

**Academy Independent School District
Academy Middle School
2024-2025 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

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

Grade															
In 2022-2023, Academy Middle School is comprised of 419 students. 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											

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 to the 2022 TAPR 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.

Electives include:

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.

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 as well as MAP universal screener. 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 (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: All students will meet or exceed prior years STAAR performance level

High Priority


HB3 Goal

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

Strategy 1 Details	Reviews			
<p>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 2024 assessment.</p> <p>Strategy's Expected Result/Impact: Increased understanding of what is expected, which will in turn move more students to meet their expected goal.</p> <p>Staff Responsible for Monitoring: Math and Reading Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will work towards their growth goals by working on their strengths and weaknesses through RTI as well as Progress Watch Groups.</p> <p>Strategy's Expected Result/Impact: Student growth on common assessments, STAAR, and MAP middle of year and end of year assessment.</p> <p>Staff Responsible for Monitoring: Excel Teachers, Classroom Teachers, and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 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			
<p>Strategy 1: Clear communication between school and home: Remind 101, information posted on social media, Blackboard, SportsYou, campus website.</p> <p>Strategy's Expected Result/Impact: Parents are informed and are able to use the information to support their child at home.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 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%

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Build Relationship and strengthen the school community</p> <p>Staff Responsible for Monitoring: AMS Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: A common understanding of what is expected and decreased referral or behavior incidents.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>ESF Levers: 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;"> <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>				

State Compensatory

Budget for Academy Middle School

Total SCE Funds: \$25,800.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

11-6112-00-041-x24000 Substitute Teachers - MS (Comp Ed) \$ 500.00 11-6129-00-041-x24000 Salary Support Personnel - MS (Comp Ed) \$20,941.00

Personnel for Academy Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
J. Taylor	Instructional Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
No Title 1 Staff			

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.

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.