

Academy High School Campus Improvement Plan

2017-2018



9-26-17

District Philosophy

The Academy School System wishes to have a unified educational system so that the student will become more involved in the process of clear and critical thinking skills. The district believes that our students should be afforded the opportunity at every level to develop their abilities to the maximum capacity; intellectually, physically, morally, and socially, so that they might become more responsible members of society in whatever career, profession, or job they choose. This will be in accordance with the policies of the Texas Education Agency and with the support and involvement of the community.

District Mission Statement

The mission of the Academy Independent School District is to motivate students to learn the behaviors, skills, and understanding necessary for academic and social success. The school shall strive to develop students' higher level thinking skills, problem solving and coping behaviors; to help students define their values and goals; and to cause students to respect themselves and the rights of others.

Motto

Academy ISD...Where Success Begins.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
 2. Students will be encouraged and challenged to meet their full educational potential.
 3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
 4. A well-balanced and appropriate curriculum will be provided to all students.
 5. Qualified and highly effective personnel will be recruited, developed, and retained.
 6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
 7. School campuses will maintain a safe and disciplined environment conducive to student learning.
 8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
 9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Principal's Advisory Committee (PAC)

Mistie Dakroub, Chairperson – Principal

Elected Members

Milissa Dolgener – ELA
Rhonda Henson – Math
Brian Pursche – Social Studies
Susan Hollas - Electives
Tim Worden – Science

Parents

Krista Eshbaugh
Deya Spano

Community

Cyndi Mauldin
Pat Sultenfuss

Campus Non-Teaching Professional

David Shuttlesworth – Counselor

Business

Lisa Smith
Randy Wright

District Professional Representative

Amanda Liebman - Librarian

COMPREHENSIVE NEEDS ASSESSMENT

The Academy Independent School District conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2015-16 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2016-17 district and campus improvement plans include all identified priority needs.

ACADEMY ISD NEEDS ASSESSMENT

2017-2018

- Close the testing achievement gap between the white subgroup and the other accountable subgroups.
- Continue to improve achievement for Special Education students as testing standards become more rigorous.
- Ensure that students identified as having reading difficulties or limited English proficiency are systematically assessed and monitored annually to determine academic progress.
- Ensure that each campus reviews the crisis management plan at the beginning of each school year and conducts two crisis management drills each year.
- Ensure that each campus develops strategies to provide “targeted” (objective specific) remediation.
- Conduct annual certification audit to facilitate compliance with federal requirements.
- Continue capital maintenance plan to cover 3 to 5 years.
- Continue “walkthrough” process to facilitate instructional improvement in the classrooms.
- Continue benchmark- testing to facilitate remediation efforts and pedagogical adjustment.
- Continue to implement the strategic plan to achieve top State rating for each campus and the district.
- Continue inclusion/resource model for special education students.
- Continue content mastery to provide instructional support for struggling learners.
- Continue TxEIS parent connection.
- Continue Odysseyware for credit recovery at AHS.
- Continue School Messenger / Remind for parent communication system for entire district.
- Continue use of social media for campuses & district for parent communication.
- Continue to ensure access to special education services via reliable and appropriate transportation.
- Continue to ensure adequate transportation for special education multi-district classrooms and extended school year activities.
- Continue STAAR prep for all core areas at each campus.
- Continue Imagine learning for English as a Second Language (ESL) students.
- Continue to improve district-wide RTI system based on data.
- Continue professional development based on needs assessment at each campus.
- Continue Eduhero for mandatory professional development courses.
- Continue technology integration with Ipads for teachers.
- Continue 1:1 Ipads for students at the high school
- Continue Capturing Kids Hearts initiative in district.
- Continue T-TESS for Teacher appraisal system.
- Continue T-PESS for Campus Principal appraisal system.
- Create a master facilities plan for the district.

Goal #1

All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

Objective 1

•All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Objective 2

•All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Objective 3

•The district and each district campus will satisfy all federal requirements

Objective 4

•The district and each district campus will satisfy all federal requirements.

Objective 5

•The district will meet or exceed the state standard for all special programs evaluated by the Performance Based Monitoring Assessment System. The district and each district campus will satisfy all federal requirements.

Objective 1

*District staff will disaggregate and analyze STAAR, unit assessments and benchmark data for each testing area and focus on objective weaknesses below 80% mastery for all students including, at-risk, ESL, migrant, CTE, dyslexia, GT, and special education.

*Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan.

*Campuses will use EDUPHORIA to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.

*Utilize Lead4Ward to assist in analyzing assessment data.

*Ensure professional development plans are meaningful and relevant to the classroom:
Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan.

*Each PAC will include professional development needs in the campus plans.

Each campus principal will submit a "needs driven" professional development plan to the superintendent for budgetary considerations.

The district will provide 2 comp days in the school calendar to allow teachers to attend professional development sessions of individual interest during the summer.

*Establish a walkthrough process for T-TESS, utilizing Eduphoria.

* Review / revise district dyslexia plan as needed.

*Strategies to improve the State Comp Ed – "At-Risk" program: (TIA 13.9, 13.10)

* Summer school for credit for grades 6-12.

* Odysseyware lab for high school students needing credit recovery.

* Content mastery for grades 6-12.

* Counseling services for grades preK-12.

* Disciplinary Alternative Education Program.

* Pregnancy-related services.

* Utilize Study Island for grades K-12.

* Accelerated Reader for grades K-12

* STAAR/EOC Prep program for grades 9-12.

* Review and revise GT plan as needed.

TIMELINE:

**RESPONSIBLE
PERSONS:**

RESOURCES:

EVIDENCE:

IMPACT:

Objective 2

- *campus to campus transition: 9th grade orientation.
- *Intercampus meetings for transitioning students
 - *Open house for all incoming students.
- *Utilize content mastery at HS to increase student achievement.
- *Continue STAAR prep program for core classes for all campuses.
- *Provide students opportunity to monitor personal assessment performance and growth.
- *Study Island for K-12 (All Core Subjects)

TIMELINE:

RESPONSIBLE PERSONS:

RESOURCES:

EVIDENCE:

IMPACT:

Objective 3

- 1) Develop a district Equity Plan
- 2) Strategies to recruit and retain highly qualified staff: *Continue to provide December gift certificates.
 - *Continue student to teacher ratios below the state average.
 - *Staff appreciation dinner and awards ceremony.
- *Include staff in the development of campus professional development plans.
 - *Continue “buy-back” policy for unused state leave days.
 - *Conduct annual certification audit.
 - * Assess and revise teacher salary schedule as appropriate
- 3) Ensure paraprofessionals are appropriately trained.
- 4) Achieve and maintain a student to workstation ratio of 3:1 (Title I)
- 5) Board review of federal programs annually.
- 6) Hold public hearing on federal program budget annually.
- 7) Review federal program budget and services with PACs and SAC.

TIMELINE:

**RESPONSIBLE
PERSONS:**

RESOURCES:

EVIDENCE:

IMPACT:

Objective 4

- 1) Offer dual credit opportunities to grades 9-12.
- 2) Provide AP opportunities for students.
- 3) Encourage 9-11 grade students to take PSAT.
- 4) Disseminate information regarding registration timelines, scholarship deadline, fees waivers, tutorial resources.
- 5) Continue serving as host testing site for SAT / ACT

TIMELINE:
every 3 weeks

RESPONSIBLE PERSONS:
Counselor

RESOURCES:

EVIDENCE:

IMPACT:
higher college enrollment post high school
increased college readiness.



Objective 5

***Strategies to improve ESL program:

- * Review and revise the district ESL plan as needed.
- * Encourage parents to participate in LPAC meetings.
 - * LPAC training for all committee members.
- * Provide all district correspondence in English and Spanish as needed.
 - * Teacher training for TELPAS as necessary.
 - * Provide interpreter for each campus.
- * Ensure properly endorsed ESL teachers on each campus.

***Strategies to improve the CTE program:

- * Review / revise the “coherent sequence of courses” as needed.
 - * Develop student career plans.
- * Integration and coordination between regular education and CTE teachers.
 - * Reference special education modification in CTE lesson plans.
 - * Conduct CTE surveys to plan for program improvements.
 - * Develop strategies to implement ACHIEVE Texas

***Strategies to improve special education:

- * Inclusion model of instruction.
- * Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.
- * Assess PBMAS indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.

TIMELINE:

*every 3 weeks

RESPONSIBLE PERSONS:

Core subject teachers
Principals

RESOURCES:

EVIDENCE:

IMPACT:
Improved six weeks grades
Reduced failure rate

Goal #2

Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

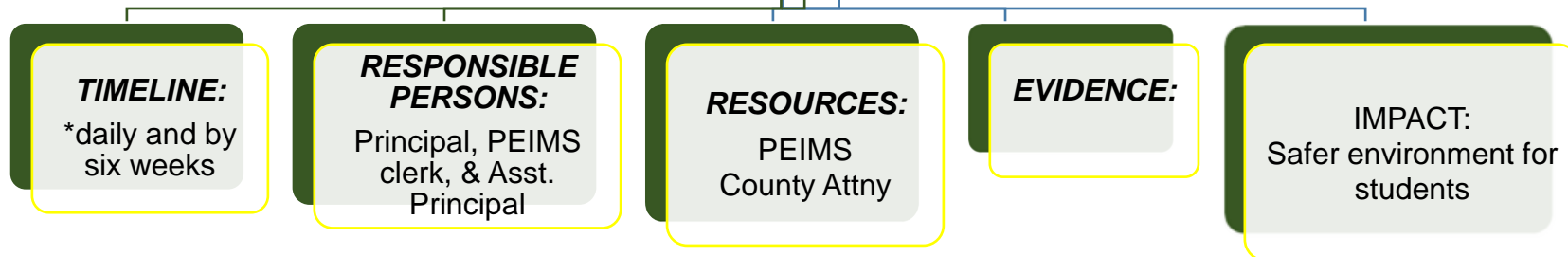
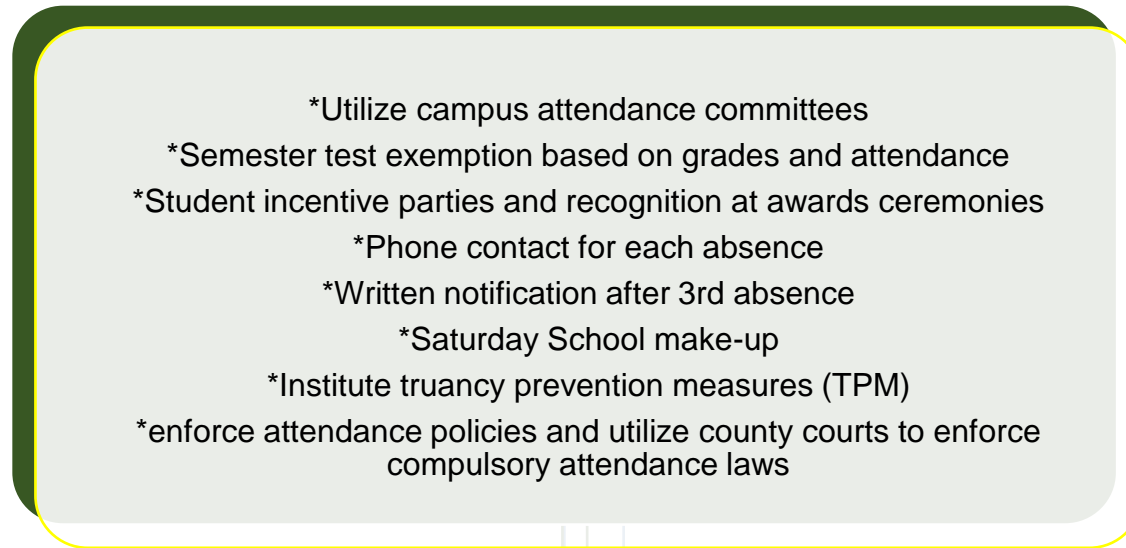
Objective 1

- The student attendance rate will improve from 96.1% to 97%.

Objective 2

- The district dropout rate will be 0%.

Objective 1



Objective 2

*Utilize Counseling services
*Utilize Pregnancy-related services
*Utilize Saturday school make-up
*Continue Summer school & Odysseyware
for credit recovery
*CHOICES program

TIMELINE:

*end of each semester
*beginning & end of
each semester

**RESPONSIBLE
PERSONS:**

Principal &
Counselor

RESOURCES:

CKH
CHOICES

EVIDENCE:

higher
graduation
rate

IMPACT:

100% core academic
classes taught by HQ
teachers, 100%
paraprofessional with
instructional duties
will meet NCLB
requirements

Goal #3

The district will provide a safe and orderly school climate, conducive to learning.

Objective 1

- Discipline referrals (as determined by incident total) will remain below 75 for the school year.

Objective 2

- Tobacco, alcohol, and drug offenses (as determined by incident total) will be less than 2.

Objective 3

- Incidents of violence will be 0.

Objective 4

- Child Abuse and Sexual Abuse will be addressed and reported appropriately.

Objective 1

Discipline referrals (as determined by incident total) will decrease.



Objective 2

***Provide character education through the following: Tobacco awareness information in Health/PE classes, Red Ribbon Week, Outside speakers, School Health Advisory Committee (SHAC)

***Deter presence of drugs and weapons on district campus through the following: Student Code of Conduct, Extracurricular Code of Conduct, Drug dog services, Student drug testing program

TIMELINE:
*First Grading period
*Monitor

RESPONSIBLE PERSONS:
Principal & Counselor

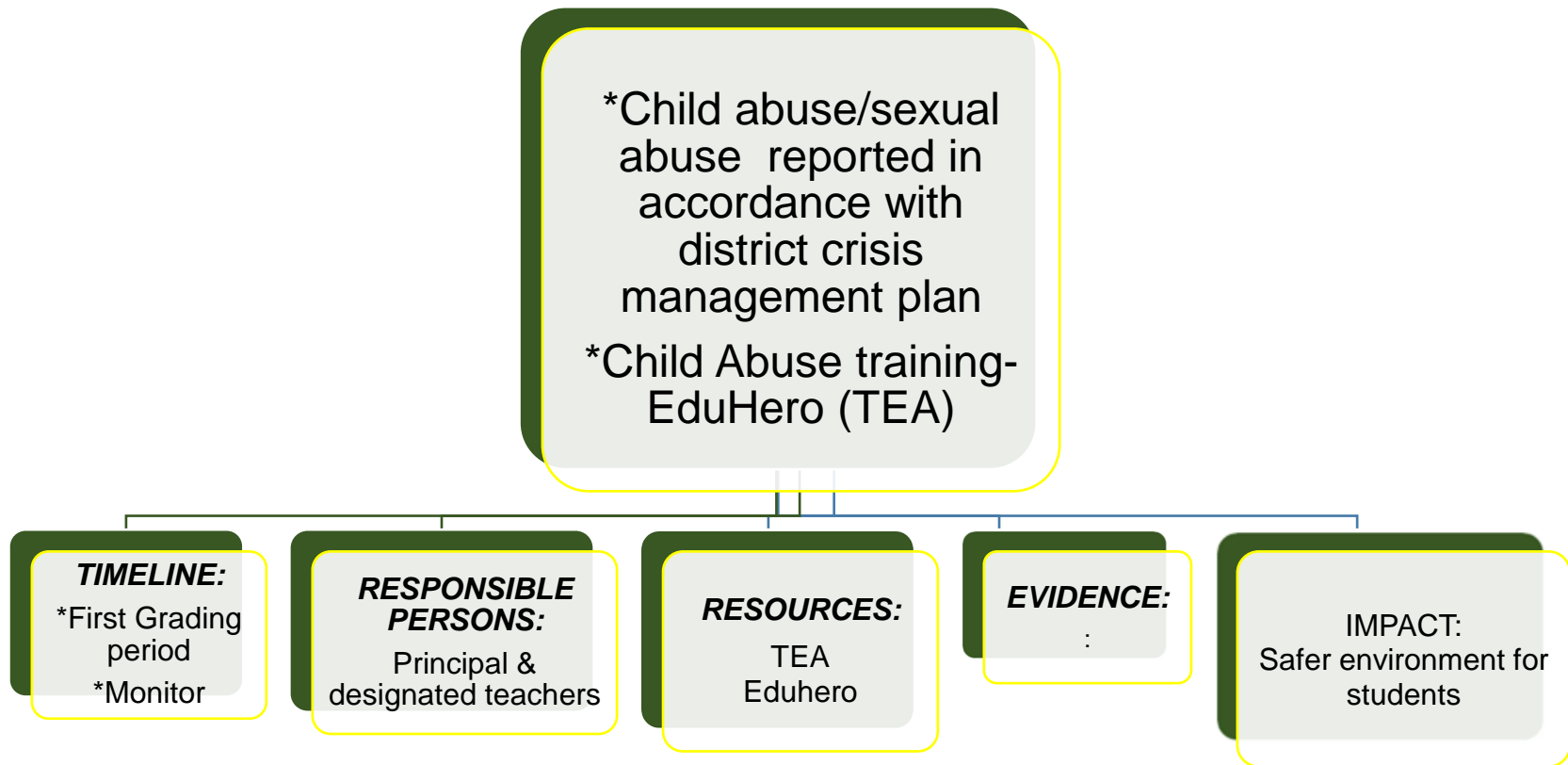
RESOURCES:
TABC
Local Law Enforcement
Regional agencies

EVIDENCE:

IMPACT:
Safer environment for students



Objective 3&4



Goal #4

The AISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1

- The participation of parents and community will improve in each of the following: **Volunteers, Open House, and special program meetings/presentations.**

Title I Schoolwide component (2,9)

Campuses will use social media, School Messenger, school website, Remind, and newsletters to keep community informed of school activities and events.

TIMELINE:
End of each semester

RESPONSIBLE PERSONS:
Principal & designated teachers

RESOURCES:
school messenger, website, remind, mailouts

EVIDENCE:
:

IMPACT:
increased communication leads to more parent and community support

The district will improve the district website and brochure, and ensure information is current.

Effective teacher / parent communication:
Progress Reports,
Email / phone contacts, parent conferences,
TxEIS Parent Portal.

Communicate all special program policies and regular education assessment to parents:

- * Provide written information in Spanish
- * Provide translator, if needed, at meetings
- * Parents Right to Know Notice in home language
- * School-Parent Compacts in English and Spanish

Public meeting to review proposed budget for all Title programs

- *Public meetings for district and campus TAPR reports
- *community forums to obtain input on school issues

Effectively utilize Principal Advisory Councils and Superintendent Advisory Council

Goal #5

**AISD will utilize
appropriate technology
at all campuses**

Objective 1

- **AISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.**

The district will develop a replacement schedule for district technology devices, to include laptops, desktops and iPads.

TIMELINE:

End of each semester

RESPONSIBLE PERSONS:

Principal & designated teachers

RESOURCES:

EVIDENCE:

IMPACT:

Successful replacement schedule with fewer emergency replacements/repairs.

The high school will continue with its 1:1 iPad initiative.

Achieve and maintain a student to workstation ratio of 3:1 (Title I)

District staff will receive appropriate technology training
