	<p>English III or English III AP, Algebra II or 3rd math course, Physics or 3rd science course, US History or AP US History</p>	<p>English IV or English IV AP, 4th math course, 4th science course, Government/Economics, 4th social studies course (if needed)</p>

Academy High School has multiple areas for student engagement beyond the classroom. The following are a list of extra curricular opportunities for AHS students:

- Band
- Cheerleading
- Class Officers
- FCA
- FCCLA
- FFA
- National Honor Society
- One Act Play
- Student Council
- Thespian Society
- UIL

Academy High School partners closely with the parent volunteer group, Busy Bees. Members of the Busy Bees volunteer their time and services to the school to include staff and student resources, helping to boost morale, and volunteer as tutors.

The Site Based Decision Making committee meets quarterly to discuss and review campus information. The committee is comprised of teachers, community members, business members, campus administration, district personnel, and parents.

Teachers volunteer on multiple committees to service the needs of Academy High School. The following committees exist at Academy High School:

National Honor Society

Scholarship

Discipline

Attendance

Awards Assembly

Project Celebration

Prom

School Processes & Programs Strengths

The Academy High School band advanced in the fall of 2019 to the Area Contest and placed 8th.

Academy Girls Cross Country had a participant qualify for the state meet.

Academy High School speech team had multiple participants qualify for the state competition in the fall of 2019.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Problem Statement 2: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause:** Lack of professional development and instructional coaching has been provided to teachers.

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Problem Statement 5: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Perceptions

Perceptions Summary

Emails are sent to parents through School Messenger communicating information about sports, clubs, activities, testing, and other issues that affect students. Daily announcements over the intercom are conducted during third period and the school uses multiple social media locations and Remind 101 to keep parents informed of campus activities and information by grade level. There is consistent representation and feedback from the community and parents on the SBDM.

We encourage club and organization participation in community-service projects such as revitalization of city parks, hosting the Life is Sweet blood drive, preparing meals with local organizations such as Ronald McDonald House and Feed my Sheep, toy drive for Mclanes Children's Hospital, along with volunteering time at the Ronald McDonald House. Our campus invites all feeder schools to multiple pep rallies and hosted a district wide pep rally this fall. Our culinary arts program hosts a senior citizen lunch each month during the school year.

Academy High School had 17 vaping incidents in the school year of 2018-19. Academy high school implemented has a web restriction subscription with Securley to monitor student activity online and assist teachers with technology based classroom management.

Our number one focus is to love and meet all students right where they are in order to provide support for each student to become successful. We will encourage all students to bring their best each day. Our staff believes that as we do, so will others, and has been tasked with the exact same mission.

Our district wide mission is to Take Care of Academy. (TCA) Our campus theme for the year is to Dream Small and Love Big. We are seeking to place a great focus on the small details coupled with loving one another, our school, and our community.

Perceptions Strengths

Our campus is strongly connected to community organizations and citizens.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academy High School had 20 recorded incidents of vaping or tobacco in the school year of 2018-19. **Root Cause:** Vapes and E-Cigarettes are easily stored and used by students in bags and pockets. Lack of visibility and monitoring by staff created areas of use.

Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause:** A decrease in

campus culture was determined through qualitative and quantitative data.

Problem Statement 3: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

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Problem Statement 5: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause:** Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 6: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Priority Problem Statements

Problem Statement 1: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students.

Root Cause 1: Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average.

Root Cause 2: A decrease in campus culture was determined through qualitative and quantitative data.

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 3: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit.

Root Cause 3: Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 3 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 4: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standards area.

Root Cause 4: Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Problem Statement 4 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19.

Root Cause 5: A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Problem Statement 5 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 6: Academy High School had 20 recorded incidents of vaping or tobacco in the school year of 2018-19.

Root Cause 6: Vapes and E-Cigarettes are easily stored and used by students in bags and pockets. Lack of visibility and monitoring by staff created areas of use.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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 Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM 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
- TTESS data

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

Revised/Approved: December 10, 2015

Goal 1: Goal 1: Academy ISD 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 Source(s) 1: STAAR results, Common Unit Assessments, and Universal Screener data will show that all students and each accountability group exceeded 80% passing rate for all assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum</p> <p>1) Content area teachers will meet to unit map all core subject areas for the instructional school year.</p>	2.4, 2.5, 2.6	Principal, Curriculum and Instruction	Increase in teacher knowledge to best plan rigorous lessons which raise student achievement.				
Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 2 - Perceptions 5							
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Teachers will assess and monitor student data using Eduphoria. 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.</p>		Principal, Assistant Principal	Increased student achievement on STAAR, CUAs, and Universal Screeners within each subpopulation.				
Problem Statements: Demographics 1, 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2, 4, 5 - Perceptions 3, 4, 5							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>ESF Levers Lever 5: Effective Instruction</p> <p>3) Teachers actively track student progress on identified focused content areas of need (SLO goals) throughout the school year. Multiple data points throughout the year provide feedback on individual student progress.</p>	2.4, 2.5, 2.6	Principal and Assistant Principal	Increase in individual student achievement by providing additional instructional time for students during before school or after school tutorials.				
Problem Statements: Demographics 1, 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2, 4, 5 - Perceptions 3, 4, 5							
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Teachers will participate in professional development focused on John Hattie's instructional effect sizes.</p>	2.4, 2.5, 2.6	Principal	Teachers' capacity for effective instructional strategies will increase and transfer into the development of learning tasks for students.				
Problem Statements: Demographics 1, 3, 4 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2, 4, 5 - Perceptions 3, 4, 5							
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum</p> <p>5) Evaluation of current Academy High School course catalog will be discussed and updated to efficiently route students to certifications. The District will pay for CTE certifications and AP tests.</p>	2.4, 2.5, 2.6	Principal, Counselor	College Career Military Readiness percentages will increase for at-risk and economically disadvantaged students.				
Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 4 - Perceptions 3							
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>6) Students enrolled in Advanced Placement classes will be able to take the AP college board assessment at zero cost.</p>	2.4, 2.5, 2.6	Principal, Counselor	Increase in students passing AP tests and earning CCMR credit.				
Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 4 - Perceptions 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause 1** : Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 3: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause 3:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 4: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standardsarea. **Root Cause 4:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Student Academic Achievement

Problem Statement 1: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause 1:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 2: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standardsarea. **Root Cause 2:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Problem Statement 3: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause 3** : Lack of professional development and instructional coaching has been provided to teachers.

School Processes & Programs

Problem Statement 2: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause 2** : Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 4: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause 4:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 5: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standardsarea. **Root Cause 5:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Perceptions

Problem Statement 3: 70.4 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause 3:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 4: EOC Algebra I Scores decreased by 7% in the approaches standard area and 16 % in the meets standardsarea. **Root Cause 4:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

Problem Statement 5: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause 5** : Lack of professional development and instructional coaching has been provided to teachers.

Goal 2: Goal 2: AISD community and parents will become a full partner in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.

Performance Objective 1: The participation and support of parents and community members will increase during a variety of opportunities, including volunteers, freshmen orientation, Open House, parent conferences, and special program meetings/presentations.

Evaluation Data Source(s) 1: Sign-in sheets will show increased participation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Academy High School will host a Freshmen Orientation and 10th-12th grade Open House. Families will be provided an opportunity to meet staff members and tour the building.		Principal	Increase in parent involvement and knowledge of campus' expectation, Student Code of Conduct, and attendance policies.	0%			
	Problem Statements: Demographics 2 - Student Academic Achievement 4 - School Processes & Programs 3 - Perceptions 2						
ESF Levers Lever 3: Positive School Culture 2) Distribute a culture survey to both students and staff to identify strengths and areas of needed improvement throughout the campus		Principal, Assistant Principal	Effective feedback to adjust and improve areas of weakness as outlined by the style	0%			
	Problem Statements: Demographics 2 - Student Academic Achievement 4 - School Processes & Programs 3 - Perceptions 2						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. Root Cause 2: A decrease in campus culture was determined through qualitative and quantitative data.

Student Academic Achievement
Problem Statement 4: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. Root Cause 4: A decrease in campus culture was determined through qualitative and quantitative data.

School Processes & Programs

Problem Statement 3: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause 3:** A decrease in campus culture was determined through qualitative and quantitative data.

Perceptions

Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause 2:** A decrease in campus culture was determined through qualitative and quantitative data.

Goal 3: Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

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

Evaluation Data Source(s) 1: There is a reduction in both incidents noted and discipline referrals.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning 1) Each grade level will participate in beginning of the year orientation to establish guidelines and boundaries for campus student conduct expectations.	2.5	Principal, Assistant Principal	Decrease in student office referrals				
	Problem Statements: Demographics 2, 5 - Student Academic Achievement 4, 5 - School Processes & Programs 1, 3 - Perceptions 1, 2, 6						
ESF Levers Lever 1: Strong School Leadership and Planning 2) Create and establish a principal committee made up of Academy High School students to provide feedback on current campus strengths and areas of concerns. This committee will serve as a driving force to improve safety and culture within AHS.	2.4, 2.5	Principal	Increase in student and staff culture				
	Problem Statements: Demographics 5 - Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 1, 6						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. Root Cause 2: A decrease in campus culture was determined through qualitative and quantitative data.

Demographics

Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause 5:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Student Academic Achievement

Problem Statement 4: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause 4:** A decrease in campus culture was determined through qualitative and quantitative data.

Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause 5:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

School Processes & Programs

Problem Statement 1: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause 1:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Problem Statement 3: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause 3:** A decrease in campus culture was determined through qualitative and quantitative data.

Perceptions

Problem Statement 1: Academy High School had 20 recorded incidents of vaping or tobacco in the school year of 2018-19. **Root Cause 1:** Vapes and E-Cigarettes are easily stored and used by students in bags and pockets. Lack of visibility and monitoring by staff created areas of use.

Problem Statement 2: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause 2:** A decrease in campus culture was determined through qualitative and quantitative data.

Problem Statement 6: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. **Root Cause 6:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Goal 3: Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

Performance Objective 2: Establish safe movement of students throughout the school day.

Evaluation Data Source(s) 2: Observation, Safety drill logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Location of bus loop will be discussed, assessed, and monitored for student safety.	2.5	Principal, Assistant Principal	Arrival and dismissal will be safe and orderly for students, staff, and community.	0%			
Problem Statements: Demographics 5 - Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 6							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. Root Cause 5: A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.
Student Academic Achievement
Problem Statement 5: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. Root Cause 5: A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.
School Processes & Programs
Problem Statement 1: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. Root Cause 1: A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.
Perceptions
Problem Statement 6: A total of 25 students were assigned to the discipline alternative campus in the year of 2018-19. Root Cause 6: A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. We analyze end of the year universal screening results and STAAR scores. In addition, we use surveys to ask parents and students for feedback about various programs and procedures on our campus. We look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Academy ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the high school level, our committee is comprised of classroom teachers from each department, parents of students who are currently enrolled in our school, a community representative, business representatives, a teacher of students with disabilities, and a professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted in English and Spanish on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. A hard copy is available in the front office. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

All parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. Parents may recommend changes that may be needed or may recommend that no changes are needed at all. As a result of the meeting on December 9, 2019, all stakeholders reviewed the PFE policy. The PFE policy and compact are distributed and discussed at Open House and Orientation in August and during parent-teacher conferences that are held throughout the school year as needed. Both documents are in English and Spanish, and both documents are posted on the AHS website and available in the front office. As the documents are revised, updated versions are posted on the website, and they are also made available for parent or family member review in the high school administration offices.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We hold events in the early afternoon, evenings, and mornings. We also include questions in our annual parent and family member survey as to what times are most convenient for them to attend activities. Using social media, websites, and school marquee, events are publicized well in advance and, when possible, sessions of the same event are offered at different times and/or dates.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Krista Jones	ELA Elected Member
Classroom Teacher	Tim Worden	Science Elected Member
Classroom Teacher	Lacey Turner	Math Elected Member
Classroom Teacher	Brian Pursche	Social Studies Elected Member
Classroom Teacher	RJ Bacon	Elective Elected Member
Parent	Jennifer Holcomb	Parent
Parent	Chad Berg	Parent
Community Representative	Randy Hendricks	Community Representative
Community Representative	Bobby Poncik	Community Representative
Community Representative	Richard Smith	Community Representative
Business Representative	Dusty Miller	Business Representative
Business Representative	Jonathan Walker	Business Representative
District-level Professional	Jared Hunt	Athletic Director
Administrator	Cole Ramsey	Assistant Principal
Non-classroom Professional	Amy Contrucci	Counselor
Non-classroom Professional	Callie Poncik	Secondary Curriculum Director
Administrator	Logan Chaney	Principal