Academy Independent School District

Academy Intermediate

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: January 15, 2020

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!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Breakdown of students tested on 2019 STAAR:

Hispanic/Latino - 83 - 21%

American Indian or Alaska Native - 2 - 0.5%

Asian - 6 - 2%

Black or African American - 26 - 7%

Native Hawaiian or Other Pacific Islander - 2 - 0.5%

White - 260 - 66%

Two or More Races - 16 - 4%

Economically Disadvantaged - 46.5%

English Learners - 7.1%

Special Education - 8.8%

Demographics Strengths

Disctinction Designations 2018-19

- Academic Achievement in Science (4th year in a row)
- Top 25% - Comparative Academic Growth

- Top 25% - Comparative Closing the Gaps

Problem Statements Identifying Demographics Needs

Problem Statement 1: Multiple data points indicate low student performance in Reading and Writing. **Root Cause**: Campus staff lacks specially trained personnel (coaches) to teach teachers how to meet the needs of all students in both reading comprehension and written expression.

Student Academic Achievement

Student Academic Achievement Summary

OVERALL PERFORMANCE DETAILS - 2019 STAAR

STUDENT ACHIEVEMENT DOMAIN = B

83 out of 100

ACADEMIC GROWTH DOMAIN = B

82 out of 100

Distinction: Top 25% in Comparison Group

CLOSING THE GAP = B

88 out of 100

Distinction: Top 25% in Comparison Group

Student Academic Achievement Strengths

In 2018-19, STAAR scores were highest in 5th grade ELAR, Math, and Science. 3rd Grade Math made significant improvement (12%) over the previous year. As far as Distinctions on STAAR, we received a distinction in Science, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gap.

Priority Problem Statements

Problem Statement 1: Multiple data points indicate low student performance in Reading and Writing.

Root Cause 1: Campus staff lacks specially trained personnel (coaches) to teach teachers how to meet the needs of all students in both reading comprehension and written expression.

Problem Statement 1 Areas: Demographics

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent 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
- Study of best practices

Goals

Revised/Approved: December 10, 2015

Goal 1: Academy Intermediate 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 will show that all students and each accountability group exceeded 80% passing rate for all State tests.

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Routine Data Analysis: -unit assessments -benchmarks -progress monitoring -STAAR -BOY, MOY, EOY universal screener	2.4, 2.5, 2.6	Principal, Assistant Principal, teachers bn	Increased academic performance Reduction of failing grades each 6 weeks	0%			
TEA Priorities Build a foundation of reading and math 2) All teachers implement TEKS Resource System curriculum and follow scope and sequence (YAG)	2.4, 2.5, 2.6	Routine monitoring by Campus Administration	Classroom observation & walkthrough data will show evidence of TEKS Resource System implementation	0%			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) AIS will implement Response to Intervention (RtI) program.	2.4, 2.5, 2.6	Campus administration; Reading Specialists; Dyslexia teachers	Classroom observation & walkthrough data will show evidence of effective small group instruction Increased academic performance Fluid Tier 1, 2, 3 groups	0%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress ✗ = Discontinue				

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 Busy Bees (volunteers), Open House, Parent Conference, and special programs, meetings, and presentations.

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

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AIS will use social media, website, School Messenger, Remind, and/or newsletters to keep all stakeholders informed of school activities and events.	3.1, 3.2	Principal/Assistant Principal	Improved community-wide relationships and partners in education	0%			
2) AIS will offer multiple opportunities for parent involvement, including parent-teacher conferences, open house, special presentations & events, Title I meeting, and book fairs.	3.1, 3.2	Principal/Assistant Principal	Improved parent relations.	0%			
3) AIS will promote two-way communications between home/school through phone calls, email, letters, progress reports, parent conferences, Parent Portal, School-Parent-Student Compact, and Child Nutrition Dept.'s MySchoolBucks online program.	3.1, 3.2	Principal/Assistant Principal	Improved parent relations.	0%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Goal 3: Academy Intermediate 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) TCA-Take Care of Academy - District's positive approach to influence/impact culture and climate - Best is the Standard.	2.4, 2.5, 2.6	SRO District/Campus Administration Busy Bee Volunteers	Purposeful actions/language by all students & staff to positively impact District culture and climate	0%			
TEA Priorities Recruit, support, retain teachers and principals 2) Implement age-appropriate prevention programs, including: -child abuse & sexual abuse -tobacco, alcohol, drugs -anti-vaping During Red Ribbon Week, provide age-appropriate anti-drug and alcohol literature and lessons through PE classes/Library rotation/Homeroom	2.6	Principal/Assistant Principal Counselor Library-Media Specialist School Nurse	Reduction in discipline referrals	0%			
3) Continue to evaluate evolving needs for additional security/surveillance cameras, perimeter fencing, and increased safety/directional signage on campuses and school grounds	2.6	District/Campus Administration; SRO; Technology Department; Maintenance & Operation Departments	Improved safety & security measures	0%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Dana Coleman	Principal
Administrator	Jana Warren	Assistant Principal
Classroom Teacher	Brent Peters	3rd Grade Teacher
Classroom Teacher	Ashley Freeman	4th Grade Teacher
Classroom Teacher	Melinda Chavez	5th Grade Teacher
Paraprofessional	Katie Vansa	Receptionist
Business Representative	Dawn Bass	
Community Representative	Karen Tomlin	
Community Representative	Patsy Smith	
Parent	Michelle Sing	
Parent	Meredith Recko	
Business Representative	Jason Jennings	

Addendums

Academy Intermediate
Generated by Plan4Learning.com

15 of 19

Campus #014901101
February 6, 2020 3:58 pm

STAAR Results 2012-present

	STAAR 2012	STAAR 2013	STAAR 2014	STAAR 2015	STAAR 2016	STAAR 2017	STAAR 2018	STAAR 2019	STATE 2019	2019 above/ below STATE
3rd grade reading	85%	85%	89%	78%	84%	72%	85%	82%	76%	6%
3rd grade math	75%	64%	87%	82%	87%	77%	77%	89%	78%	11%
4th grade reading	78%	81%	69%	89%	70%	77%	73%	78%	74%	4%
4th grade math	60%	58%	76%	87%	68%	90%	86%	77%	74%	3%
4th grade writing	66%	84%	80%	85%	76%	76%	68%	66%	65%	1%
5th grade reading	87%	88%	92%	90%	85%	78%	89% (94%)	82% (90%)	77%	5%
5th grade math	83%	92%	93%	88%	94%	96%	99% (100%)	94% (99%)	83%	11%
5th grade science	71%	71%	82%	75%	86%	90%	92%	90%	74%	16%
		Improvement Required	Met Standard - Distinction in Student Progress	Met. Standard - Distinction in Post Secondary Readiness	Met Standard - Distinction in Science	Met Standard - Distinctions in Math, Science & Closing Performance Gaps	Met Standard - Distinctions in Science **(3rd year in a row)**, Academic Growth & Closing Performance Gaps **(2nd year in a row)**	Met Standard - Distinctions in Science (4th year in a row), Top 25% - Comparative Academic Growth, and Top 25% - Comparative Closing the Gaps		

[2nd Admin in ()]

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.