Academy Independent School District

Academy Middle School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

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 **L**ove learning, **E**xcel in All We Do, **A**chieve goals through collaboration, and **D**o What is Right.*

LEAD!

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Demographics

Demographics Summary

In 2018- 2019 Academy Middle School is compromised of 379 students. The grade level breakdown is listed below.

Grade	2018- 2019	2017- 2018
Sixth	128	120
Seventh	126	119
Eight	126	104

The ethnic distribution is listed below.

Ethnic Distribution	2018- 2019	2017- 2018
African American	6.1	6.7
Hispanic	20.8	20.7
White	68.3	66.8
American Indian	1.8	1.5
Asian	0.8	0.9
2 or more races	2.1	3.2

The special population included:

Special Populations	2018- 2019	2017- 2018
English Learners	4.7	5.2
At-Risk	10.8	33.8
Economically Disadvantaged	46.4	39.9
GT	14.5	9.9
Sped	6.9	7.0

Campus Mobility in 2018- 2019 was 13.2 Percent. The economically disadvantaged population has increased from 137 to 176 students in the past year.

The average daily attendance rate increased from 96.3 to 96.6.

Zero students dropped out in the 2018- 2019 school year.

Staff Information

Academy Middle School Teacher Experience

	2018- 2019	2017- 2018
Beginning	0	0
1-5	41.3	33.9
6-10	3.0	4.4
11-20	13.3	26.5
Over 20	42.4	35.2

Academy Middle School Teacher Population

Ethnicity	2018- 2019	2017- 2018
African American	4.0	0
Hispanic	5.0	5.6
White	91.0	94.4
Other	0	0

In 2018- 2019, Academy Middle School had 25 teachers. More than 55% had taught more than 10 years. 41% of the staff had less than five years of experience. The average number of students per teacher was 15.2.

Demographics Strengths

Student enrollment mirrors district ethnic make.

Zero students dropped out in the 2018-2019 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged students are not achieving meets or masters in mathematics at the same rate as the overall student population. **Root Cause**: Less support from home due to various issues.

Problem Statement 2: English Language Learners are not performing equitably in the meets and masters category in core content areas. **Root Cause**: Lack of support to practice and obtain support from parents due to language barrier.

Student Academic Achievement

Student Academic Achievement Summary

Academy Middle School received distinctions in social studies the 2017- 2018 school year. In 2018- 2019 distinctions were earned in science, social studies, and post-secondary readiness.

STAAR Data 2018- 2019

	All	African American	Hispanic	White	
Approaches (All Test)	84	69	76	88	
Meets (All Test)	54	27	42	59	
Masters (All Test)	25	3	16	30	
Approaches (Math)	88	83	80	90	
Meets (Math)	56	26	47	61	
Masters (Math)	22	4	13	27	
Approaches (Reading)	82	61	71	87	
Meets(Reading)	54	26	43	59	
Masters (Reading)	28	4	22	32	
Approaches (Writing)	75	50	71	77	
Meets (Writing)	43	30	23	51	
Masters (Writing)	14	0	0	20	
Approaches (Science)	87	*	79	90	
Meets (Science)	63	*	50	68	
Masters (Science)	32	*	21	37	
Approaches(Social Studies)	84	*	83	89	
Meets (Social Studies)	49	*	33	55	
Masters (Social Studies)	27	*	17	31	

Student Academic Achievement Strengths

Students are consistently meeting and exceeding standards in social studies and science.

Science and Social Studies are continuing to make significant gains across the board. The teacher utilizes benchmark data to understand learning gaps and develops plans to provide intervention.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Seventh Grade Writing is only 4% above the state standard. **Root Cause**: Lack of consistent opportunities in and out of school and cross curricular.

Priority Problem Statements

Problem Statement 1: Economically Disadvantaged students are not achieving meets or masters in mathematics at the same rate as the overall student population.

Root Cause 1: Less support from home due to various issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: English Language Learners are not performing equitably in the meets and masters category in core content areas.

Root Cause 2: Lack of support to practice and obtain support from parents due to language barrier.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Seventh Grade Writing is only 4% above the state standard.

Root Cause 3: Lack of consistent opportunities in and out of school and cross curricular.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Goal 1: Academy Middle 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 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:**

> **Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will teach their grade level TEKS using TEKS Resource System, and they will assess the TEKS through Unit assessments.	2.4	Curriculum Director, Campus Administration	Students will be taught all grade level TEKS by the end of each year.	50%			
ESF Levers Lever 5: Effective Instruction 2) Students will track growth from previous year STAAR to current unit assessments and benchmarks.	2.4	Leadership Team	80% of students will show growth on each assessment.	50%			
3) Students will check grades weekly to determine what assignments they are missing or what subjects they need to work on in order to increase performance	2.4	7th/8th Grade TECH lab teachers, 6th grade math/reading teachers .	Students will take responsibility for their grades.	50%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Teachers will meet in content PLC once a week to unwrap the TEKS, Establish Common Assessments, Set Student Growth Goals, Plan and Implement Quality Instructional Strategies, Score Assessments and Analyze Data, Adjust Instructional Strategies to Meet Individual Needs, and Use Student Growth Data to Evaluate Effectiveness.	2.4, 2.6	Campus Admin and Curriculum Director	Students in all Sub groups will show growth on unit assessments, benchmarks, and State Assessments.	60%			
ESF Levers Lever 5: Effective Instruction 5) Teachers will implement Total Participation Techniques to ensure students are provided engaging opportunities to process their learning.	2.4	Campus Admin observation data, student feedback,	Student engagement will increase	50%			
ESF Levers Lever 5: Effective Instruction 6) A Success Plan will be developed for all students who fail a subject. The Success Plan will include tutoring before or after school.	2.6	Campus Admin	Failure list will decrease	50%			
ESF Levers Lever 5: Effective Instruction 7) Students who failed STAAR and who are in the bottom 25th percentile on STAR Reading/Math assessments will be identified as a student in need of assistance and will be provided Response to Intervention during Excel.	2.4	Campus Admin, Teacher Leadership Team, and RTI Committee.	Students will show growth on STAAR Assessments.	65%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Goal 2: Academy Middle School 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, Open House, Parent Conferences, and special program meetings/presentations.

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

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) All Parents will be provided opportunities to sign up for Parent Portal to check grades and attendance.	3.1	Campus PEIMS Specialist, Campus Secretary, and All Campus Staff	Parents will have access to student grades	65%			
2) Remind 101 will be used to communicate with parents and students information that includes homework, assessments, field trips, and distribute campus information.	3.1	Campus Leadership Team	Increase parent involvement in the education process.	50%			
3) Campus Newsletter- Bumble Bee Buzz will be sent out each week through Remind 101, Email, and posted on Facebook. Information in newsletter will include upcoming campus and district events, schedules for tutoring, sports, and more.	3.1	Campus Admin	Parent Participation will increase.	60%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Goal 3: Academy Middle School 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
1) Teachers will implement CHAMPS to ensure students understand school wide expectations. C- Conversation Level H- Asking for Help A- Activity M- Movement in the classroom P- What participation looks like	2.4	Admin Observation	Increase levels of student engagement and student participation.	35%			
2) All safety drills will be taught to students at the beginning and middle of the year. Drills will be practiced campus wide each month.		Assistant Principal	Students will feel safe and have a clear understanding of safety procedures.	25%			
3) All Campus Staff will attend Stop The Bleed Training yearly.		Campus Admin	To ensure staff has a clear understanding of how to support students in an emergency situation.	45%			
4) Positive Behavior Support Team will develop school wide expectations for arrival, dismissal, hallway, restroom, and cafeteria. The team will meet each six weeks to review expectations and develop plans to reteach expectations as needed.		Campus Admin Observations, Leadership Team Observations.	Students will have a clear understanding of campus expectations and procedures.	65%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Glenell Bankhead	Campus Principal
Administrator	Erin Timberlake	Assistant Principal
District-level Professional	Callie Poncik	Curriculum Director
Classroom Teacher	Kathy Eaton	6th Grade Teacher
Classroom Teacher	Jordan Eilers	7th Grade Teacher
Classroom Teacher	Niki Morgan	7th Grade Teacher
Classroom Teacher	Mara Counts	8th Grade Teacher
Community Representative	Richard Conde	Community Member
Parent	Stephanie Tomasek	Parent
Community Representative	Alicia Power	Community
Community Representative	Susan Turner	Community
Business Representative	Lisa Smith	Business
Business Representative	Sharon Kopriva	Business