

**Academy Independent School District**  
**Academy Middle School**  
**2025-2026 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 415students. The grade level breakdown is listed below.

Grade																			
In 2022-2023, Academy Middle School is comprised of 419students. The grade level breakdown is below.																			
Grade	2019-2020	2020-2021	2021-2022 2022-2023		2023-2024														
Sixth	143	149	126	133	133														
Seventh	131	145	148	133	132														
Eight	126	136	141	153	136														
Total:	400	430	415	419	401														
The ethnic distribution is listed below.																			
Ethnic Distribution	2019- 2020	2020- 2021	2021-2022 2022-2023		2023-2024														
African American	56	42	26	29	30														
Hispanic	133	100	105	111	111														
White	454	365	257	246	230														
American Indian	50	31	0	1	1														
Asian	8	6	3	3	3														
2 or more races	146	127	22	28	22														
Pacific					4														

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Academy Middle School Teacher Population																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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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	

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

## **Demographics Strengths**

According the the 2023-2024 TAPR reports students are performing at the percentages listed.

### **Math**

Hispanic- 44% Meet or above

African American- 41% Meets or Above

White- 54% Meets or Above

2 or More Races- 40% Meets or Above

Economically Disadvantaged- 38% Meets or Above

### **Reading**

Hispanic- 61% Meets or Above

African American- 67% Meets or Above

White- 63% Meets or Above

2 or More Races- 45% Meets or Above

Economically Disadvantaged- 52% 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- 66% met or exceeded their growth target.
- African American- 69%
- Hispanic- 66%
- White- 66%
- 2 or More Races- 55%
- Economically Disadvantaged- 62%

### Math

- All students- 57% met or exceeded their growth target.
- African America- 50%
- Hispanic- 60%
- White- 57%
- 2 or more - 45%
- Economically Disadvantaged- 51%

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

- All 80% Approaches or Higher, 54% Meets or Higher, 23% Masters
- African American- 69% Approaches or Higher, 45% Meets or Higher, and 14% Masters
- Hispanic- 80% Approaches or Higher, 52% Meets or Higher, and 24% Masters
- White- 81% Approaches or Higher, 56% Meets or Higher, and 24% Masters
- Economically Disadvantaged 71% Approaches or Higher, 42% Meets or Higher, and 14% Masters

Categories	Reading Approaches/Meets/ Masters	Math Approaches/Meets/ Masters
All	84%/62%/29%	78%/50%/17%
African American	85%/67%/22%	63%/41%/11%
Hispanic	83%/61%/30%	77%/44%/15%
White	85%/63%/28%	81%/54%/18%
Economically Disadvantaged	77%/52%/20%	70%/38%/9%
2 or More Races	83%/48%/39%	83%/35%/17%

### Student Learning Strengths

- 80% or more of all our students are performing at approaches or above in reading and math
- 54% 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:** 46% 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, Career investigations

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:** 46% 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 2023-2024 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:** 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased understanding of what is expected, which will in turn move more students to meet their expected goal. <b>Staff Responsible for Monitoring:</b> Math and Reading Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 255 Federal Funds - Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will work towards their growth goals by working on their strengths and weaknesses through RTI as well as Progress Watch Groups in order to maximize growth and reduce drop out. <b>Strategy's Expected Result/Impact:</b> Student growth on common assessments, STAAR, as well as IXL data. <b>Staff Responsible for Monitoring:</b> Excel Teachers, Classroom Teachers, and Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May





No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.

**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			
<b>Strategy 1:</b> Clear communication between school and home: Remind 101, information posted on social media, Blackboard, SportsYou, campus website. <b>Strategy's Expected Result/Impact:</b> Parents are informed and are able to use the information to support their child at home. <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>					

**Goal 3:** Ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning.

**Performance Objective 1:** Referrals will decrease by 5%

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Build Relationship and strengthen the school community <b>Staff Responsible for Monitoring:</b> AMS Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> A common understanding of what is expected and decreased referral or behavior incidents. <b>Staff Responsible for Monitoring:</b> Admin Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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
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## 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			

# Plan Notes

CAC Meeting October 6, 2023

Math - GAP is with Economically Disadvantaged, Students are scoring higher in Math than in Reading

There is an achievement gap between white students and all other sub populations

Reading and Math

Issues with learning

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

# Campus Funding Summary

199 State Funds - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
211 Federal Funds - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
255 Federal Funds - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00

# Addendums





**Academy Middle School**  
**Parent and Family Engagement Policy**  
**2024-2025**



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, finals site automated phone calls, emails, text messages and Remind.

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 Mrs. Heise or Mrs. Copeland, AMS counselors. 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](mailto: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 refer to [www.academyisd.net/Domain/257](http://www.academyisd.net/Domain/257).

**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.