Academy Independent School District

Academy High School

2021-2022 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 490 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. 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 2019-2020 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*	*2018-2019*
9th Grade	122 students	110 students
10th Grade	108 students	115 students
11th Grade	114 students	119 students
12th Grade	111 students	106 students

Academy High School Student Ethnicities		
Ethnicity	*2019-2020*	*2018-2019*
African American	5.6%	5.3%
Hispanic	22.3%	20.9%
Caucasian	66.9%	68.9%
Other	4.6%	4.9%

Academy High School Special Populations		
Special Populations	*2019-2020*	*2018-2019*

Academy High School Special Populations		
English Learners	5.2%	1.3%
At Risk	26.6%	30.9%
Eco. Disadvantaged	41.2%	35.1%
GT	7.2%	
SPED	9.6%	11.8%

Campus mobility in 2018-2019 was 9.9%.

The economically disadvantaged population has increased from 146 students to 158 students over the past year.

The at-risk population has increased from 129 student to 139 students over the past year.

Academy High School has several programs to support at-risk and special education students.

Average Daily Attendance Rate decreased to 94.9%.

1.1% of the student population dropped out in the 2018-19 school year.

Academy High School had a graduation rate in 2019 of 94.2% which was 4.2% percent above the state average.

Staff Information:

Academy High School Teacher Experience		
	2019-2020	*2018-2019*
Beginning	0%	0
1-5 years	45.2%	24.7%
6-10 years	8.7%	11.3%
11-20 years	22.8%	34.5%
Over 20 years	23.3%	29.5%

Academy High School Teacher Populations		
Ethnicity	*2019-2020*	*2018-2019*
African American	0%	0%
Hispanic	5.1%	5%
Caucasian	94.9%	95%
Other	0%	0%

In 2019-2020, Academy High School had 34 teachers. More than half of the teachers had taught more than 10 years. 45% of the staff had less than five years experience. The average number of students per teacher was 13.4.

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): 46.7 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 2 (Prioritized): EOC Algebra I Scores decreased by 18% in the Approaches Standard area and 16% in the Meets Standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 3: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause:** Lack of professional development and instructional coaching has been provided to teachers.

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	2021	2019	2018
English I	Approaches 70% Meets 51% Masters 12%	Approaches 72% Meets 52% Masters 10%	Approaches 73% Meets 50% Masters 6%
English II	Approaches 86% Meets 74% Masters 15%	Approaches 76% Meets 59% Masters 10%	Approaches 78% Meets 58% Masters 8%
Algebra I	Approaches 48% Meets 7% Masters 0%	Approaches 78% Meets 29% Masters 13%	Approaches 85% Meets 45% Masters 13%
Biology	Approaches 86% Meets 57% Masters 19%	Approaches 92% Meets 59% Masters 11%	Approaches 90% Meets 50% Masters 13%

STAAR EOC	2021	2019	2018
US History	Approaches 90%	Approaches 91%	Approaches 93%
	Meets 62%	Meets 73%	Meets 67%
	Masters 34%	Masters 39%	Masters 26%

53% of the graduating class of 2019 were considered to be College Career Military Ready. (CCMR)

49% of the graduating class of 2018 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

2018 CCMR data by sub population results are as follows:

African American *NA Hispanic 44.8% White 48.5% SPED *NA Economically Disadvantaged 34.1%

Student Learning Strengths

There was a 4% increase in graduating seniors in the area of College Career and Military Readiness in between 2018 and 2019.

STAAR EOC English II scores increased in the areas of Meets Standards by 15% and Masters Standards by 5%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOC Algebra I Scores decreased by 18% in the Approaches Standard area and 16% in the Meets Standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 2: 20% of EOC English I students have to take a retest. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards.

School Processes & Programs

School Processes & Programs Summary

Instruction

Academy High School uses funds from State Comp Ed to fund a Special Education Inclusion Aide. The need for the aide was driven by IEP minutes, schedule of services, and inclusion log minutes. 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 committe 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 80 discipline incidents recorded in the year of 2020-21.

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 Course	Third/Fourth 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, Adv. Plant & Soil Science or Food Science
BUSINESS & INDUSTRY ENDORSEMENT				
Ag- Plant Science	Principles of Ag	Floral Design	Adv Floral Design*	Adv Plant & Soil Science
Ag-Vet Med	Principles of Ag	Small Animal Science/Equine Science Or Livestock Production (on a 2 yr. rotation	Vet Med* Adv Animal Science	Practicum Vet Med (2)
Ag-Animal Science (SMALL ANIMAL)	Principles of Ag	Small Animal Science/Equine Science Or Livestock Production (on a 2 yr. rotation	Vet Med* Adv Animal Science	Practicum Vet Med (2)
Ag-Ag Mechanics	Principles of Ag	Ag Mechanics	Structures* AWSD19, D11	Design & Fabrication
Hospitality & Tourism	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts (2 pd)	Adv Culinary Arts*(2pd)
Audio/Video Technology	Principles of Arts & Video	Game Design	Animation	Graphic Design*
Business Management	Money Matters	Business Information Management 1	Business Information Management 2	Business Management* Google Suite?
Finance	Principles of Business, Marketing & Finance	Principles of Business, Marketing & Finance		
PUBLIC SERVICE				
Health Sciences	Medical Terminology DC*	Health Science Theory	A&P and Pathophysiology	Practicum- Health Science CCMA* CET* CPT*
ARTS & HUMANITIES				
Theater Production	Theater Prod 1	Theater Prod 2	Theater Prod 3	Theater Prod 4
Technical Theater	Tech Theater 1	Tech Theater 2	Tech Theater 3	Tech Theater 4

Program of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
Art	Art 1	Art 2	Art 3	Art 4
Choir				
Band	Band 1	Band 2	Band 3	Band 4
MULTIDISCIPLINARY				
Multidisciplinary (Option I) (16 credits - Four credits in each of the foundation areas to include English IV, Chemistry and/or Physics) Multidisciplinary (Option 2) (See options in back of course catalog)	English I, Algebra I, Biology I, World Geography	English II, Geometry, IPC (Chemistry or Physics must be taken afterward), Chemistry, World History	English III or English III AP, Algebra II or 3rd math 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
Cheerleading
Class Officers
Color Guard
FCA
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 comittee is compromised of teachers, community members, business members, campus adminstration, 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 Team Tennis advanced to the State Tournament in 2020.

Academy Boys Basketball team advanced to the State Tournament in 2021.

Academy Girls Basketball team advance to the Area Round in 2021.

Academy Baseball team advanced to the Area Round in 2021

Academy One Act Play advanced to Area in 2021.

Academy Tennis had a boys doubles team win state in 2021

Academy boys Track and fied had a state champion Triple jumper in 2021.

Academy UIL had a student compete at state in science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): EOC Algebra I Scores decreased by 18% in the Approaches Standard area and 16% in the Meets Standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 2 (Prioritized): 46.7 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Perceptions

Perceptions Summary

Emails are sent to parents through School Messenger 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. Our culinary arts program hosts a senior citizen lunch.

Academy High School had 17 vaping incidents in the school year of 2020-2021. 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 extracurriculars.

Perceptions Strengths

Our campus is strongly connected to community organizations and citizens.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Academy High School had 20 recorded incidents of vaping or tobacco in the school year of 2018-19. **Root Cause:** Vapes and E-Cigarettes are easily stored and used by students in bags and pockets. Lack of visibility and monitoring by staff created areas of use.

Problem Statement 2 (Prioritized): 46.7 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit. **Root Cause:** Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

Problem Statement 3 (Prioritized): EOC Algebra I Scores decreased by 18% in the Approaches Standard area and 16% in the Meets Standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 4 (Prioritized): EOC United States History scores increased by 2% in the Approaches Standard area and decreased by 7% in the Meets Standards area. **Root Cause:** Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 5: Teachers lack the instructional strategies and tools to meet the needs of the increased population of economically disadvantaged and at risk students. **Root Cause:** Lack of professional development and instructional coaching has been provided to teachers.

Problem Statement 6: Campus average daily attendance rate for 2018-19 decreased and is below the district and state average. **Root Cause:** A decrease in campus culture was determined through qualitative and quantitative data.

Problem Statement 7: A total of 14 students were assigned to the discipline alternative campus in the year of 2020-2021. **Root Cause:** A lack of clarity with legal policy outlined in the SCOC for which DAEP placements were discretionary and mandatory created a spike in placements and resulted in 80% of the students assigned.

Priority Problem Statements

Problem Statement 1: 46.7 percent of the economically disadvantaged graduating seniors did not graduate with a CCMR credit.

Root Cause 1: Core content outside of STAAR EOC subject matter was not monitored with fidelity. This created a breakdown within the instructional lesson cycle.

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

Problem Statement 2: EOC Algebra I Scores decreased by 18% in the Approaches Standard area and 16% in the Meets Standards area.

Root Cause 2: Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Academy High School had 20 recorded incidents of vaping or tobacco in the school year of 2018-19.

Root Cause 3: Vapes and E-Cigarettes are easily stored and used by students in bags and pockets. Lack of visibility and monitoring by staff created areas of use.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: EOC United States History scores increased by 2% in the Approaches Standard area and decreased by 7% in the Meets Standards area.

Root Cause 4: Instructional learning tasks were misaligned to the level of rigor deemed appropriate by the state standards. Due to COVID-19, testing was not administered in 2020.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Federal Report Card Data

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 EL progress measure data
- Postsecondary college, career or military-ready graduates
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement 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

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 ISD 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			
Strategy 1: Content area teachers will meet to unit map all core subject areas for the instructional school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher knowledge to best plan rigorous lessons which raise student achievement.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Curriculum and Instruction				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: 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 subpopulations that may be at risk.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement on STAAR, CUAs, and Universal Screeners within each subpopulation.				
Staff Responsible for Monitoring: Principal, Assistant Principal				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers actively track student progress on identified focused content areas of need (SLO goals) throughout the school year. Multiple data points throughout the year provide feedback on individual student progress.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in individual student achievement by providing additional instructional time for students during before school or after school tutorials.				
Staff Responsible for Monitoring: Principal and Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in professional development focused on John Hattie's instructional effect sizes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers' capacity for effective instructional strategies will increase and transfer into the development of learning tasks for students.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Provide student interventions through a robust RTI system and additional human capital to reduce intervention groups to a maximum of 10 students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 60% of student will meet the approaches level on the EOC STAAR test.				
Staff Responsible for Monitoring: Campus Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

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			
Strategy 1: Distribute a culture survey to both students and staff to identify strengths and areas of needed improvement throughout the campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective feedback to adjust and improve areas of weakness as outlined by the style **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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%.

    Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will participate in beginning of the year orientation to establish guidelines and boundaries for campus student conduct expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student office referrals **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for Academy High School

Total SCE Funds: $29,619.00
Total FTEs Funded by SCE: 0.5
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.

Personnel for Academy High School

Name	Position	FTE
Alicia Crawford	Teacher	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. We analyze end of the year universal screening results and STAAR scores. In addition, we use surveys to ask parents and students for feedback about various programs and procedures on our campus. We look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Academy ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the high school level, our committee is comprised of classroom teachers from each department, parents of students who are currently enrolled in our school, a community representative, business representatives, a teacher of students with disabilities, and a professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted in English and Spanish on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. A hard copy is available in the front office. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

All parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. Parents may recommend changes that may be needed or may recommend that no changes are needed at all. As a result of the meeting on December 9, 2019, all stakeholders reviewed the PFE policy. The PFE policy and compact are distributed and discussed at Open House and Orientation in August and during parent-teacher conferences that are held throughout the school year as needed. Both documents are in English and Spanish, and both documents are posted on the AHS website and availabe in the front office. As the documents are revised, updated versions are posted on the website, and they are also made available for parent or family member review in the high school administration offices.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We hold events in the early afternoon, evenings, and mornings. We also include questions in our annual parent and family member survey as to what times are most convenient for them to attend activities. Using social media, websites, and school marquee, events are publicized well in advance and, when possible, sessions of the same event are offered at different times and/or dates.

Title I Personnel

Name	Position	Program	FTE
Alicia Crawford	Teacher	Credit Recovery	.5

Addendums