Academy Independent School District

Academy Middle School

2023-2024 Improvement Plan

Board Approval Date: October 25, 2023
Public Presentation Date: October 25, 2023

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 2021-2022 Academy Middle School is comprised of 415students. The grade level breakdown is listed below.

Grade															
In 2022-2023, Academy Middle School is comprised of 419students. The grade level breakdown is below.															
Grade	**2019-2020**	**2020-2021**	**2021-2022 2022-2023**												
Sixth	143	149	126	133											
Seventh	131	145	148	133											
Eight	126	136	141	153											
Total:	400	430	415	419											
The ethnic distribution is listed below.															
Ethnic Distribution	**2019- 2020**	**2020- 2021**	**2021-2022 2022-2023**												
African American	56	42	26 29												
Hispanic	133	100	105 111												
White	454	365	257 246												
American Indian	50	31	0	1											
Asian	8	6	3	3											
2 or more races	146	127	22 28												

The special population included:

Special Populations	2019-2020	2020- 2021	2021-2022 2022-2023
English Learners	27	31	29 37
At-Risk	66	47	54 171
Economically Disadvantaged	223	182	171 194
GT	63	53	38 35
Sped	44	42	53 57

Staff Information-

Academy Middle School Teacher Experience

	2020-2021	2021-2022	2022-2023
Beginning	13.6	12.2	
1-5	55.6	56.7	
6-10	2.6	1.4	
11-20	14.5	11.7	
21-30	10.2	14.4	
30+	3.4	3.6	

Academy Middle School Teacher

(2018-2019   2017-2018)

Population																										
Ethnicity	**2020-2021**		**2021-2022**																							
African American	0		3.6																							
Hispanic	4.8		3.6																							
White	95.2		92.8																							
Other	0		0																							
In 2021-2022, 68.9% of teachers had less than 5 yrs experience. The average number of students per teacher was 14.9 .																										

Sixth	128	120
Seventh	126	119
Eight	126	104

The ethnic distribution is listed below.

Ethnic Distribution	**2020-2021**	
African American	5.9	
Hispanic	23.5	
White	66.6	
American Indian	0	
Asian	0.7	
2 or more races	2.8	

 The special population included:

Special Populations	**2020-2021**	**2021-2022**	
English Learners	6.2	7	
At-Risk	10.9	38.1	
Economically Disadvantaged	32.7	41.2	
GT	12.6	9.2	
Sped	9.2	12.8	

Demographics Strengths

According the the 2022TAPR reports students are performing at the percentages listed.

Math

Hispanic- 42% Meet or above

African American- 28% Meets or Above

White- 53% Meets or Above

2 or More Races- 35% Meets or Above

Economically Disadvantaged- 40% Meets or Above

Reading

Hispanic- 59% Meets or Above

African American- 32% Meets or Above

White- 62% Meets or Above

2 or More Races- 48% Meets or Above

Economically Disadvantaged- 45% Meets or Above

In Conclusion:

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an achievement gap between EB students and all other demographic groups. **Root Cause:** Lack of teacher training to provide language support for those students.

Student Learning

Student Learning Summary

Reading

All Students- 84% met or exceeded their growth target.

African American- 77%

Hispanic- 81%

White- 85%

2 or More Races- 92%

Economically Disadvantaged- 81%

Math

All students- 64% met or exceeded their growth target.

African America- 50%

Hispanic- 61%

White- 66%

2 or more - 58%

Economically Disadvantaged- 60%

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

All 79% Approaches or Higher, 49% Meets or Higher, 27% Masters

African American- 60% Approaches or Higher, 27% Meets or Higher, and 11% Masters

Hispanic- 75% Approaches or Higher, 45% Meets or Higher, and 24% Masters

White- 82% Approaches or Higher, 53% Meets or Higher, and 30% Masters

Economically Disadvantaged 74% Approaches or Higher, 38% Meets or Higher, and 19% Masters

Categories	Reading Approaches/Meets/ Masters	Math Approaches/Meets/ Masters
All	83%/59%/39%	80%/48%/22%
African American	80%/32%/12%	60%/28%/8%
Hispanic	80%/59%/39%	73%/42%/18%
White	84%/62%/40%	85%/53%/25%
Economically Disadvantaged	78%/45%/30%	77%/40%/13%
2 or More Races	83%/48%/39%	83%/35%/17%

Student Learning Strengths

- 79% or more of all our students are performing at approaches or above in reading and math
- 49% 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: 51% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Lack of differentiated instruction for all students

School Processes & Programs

School Processes & Programs Summary

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

<u>Electives include:</u>

6th Grade- Band, and STEM, PE, Tech Lab

7th/8th- Grade- Band, ART, Theater, STEM, PE, Athletics, Tech Lab, Principles of Agriculture, Principles of Business Marketing and Finance.

<u>Curriculum</u>

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 as well as MAP universal screener. Various resources included state-adopted textbooks are utilized to support teachers in planning for each unit of study.

<u>Positive Behavior and Support Systems</u>

AMS uses positive support systems (Character Strong) to ensure students understand and follow school-wide expectations. 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an achievement gap between EB students and all other demographic groups. **Root Cause:** Lack of teacher training to provide language support for those students.

Problem Statement 2: 51% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Lack of differentiated instruction for all students

Perceptions

Perceptions Summary

Our teachers believe in building relationships with students and are open to trying new things. In 2022-2023 our campus is using Character Strong Lessons during excel.   Our belief is if we build relationships with students we can in turn grow them academically.

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio

Parent/Community Data

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

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 2022 baseline.

HB3 Goal

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

Strategy 1 Details				Reviews			
Strategy 1: Utilize TEKS resource system when planning and provide opportunities during lessons for use of academic language				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students meet and mastering the curriculum and closing achievement gaps across all demographics. **Staff Responsible for Monitoring:** Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details				Reviews			
Strategy 2: Students will write 2 - 3 times weekly in all classes using constructed responses in their content area.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased writing fluency and proficiency. Improve students' creative processes through use of outdoor learning space. **Staff Responsible for Monitoring:** All classroom teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction				**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Students will read independently 10- 15 min daily self-selected text to build reading stamina.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase reading comprehension and fluency. Improve students' creative processes through use of outdoor learning space. **Staff Responsible for Monitoring:** ELAR teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**May**
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 5% from the 2022 baseline as stated in the 2021-2022 TAPR Report.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment Data, Common Assessment Data, and MAP Data.

Strategy 1 Details			Reviews			
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 2022 assessment.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased understanding of what is expected, which will in turn move more students to meet their expected goal. **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 Details			Reviews			
Strategy 2: All students will work towards their growth goals by working on their strengths and weaknesses through IXL.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student growth on common assessments, STAAR, and MAP middle of year and end of year assessment. **Staff Responsible for Monitoring:** Excel Teachers, Classroom Teachers, and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction						

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

Strategy 1 Details			Reviews		
Strategy 1: Clear communication between school and home: Remind 101, information posted on social media, Blackboard, campus website.		**Formative**			**Summative**
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 **Title I:** 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**May**

<p align="center">0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue</p>

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

Performance Objective 1: Referrals will decrease by 5% from the 21-22 baseline.

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

Strategy 1 Details			Reviews		
Strategy 1: Character Strong will be incorporated in excel 1 time weekly to engage students in discussions to assist with relationship building and social and emotional learning.			**Formative**		**Summative**

Strategy's Expected Result/Impact: Build Relationship and strengthen the school community
    Staff Responsible for Monitoring: AMS Staff
 	
    ESF Levers:
Lever 3: Positive School Culture
		Nov	**Jan**	**Mar**	**May**

Strategy 2 Details			**Reviews**		
Strategy 2: Teach common expectations, refine arrival, dismissal, and hallway expectations, procedures, and ensure all students understand what is expected and support to ensure disruptions are prevented.			**Formative**		**Summative**

Strategy's Expected Result/Impact: A common understanding of what is expected and decreased referral or behavior incidents.
    Staff Responsible for Monitoring: Admin Team
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
		Nov	**Jan**	**Mar**	**May**

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

Title I Personnel

Name	Position	Program	FTE
No Title 1 Staff			

Plan Notes

CAC Meeting October 6, 2023

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 and Math

Issues with learning

Discussed MAP testing and how it is a great measure to show growth. Discussed how IXL, and Lead forward resources are used for intervention.

Addendums

Academy Middle School
Parent and Family Engagement Policy
2022-2023

At Academy Middle School, we are committed to promoting a positive learning community through engaging instruction, building relationships, and inspiring all students to meet their highest potential and become lifelong learners.

Communication: Parents are communicated with using a variety of different methods. Some of them may include: campus fliers, campus marquee, campus newsletter, social media accounts, online school website, Blackboard automated phone calls, and Remind 101.

We strongly encourage parents to communicate with staff members. They may be reached via phone calls, notes, as well as emails. We believe that through strong, clear communication our students are able to be the most successful. Written materials will be sent home in both English and Spanish. If there is another language that an item needs to be translated into, please let us know and we will try our best to ensure this is done for you.

Parent and Family Learning: We are here to support you through understanding what the Texas academic standards are, and also provide you information about STAAR and Academy ISD assessments. We will also share with you how to monitor your child's progress and ways to work with teachers as a team to help your student. Parents are able to access their child's curriculum by using the TEKS Resource Parent Portal. Additionally, parents can actively monitor their student's grades through the Parent Portal. Additional classes will be provided to support your student at home, such as how to remain current with the ever changing world of technology and ways to support your children with literacy. We understand that many parents are unable to attend at the select dates, so we will make an effort to provide these information meetings at a variety of dates. If you have any suggestions about our learning topics, please contact Ms.Hargrave, AMS counselor. If you would like to have a meeting about your child's education to make suggestions, please email Mr. Ramsey, AMS Principal, at cole.ramsey@academyisd.net.

Annual Title Meeting: Our annual Title I meeting is held in September and October of every school year. This meeting is offered at two dates, one in the morning and one during the evening, to allow parents an opportunity to attend if unable on one of the dates. All parents and family members are invited to attend. During this time, we want to share with you what Title I is and how these funds are used to ensure students are successful. We also discuss the Parent and Family Engagement Policy, the Home-School Compact, "Parents Right to Know" and a variety of ways you can be involved to support your child's education. The curriculum we use, academic assessments, and what our current data is will be provided as well.

Title I Program Evaluation: Several times a year our Site Based Decision Making committee evaluates our Title I program and progress. The SBDM, which must include at least one parent, provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you are interested in serving on SBDM, please contact AMS principal, Mr. Ramsey. Since we know not all parents are able to serve on this committee, we provide an annual meeting that evaluates the plan and gains parents input on changes for the upcoming year. Please know, that if the CIP is for some reason not satisfactory to parents, parent comments about the CIP may be submitted to Mr. Ramsey.

Revised and Reviewed 10/3/2022

Parent and Family Engagement Policy and Home-School Compact: Every Spring we must review the Family Engagement Policy and Home-School Compact. We meet together to discuss and make changes to these documents for the next school year. During this time, we would greatly appreciate your support and input! Parents and family members are a crucial, required part of this process. Both of these documents are posted on our campus website so that parents, family members, and the community have access to them. Our website will allow you to translate any posted information into any of the 107 different languages. The parent policy is also made available during the Annual Title I meeting and is included in our Bumblebee Basics.

Volunteers: For Volunteer opportunities, please contact the AMS office at 254-982-4620.

Staff Awareness: Academy Middle School staff members receive annual training about the value of parent and family contributions at school. We discuss how to build community and work with parents as equal partners to make sure that all students are successful in their learning. Our staff is kept up to date on our various parent programs, their role in the implementation and coordination of the programs, and how they can encourage parent and family participation.