

**Academy Independent School District  
Academy High School  
2022-2023 Campus Improvement Plan**



# 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 530 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, campus staff, campus administration, and district administration. 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 2020-2021 was 455 students. Below is a breakdown of student enrollment, student ethnicity, and special programs at Academy High School.

Academy High School Student Enrollment		
Grade Level	2019-2020	2020-2021
9 <sup>th</sup> Grade	122 students	127 students
10 <sup>th</sup> Grade	108 students	128 students
11 <sup>th</sup> Grade	114 students	109 students
12 <sup>th</sup> Grade	111 students	123 students

Academy High School Student Ethnicity's		
Ethnicity	2019-2020	2020-21
African American	5.6%	7%
Hispanic	22.3%	21.6%
Caucasian	66.9%	66.1%
Other	4.6%	4.3%

Academy High School Special Populations		
Special Populations	2019-2020	2020-21
Emergent Bilingual	5.2%	4.3%

Academy High School Special Populations		
At Risk	26.6%	22.6%
Eco. Disadvantaged	41.2%	28.3%
GT	7.2%	6.6%
SPED	9.6%	11.9%

**Staff Information:**

Academy High School Teacher Experience		
	2019-2020	2020-21
Beginning	0%	2.6%
1-5 years	45.2%	33.9%
6-10 years	8.7%	26.2%
11-20 years	22.8%	16.5%
Over 20 years	23.3%	20.8%

Academy High School Teacher Populations		
<i>Ethnicity</i>	2019-2020	2020-21
African American	0%	0%
Hispanic	5.1%	4.1%
Caucasian	94.9%	95.9%
Other	0%	0%

In 2020-21, Academy High School had 39 teachers. More than half of the teachers had taught more than 10 years. 34% of the staff had less than five years experience. The average number of students per teacher was 12.6.

**Demographics Strengths**

Starting to see more diversity in staff and student demographics.

Dropout percentage for 2019-2020 was lower than state average.

Academy High School had a graduation rate of 94.2% that was 4.2 percent above the state average in 2020.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 48 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

**Problem Statement 2:** EOC Algebra I Scores increased, but remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

# Student Learning

## Student Learning 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, 501 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	2022	2021	2019
English I	Approaches 81% Meets 62% Masters 12%	Approaches 70% Meets 51% Masters 12%	Approaches 72% Meets 52% Masters 10%
English II	Approaches 81% Meets 66% Masters 10%	Approaches 86% Meets 74% Masters 15%	Approaches 76% Meets 59% Masters 10%
Algebra I	Approaches 67% Meets 17% Masters 4%	Approaches 48% Meets 7% Masters 0%	Approaches 78% Meets 29% Masters 13%
Biology	Approaches 93% Meets 67% Masters 16%	Approaches 86% Meets 57% Masters 19%	Approaches 92% Meets 59% Masters 11%

STAAR EOC	2022	2021	2019
US History	Approaches 94% Meets 71% Masters 38%	Approaches 90% Meets 62% Masters 34%	Approaches 91% Meets 73% Masters 39%

51% of the graduating class of 2022 were considered to be College Career Military Ready. (CCMR)

38.3% of the graduating class of 2020 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

**2020 CCMR data by sub population results are as follows:**

African American \*NA Hispanic 31.8% White 43.2% SPED 66.7% Economically Disadvantaged 13.8%

**2021 CCMR data by sub population results are as follows:**

44% Hispanic, 55% White, 45% Economically disadvantaged, 61% Continuously enrolled, 21 % non continuously enrolled

**Student Learning Strengths**

In 2022 STAAR EOC Algebra 1 scores increased in the areas of Approaches Standards by 19%, Meets Standards by 10% and Masters Standards by 4%.

In 2022 STAAR EOC Biology scores showed a 7% increase in Approaches Standards, 10% increase in Meets Standards.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** EOC Algebra I Scores increased, but remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.



# School Processes & Programs

## School Processes & Programs Summary

### Instruction

Our gifted and talented students participate in enrichment project based learning through our TCA 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 TCA 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, TalentEd Hire. 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 two counselors. The counselors provide all students with information concerning graduation requirements. The counselors provide students with testing information for college preparation along with helping students search for colleges and careers. The counselors aide students in applying for college, financial aide, and scholarships.

### Discipline

There were 77 discipline incidents recorded in the year of 2021-22.

### Campus Development

Teachers are provided professional development though 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 a 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 Third/Fourth Course 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, Pathophysiology
BUSINESS & INDUSTRY ENDORSEMENT		
Ag- Plant Science	Principles of Ag Floral Design* Adv Floral Design* Principles of Ag Livestock Production Vet Med Principles of Ag Ag Mechanics & Metal Structures*	Practicum of AG (2 pd)
Ag- Animal Science	Introduction to Culinary Culinary Arts (2 pd) Adv Culinary Arts*(2pd)	Adv Animal Science*
Ag-Ag Mechanics Hospitality & Tourism	Arts Principles of Arts & Audio/Visual	Ag Equipment (2 pd)
Audio/Video	Audio/Visual	Career Prep
Technology	Video Production 1 Production 2	Practicum of Audio/Video
		Production (2 periods)

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Business Principles of Business, Business Management* Business Information Business Information Management Marketing and Finance Management 1* Management 2*	Health Science Theory Pharmacology	
	Medical Terminology DC*	
	OR	Practicum- Health Science
Health Sciences	A&P and/or	CCMA* CET* CPT* PHARM TECH*
	Medical Terminology	
	Pathophysiology	
ARTS & HUMANITIES		
Theater	Theater 1 Theater 2 Theater 3	Theater 4
Theater Production	Theater Prod 1 Theater Prod 2 Theater Prod 3	Theater Prod 4
		Art 4–Drawing
Art	Art 1 Art 2 Art 3	
		Art 4–Painting
Choir	Choir 1 Choir 2 Choir 3	Choir 4
Band	Band 1 Band 2 Band 3	Band 4
MULTIDISCIPLINARY		

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Multidisciplinary (Option I) Four credits in each of the core areas (Option 2) 4 AP Courses	English I, Algebra I, English II, Geometry, English III or English III AP, Biology I, Chemistry, Algebra II or 3rd math World Geography World History course, Physics or 3rd science course, US History or AP US History	English IV or English IV AP, 4th math course, 4th science course, Government/Economics, 4th social studies course (if needed)

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

- AHS Ambassadors
- Athletics
- Band
- Cheer Leading
- Class Officers
- Color Guard
- FCCLA
- FFA
- Gifted and Talented
- HOSA
- National Honor Society
- One Act Play
- Robotics
- 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**

Academy HS placed 16 in the Lone Star Cup for the '21-22 school year.

Academy HS had 6 Athletic District Champion Teams in the '21-22 school year.

- Boys Basketball, Girls Basketball, Team Tennis, Baseball, Spring Tennis Boys, Spring Tennis Girls.

Academy HS Team Tennis advanced to the State Tournament in 2022.

Academy HS Spring Tennis had 6 athletes advance to the State Tournament.

Academy HS Boys Track and field had a state champion Triple Jump and in Long Jump in 2022.

Academy HS had a student place 8th in UIL State Spelling Competition.

Academy HS had a student place 2nd in the UIL State Poetry Competition.

FFA Talent Team advanced to and competed at the State Convention Talent Competition.

Academy HS Power lifting had 2 athletes compete in the State Power lifting Meet.

Academy HS Football Program advanced to the 3rd round of playoffs in 2021 for the first time in school history.

Academy HS One Act Play advanced to the Regional Competition in 2022.

Academy HS Boys Basketball team advanced to the 3rd round of playoffs in 2022.

Academy HS Girls Basketball team advanced to the 3rd round of playoffs in 2022

Academy HS Baseball team advanced to the Area Round in 2021

Academy HS Softball team advanced to the Area Round in 2021

Academy HS Boys Soccer advanced to 4A Soccer Playoffs for the 3rd consecutive year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** EOC Algebra I Scores increased, but remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

**Problem Statement 2 (Prioritized):** 48 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

# Perceptions

## Perceptions Summary

Emails are sent to parents through Black Board Connect communicating information about sports, clubs, activities, testing, and other issues that affect students. Daily announcements over the intercom are conducted during TCA period and the school uses multiple social media locations, Remind 101, Clever, and/or Google Classroom 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 HOSA Blood Drive, preparing meals with local organizations such as Ronald McDonald House and Feed my Sheep, toy drive for McLane's 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.

Academy High School has implemented a web restriction subscription with Securley to monitor student activity online and assist teachers with technology based classroom management. In addition, E-Hall Pass is utilized to monitor and restrict hall traffic to reduce instructional time lost in the hallways.

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 has implemented character building programs such as Character Strong, Hard Work Pays Off, and Best is the Standard to motivate students and staff to have a high standard of work ethic in the classroom and extracurricular activities.

## Perceptions Strengths

Our campus is strongly connected to community organizations and citizens. The culinary class hosts senior luncheons each year. Venues for games and performances are filled each year with parents and community members. Graduation has moved to the Bell County Expo Center to accommodate the amount of people in attendance supporting our scholars.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 48 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

**Problem Statement 2:** EOC Algebra I Scores increased, but remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

# Priority Problem Statements

**Problem Statement 1:** 48 percent of the graduating seniors did not graduate with a CCMR credit.

**Root Cause 1:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs - Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- 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
- 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

### **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

**Goal 1:** Goal 1: Academy High 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 Sources:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Content area teachers will meet to unit map all core subject areas for the instructional school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher knowledge to best plan rigorous lessons which raise student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Curriculum and Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 sub populations that may be at risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR, CUAs, and Universal Screeners within each sub population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in professional development focused on John Hattie's instructional effect sizes.  <b>Strategy's Expected Result/Impact:</b> Teachers' capacity for effective instructional strategies will increase and transfer into the development of learning tasks for students.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide student interventions through a robust RTI system and additional human capital to reduce intervention groups to a maximum of 10 students.  <b>Strategy's Expected Result/Impact:</b> 75% of student will meet the approaches level on the EOC STAAR test.  <b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 2:** 100 % of all high school seniors graduating without the need for remediation and achieving either (1) industry accepted certificate upon completion of CTE pathway aligned with a living wage job; or (2) enrolling in post-secondary education; or (3) enrolling in the military.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** TAPR report and internal tracking

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AHS will evaluate CTE learner' performance on the federal accountability measures in the aggregate and dissaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention and training of CTE teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation and learning in CTE classes and evaluate the need to increase the number of CTE teachers in relation to the increase in number of CTE students.</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration                      AHS CTE Teacher                      AHS Counselors                      CTE Coordinator                      Campus CTE Advisory Board</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Connect high school to career and college                      -</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 Sources:** Sign-in sheets will show increased participation.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Distribute a culture survey to both students and staff to identify strengths and areas of needed improvement throughout the campus</p> <p><b>Strategy's Expected Result/Impact:</b> Effective feedback to adjust and improve areas of weakness as outlined by the style</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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%.

**High Priority**

**Evaluation Data Sources:** There is a reduction in both incidents noted and discipline referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level will participate in beginning of the year orientation to establish guidelines and boundaries for campus student conduct expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Academy High School

**Total SCE Funds:** \$29,619.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

Funds are allocated to a .5 FTE providing credit recovery and intervention to students who have failed state EOC's or failed courses and are in need of multiple credits to graduate on time.



# Addendums



**Academy High School**  
*Parent and Family Engagement Policy*  
2022-2023



At Academy High 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, emails, daily take home folders, and AHS Parent Input forms. 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 Miss Contrucci or Mrs. Copeland, AHS counselors. If you would like to have a meeting about your child's education to make suggestions, please contact Mr. Chaney, AHS Principal, at 254-982-4201.

**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 AHS principal, Mr. Chaney. 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. Chaney.

**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. Your child's teacher will also share information about the Home-School Compact during parent teacher conferences as well as your child's progress at school. All of our parents have the right to participate in decisions relating to their child's education.

**Volunteers:** At the beginning of the school year and through the year, our Busy Bee Liaisons hosts a volunteer orientation to outline AISD opportunities to serve and help our students. If you would like to volunteer, please contact Mr. Chaney at 254-982-4201.

**Staff Awareness:** Academy High 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.

# Our Goals for Student Achievement

## Campus Goals

1. Academy High School will meet or exceed all State and Federal Standards for Academic Excellence.
2. Academy High School community and parents will become a full partner in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.
3. Academy High School will provide a safe and orderly school environment that supports learning and staff effectiveness.

## Our Responsibility to Our Students

To enable our students to meet the state's academic achievement standards, our school provides high quality curriculum and instruction to our students in supportive and effective classroom environments. Our teachers regularly engage in a deep study of the standards and receive ongoing professional development to refine their instructional practices. We support our students and work hard to provide a welcoming, safe school environment.

## Building Partnerships

Academy High School is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. Please consider joining the staff and fellow parents through some of the following events and programs:

- Academy Busy Bees (volunteer group)
- Site Based Decision Making Committee
- Volunteering
- Booster Clubs

If you would like to volunteer, please contact our volunteer coordinator at [Brittany.white@academyisd.net](mailto:Brittany.white@academyisd.net) or 254-982-4201.

## Communication About Student Learning

Academy High School is committed to frequent two-way communication with families about their children's learning. Some of the ways that parents and teachers communicate include:

- Progress reports and report cards
- Grade checks through Parent Portal
- Newsletters, updates on the school website, and emails
- Academy High School Facebook, Twitter, and Instagram

For questions about your child's progress, please contact the teacher by email or call 254-982-4201 to leave a message. The teacher will return your call during a conference period or after school when he/she is not instructing students.

# Academy High School School-Parent Compact

2022-2023



## What is a School-Parent Compact?

This school-parent compact offers ways that we can work together to help our students achieve the state's high standards. It provides strategies to help connect learning at school and at home. It is a commitment made amongst teachers, parents and students to share the responsibility for improving student achievement.

## Jointly Developed

This school-parent compact is the result of continuous collaboration between our parents, families and staff. Our Site Based Decision Making Committee and our Parent Advisory Council meet several times a year to share ideas and work toward common goals. In the spring of each year, we hold a Title I meeting to review and revise this compact based on the school's academic goals and students' needs.

## **TEACHER COMMITMENTS**

### ***To support student achievement goals, I will...***

- Develop learning goals with students and send home materials to help parents support the learning goals at home.
  - Share with parents math problem solving strategies used in the classroom and send home resources to support them.
- Provide a positive, safe, and effective learning environment for all students.
- Connect students with after-school activities that support their learning.

### ***To support effective communication, I will...***

Assist parents in understanding opportunities to volunteer and participate in their child's education.

Initiate timely communication with parents when there is a concern regarding their child's progress, behavior, and grades.

Respond to emails, phone calls, and other forms of communication.

## **PARENT COMMITMENTS**

### ***To support student achievement goals, I will...***

Provide a quiet time each day for completion of homework and/or reading.

Talk with my child each day about school and their success; set high expectations for his or her academic achievement.

Include my child in opportunities for real world application of problem-solving skills such as cooking, paying bills, etc.

Participate in school events, workshops, and meetings.

### ***To support effective communication, I will...***

Initiate communication with school staff when there is a question or concern.

Respond to emails, phone calls, notes in the communication folder, etc.

Participate in parent-teacher conferences and other meetings about my child and his/her progress.

## **STUDENT COMMITMENTS**

### ***To support achievement goals, I will...***

Follow school expectations, participate in classroom activities, and take responsibility for my learning.

Complete all assignments, including homework, to the best of my ability.

Set high academic expectations for myself.

Read every day for at least 20 minutes and talk with someone about what I have read.

Practice math facts and concepts using flashcards, online tools, games, etc.

Identify math in the world around me such as shapes, angles, money, etc.

### ***To support effective communication, I will...***

Talk with my parent(s) about school

Ask questions when I don't understand something or need additional help.

Seek help from my parents, teachers, coaches, sponsors, and other school staff when there is a problem or concern.

Use appropriate and respectful communication practices.