Academy Independent School District

Academy Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 16, 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

In 2020-2021, Academy Middle School is comprised of 430 students. Out of our total number, 81 of them are remote.

In 2020-2021, Academy Middle School is comprised of 430 students. The grade level breakdown is below.

Grade	2019-2020	2020-2021
Sixth	143	149
Seventh	131	145
Eight	126	136
Total:	400	430

The ethnic distribution is listed below.

Ethnic Distribution	2019-2020	2020-2021
African American	56	42
Hispanic	133	100
White	454	365
American Indian	50	31
Asian	8	6
2 or more races	146	127

The special population included:

Special Populations	2019-2020	2020-2021
English Learners	27	31
At-Risk	66	47
Economically Disadvantaged	223	182
GT	63	53
Sped	44	42

2018-2019   2017-2018

Campus Mobility in 2019- 2020 -- The economically disadvantaged population has decreased from 223 to 182 students in the past year.

The average daily attendance rate increased for 2019- 2020

Staff Information- Do we have this for last year? I am not sure where I can get this information. I think it's more of an HR question because I do not know their years of experience.

Academy Middle School Teacher Experience		
	2018- 2019	2017- 2018
Beginning	0	0
5-Jan	41.3	33.9
10-Jun	3	4.4
20-Nov	13.3	26.5
Over 20	42.4	35.2

Academy Middle School Teacher Population		
Ethnicity	2018- 2019	2017- 2018
African American	4	0
Hispanic	5	5.6
White	91	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.

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

According the the 2019 TAPR reports students are performing at the below percentage.

Math

Hispanic- 56% Meet or above

African American- 38% Meets or Above

White- 64% Meets or Above

2 or More Races- 64% Meets or Above

Economically Disadvantaged- 45% Meets or Above

Reading

Hispanic- 31% Meets or Above

African American- 29% Meets or Above

White- 56% Meets or Above

2 or More Races- 45% Meets or Above

Economically Disadvantaged- 32% Meets or Above

In Conclusion:

- Al demographic groups are performing higher in math than in reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an achievement gap between white students and all other demographic groups. **Root Cause:** Lack of data analysis ,differentiation of teaching at all levels, and targeted interventions.

Problem Statement 2: 46% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Lack of opportunities for targeted interventions

Problem Statement 3: 40% of students in all demographic groups are not meeting or exceeding growth according the the 2019 TPR report. **Root Cause:** Lack of targeted interventions

Student Learning

Student Learning Summary

Reading

All Students- 68% of students received 1-3 points for growth measure. The following data is broken into sub-groups for growth.

African American- 58%

Hispanic- 61%

White- 73%

2 or More Races- 61%

Economically Disadvantaged- 62%

Math

All students- 69% of students received 1-3 points for growth measure. The following data is broken into sub-groups for growth.

African America- 60%

Hispanic- 60%

White- 73%

Economically Disadvantaged- 64%

Overall Performance- All Grades/All Subjects for Approaches, Meets, and Masters

All 84% Approaches or Higher, 54% Meets or Higher, 25% Masters

African American- 69% Approaches or Higher, 27% Meets or Higher, and 3% Masters

Hispanic- 76% Approaches or Higher, 42% Meets or Higher, and 16% Masters

White- 88% Approaches or Higher, 59% Meets or Higher, and 30% Masters

Economically Disadvantaged 78% Approaches or Higher, 42% Meets or Higher, and 15% Masters

Categories	Reading Approaches/Meets/Masters	Math Approaches/Meets/Masters
All	82%/54%/28%	88%/56%/22%
African American	61%/26%/4%	83%/26%/4%
Hispanic	71%/43%/22%	80%/47%/13%
White	87%/59%/32%	90%/61%/27%
Economically Disadvantaged	77%/44%/19%	84%/44%/13%
2 or More Races	88%/50%/25%	88%/75%/13%

Student Learning Strengths

- 80% or more of all our students are performing at approaches or above in reading and math
- 54% or more of all our students combined are performing at the level of the meet or above in reading and in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 46% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Lack of opportunities for targeted interventions

School Processes & Programs

School Processes & Programs Summary

Academy Middle School offers ELAR, math, science, and social studies classes for grades 6th- 8th.

Electives include:

6th Grade- Band, ART, and STEM

7th/8th- Grade- Band, ART, Theater, STEM, Investigating Careers, PE, Athletics, and Tech Lab.

Double Block Classes:

6th /7th Grade provides double block ELAR classes to allow for more time on reading and writing.

6th Grade provides double block Math classes to provide additional time to refine math skills.

Curriculum

AMS utilizes the TEKS Resource System as our scope and sequence. Students are assessed using common assessments provided through the TEKS Resource System and student data is analyzed using eduphoria online data management system. Various resources included state-adopted textbooks are utilized to support teachers in planning for each unit of study.

Positive Behavior and Support Systems

AMS uses positive support systems to ensure students understand and follow school-wide expectations. These expectations are taught explicitly through excel throughout the school year. The PBIS team meets monthly to analyze discipline data, attendance data, and observational data. Students identified in need of social-emotional or behavioral support are identified as T2 students are supports systems are provided.

School Processes & Programs Strengths

Positive Behavior Supports are a campus strength. All staff utilize Bee Bucks to affirm students and recognize good behavior. Students use Bee Bucks to purchase treats,

supplies, and fun opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an achievement gap between white students and all other demographic groups. **Root Cause:** Lack of data analysis ,differentiation of teaching at all levels, and targeted interventions.

Problem Statement 2: 46% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Lack of opportunities for targeted interventions

Perceptions

Perceptions Summary

Our teachers believe in building relationships with students and are open to trying new things. In 2020- 2021 our campus started Relationship Circles during excel. In these circles, students discuss values and talk about various topics. Our belief is if we build relationships with students we can in turn grow them academically.

We also utilize social contracts to discuss values and beliefs with our students. When students need to be redirected our goal is to utilize the four questions listed below to redirect their behavior. If they are unwilling to cooperate we have a collaborative conversation with their parents and with them.

This approach has lowered our discipline referrals and increased student/teacher relationships.

In a review of referral data, we have found respect to the biggest reason for a teacher to write a referral. In response to this concern, we focused on the character trait respect during excel. Our goal is to make sure everyone understands what respect looks like and sounds like.

Priority Problem Statements

Goals

Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students in all demographics will perform at meets or masters with a 10% increase from the 2019 baseline.

HB3 Goal

Evaluation Data Sources: STAAR Assessment, Common Assessments, and Benchmark Data

Summative Evaluation: None

Strategy 1: Utilize and follow the scope and sequence from the TEKS Resource System when planning and preparing for lessons.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students meet and mastering the curriculum	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2: After common assessments teachers will meet in PLC to analyze assessment data to determine how students performed in each demographic area, identify areas of strength, weakness, and develop a reteach plan.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: All students will grow in each demographic area.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: classroom teacher				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3: All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Goal setting and progress towards the goal	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				

Strategy 4: Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.	Reviews			
Strategy's Expected Result/Impact: Increased student achievement and decreased failure rate on state assessments	**Formative**			Summative
Staff Responsible for Monitoring: classroom teacher and administration	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				

Strategy 5: Students will write daily in all classes using quick writes, journal writing, and or written response to process their thinking.	Reviews			
Strategy's Expected Result/Impact: Increased writing fluency and proficiency.	**Formative**			Summative
Staff Responsible for Monitoring: All classroom teachers	Nov	Feb	Apr	June
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6: Students will read independently 10- 15 min daily self-selected text to build reading stamina.	Reviews			
Strategy's Expected Result/Impact: Increase reading comprehension	**Formative**			Summative
Staff Responsible for Monitoring: ELAR teachers	Nov	Feb	Apr	June
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7: Staff development opportunities will be provided before school and throughout the school year to support teachers in effective planning practices including using TEKS Resource System, lesson plan expectations, the pacing of the lesson, and resource implementation.	Reviews			
Strategy's Expected Result/Impact: Increase the effectiveness of teachers which in turn increases the effectiveness of student performance.	**Formative**			Summative
Staff Responsible for Monitoring: Admin and District Resource Staff	Nov	Feb	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Students in all demographics will increase the number of students meeting or exceeding growth by 10% from the 2019 baseline as stated in the 2018- 2019 TPR Report.

> **Targeted or ESF High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR Assessment Data, Common Assessment Data, Benchmark Data, and MAP Data.
>
> **Summative Evaluation:** None

Strategy 1: Students in math and reading will track progress on common assessments using a data tracking sheet and a target goal. Goals will be based on growth from their 2019 assessment.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased understanding of what is expected, which will in turn move more students to meet their expected goal.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Math and Reading Teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2: All students will work towards their growth goals by working on their strengths and weaknesses through Moby Max.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Student growth on common assessments, STAAR, and MAP middle of year and end of year assessment.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Excel Teachers, Classroom Teachers, and Administration				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3: An Intervention teacher and aide will be utilized to pull small group math and reading 7th- 8th grade. Dyslexia teacher will continue to work with identified students to build their reading skills	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An increased number of below-level reading math students will show growth on common assessments, STAAR assessments, benchmark assessments.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrator, RTI team, and Campus Leadership Team				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4: Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased number of students in each demographic group meeting or exceeding growth goal.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: 6th-grade math teachers				
TEA Priorities: Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5: Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs(Remote/Face to Face) and ensure all students are on track to meet the 90% attendance rule.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: High levels of attendance for face to face and remote learning.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal, PEIMS staff, and Counselor	0%			
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Academy ISD community and parents will partner in educational improvement efforts. AISD will maintain open lines of communication with all stakeholders.

Performance Objective 1: Parents and teachers will work together to meet the needs of all students.

HB3 Goal

Evaluation Data Sources: Increased student performance

Summative Evaluation: None

Strategy	Reviews			
		Formative		Summative
Strategy 1: Clear communication between school and home: Remind 101, information posted on social media and campus website, and weekly Bumble Bee Buzz updates. **Strategy's Expected Result/Impact:** Parents are informed and are able to use the information to support their child at home. **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Feb	Apr	June
Strategy 2: Back to School Night Offered virtual and in-person to share grade level information in including homework expectations, remind codes, arrival/dismissal procedures, school supplies, and more **Strategy's Expected Result/Impact:** Increased collaboration between school and home. **Staff Responsible for Monitoring:** Grade level teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Feb	Apr	June
Strategy 3: Group Parent Data Meeting Beginning, Middle, and End of the year to review MAP assessment data and explain to parents what the data means and next steps. **Strategy's Expected Result/Impact:** Increase parent involvement and school home connection **Staff Responsible for Monitoring:** Admin and Instructional Staff **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Feb	Apr	June
Strategy 4: Collaboration and Communication with Busy Bees to support teachers and the needs they have in the classroom. **Strategy's Expected Result/Impact:** teacher feel supported by parents and the community **Staff Responsible for Monitoring:** campus principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**	Nov 0%	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Referrals related to disrespect will decrease by 10% from the 2019- 2020 baseline.

    Evaluation Data Sources: Six weeks referral data, grade-level discipline spreadsheet.

    Summative Evaluation: None

Strategy 1: All teachers will utilize social contracts to hold students and themselves accountable for how to treat each other.	Reviews			
Strategy's Expected Result/Impact: Strong relationships between students and staff with an understanding of core values.	Formative			Summative
Staff Responsible for Monitoring: classroom teacher and students.	Nov	Feb	Apr	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2: Relationship Circles will be incorporated in excel each Friday to engage students in discussions to get to know each other on a deeper level.	Reviews			
Strategy's Expected Result/Impact: Build Relationship and strengthen the school community	Formative			Summative
Staff Responsible for Monitoring: AMS Staff	Nov	Feb	Apr	June
ESF Levers: Lever 3: Positive School Culture				

Strategy 3: Positive Behavior Supports will be utilized campus-wide to reinforce good behavior (Bee Bucks), teach common expectations, refine arrival, dismissal, and hallway expectations (E-hall pass) procedures, and ensure all students understand what is expected and support in ensure violence is prevented.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: A common understanding of what is expected and decreased referral or behavior incidents.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: PBIS Team develops and refines expectations				
ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 4: Character Development #TCA leadership skills taught weekly through videos, journals, and discussion.	Reviews			
Strategy's Expected Result/Impact: Students increase their leadership capacity and show increased levels of student leadership among each student group.	Formative			Summative
Staff Responsible for Monitoring: None	Nov	Feb	Apr	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5: Utilization of Parent Portal to register students, update contact information, monitor grades, and receive six-weeks grades.	Reviews			
Strategy's Expected Result/Impact: Increased parent knowledge and easy access to student performance.	Formative			Summative
Staff Responsible for Monitoring: classroom teachers and parents	Nov	Feb	Apr	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.
1	2	5	Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs(Remote/Face to Face) and ensure all students are on track to meet the 90% attendance rule.
2	1	4	Collaboration and Communication with Busy Bees to support teachers and the needs they have in the classroom.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.
1	2	5	Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs(Remote/Face to Face) and ensure all students are on track to meet the 90% attendance rule.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.

Plan Notes

CAC Meeting November 10, 2020

Math - GAP is with Economically Disadvantaged, Students are scoring higher in Math than in Reading

There is an achievement gap between white students and all other sub populations

Reading -

Growth - 68% of all students grew in some way in 2018-2019

Issues with learning

- Remote Students
- Class sizes

Discussed MAP testing and how it is a great measure to show growth. Discussed how Moby Max is used for intervention.

Three District Wide Goals

1. Meet or exceed all state standards for academic excellence - (AMS - each demographic group will perform at meets or masters with a 10% increase); discussed strategies for goal 1 (parent question - are there incentives for Moby Max)

2. Community/parents will partner in educational improvement efforts - parents are happy with the level of communication through bumblebee buzz and remind

3. Safe & orderly school environment that supports learning and staff effectiveness -

Campus Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Julie Rex	Band Teacher
Classroom Teacher	Erica Evans	8th Grade Teacher
Classroom Teacher	Niki Morgan	7th Grade Teacher
Classroom Teacher	Amanda Bond	6th Grade Math Teacher
Non-classroom Professional	Sarah Sanders	Counselor
Paraprofessional	Britney Ashley	intervention aide
District-level Professional	Callie Poncik	Curriculum Resource Director
Business Representative	Dawn Bass	Business Representative
Community Representative	Avery Pavliska	Community Representative
Parent	Jill Wisener	Parent

Addendums