

Spring Branch Independent School District

Spring Branch Academy Of Choice

2019-2020 Campus Improvement Plan



Mission Statement

In SBISD, our promise to our entire community is to inspire minds and shape lives by improving academic performance of all students, graduating all high school students, and preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully.

Vision

Academy of Choice will be a premier learning community of proud stakeholders who cultivate academic excellence, share responsibility and challenge each other to continually grow.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the end of the 2018-19 school year, Academy of Choice had an enrollment of 142 students and was open to serve students from across the district. This number excludes students who graduated throughout the school year. Of the 142 students, 86 were high school students and 56 were middle school students. Students are selected through an application process that was changed towards the end of the 2018-19 school year.

At the middle school level, 13% of students are classified as English language learners, 79% received free/reduced lunch, and currently no students are served under Special Education. Demographically, 32 of our middle school students are female and 24 are male, with the following percentages by ethnicity: 68% Hispanic; 18% white, .07% African American, .02% Asian and .05% representing multiple ethnicities.

At the high school level, 16% of students are classified as English language learners, 60% received free/reduced lunch, and .05% are served under Special Education. Demographically, 54 of our high school students are female and 32 are male, with the following percentages by ethnicity: 67% Hispanic, 22% white, .03% African American, .03% Asian and .03% representing multiple ethnicities.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academy of Choice has experienced a decline in enrollment over the past few school years. **Root Cause:** In the past, AOC served a different clientele (primarily students who needed drop-out prevention and credit recovery). With the implementation of the Summit Learning platform, our clientele has changed. However, many other campuses in the district are unclear about what learning looks like at AOC and what students would benefit from it.

Student Academic Achievement

Student Academic Achievement Summary

Students at Academy of Choice learn via the Summit Learning platform, an online learning management system where assignments and projects are housed, and benefit from one-on-one mentoring and collaborative projects. Teachers align this platform to state standards and set rigorous expectations. The majority of our students and both the middle school and high school levels are meeting those expectations on day-to-day assignments. At the middle school level, 81% of students earned As or Bs in their core classes, and 70% earned As and Bs at the high school level. At both levels, these numbers are rising each year.

Compass data indicates that 71% of our middle school students demonstrate post-secondary readiness, an increase of 21% over the previous school year. At the high school level, only 5% of students in the 2018-19 school year demonstrates post-secondary readiness. However, as the school enters its first year with all grades, 6th-12th, on the Summit Learning platform, we anticipate the percentage of high school students demonstrating post-secondary readiness will increase dramatically.

With regards to MAP data, AOC middle students experienced gains in both reading and math. 57% of students met projected growth targets in math, and 53% met projected growth targets in reading, an increase of 8 points in math and 3 points in reading.

Student Academic Achievement Strengths

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At the high school level, only 5% of students demonstrated post-secondary readiness. **Root Cause:** Until the end of this school year, the campus had not identified and targeted indicators that would demonstrate post-secondary readiness.

School Processes & Programs

School Processes & Programs Summary

Academy of Choice students are selected through an application process. Students can apply online or by picking up a paper application from the front office. Students are required to provide a transcript and write a statement addressing why they feel that AOC will be the right fit for them. Attendance, discipline history and transcripts are reviewed. If there are egregious issues with attendance or discipline, students may be asked to come in to meet with administration to explain themselves.

Academy of Choice currently has 24 highly qualified teachers on staff, including core classes, electives and SPED. We offer both academic and advanced (AP) level courses through the Summit Learning platform that are taught on an A/B day schedule. We also offer fine arts and performing arts classes, including art, glass fusion, dance, theater and music. High school students are eligible to participate in UIL activities at their zoned campus, if scheduling permits.

Teachers are allotted time to meet by grade level and content area. Next school year, professional development and support will be provided to implement a more formal approach to professional learning communities.

School Processes & Programs Strengths

Perceptions

Perceptions Summary

According to Panorama data from the 2018-2019 school year, 46% of middle school students and 51% of high school students responded favorably to questions related to school belonging, which is a slight increase over last year. Feedback from parents via Panorama was limited, but the response received was very favorable and an improvement over past school years.

Perceptions Strengths

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.




Performance Objective 1: By June of 2020, Academy of Choice students will meet or exceed the following growth expectations on MAP -- 65% for math and 60% for reading.








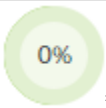

2018-19: Reading - 53% met CGI; Math - 57 % met CGI

2017-18: Reading - 50% met CGI; Math - 49 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Build a foundation of reading and math based on the following ongoing (and required) professional development opportunities: 1) ELL/bilingual department representation at PLC meetings 2) coordination with district-level math and reading personnel to provide assistance with intervention strategies 3) outside professional development, including, but not limited to, Solution Tree 4) instructional support on alignment to ensure that the Summit's common core approach is successfully translated into TEKS and coordinates with the district framework	Principal Assistant Principal Instructional Specialist	an increase in student growth as determined by MAP	 10%	 40%	 40%
Funding Sources: 199 PIC 11 - Instructional Services - 10000.00, 199 PIC 99 - Undistributed - 5000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
2) Students will participate in analysis of their own BOY and MOY MAP scores, including subsequent goal-setting and ongoing review. The analysis and goals will be incorporated into student-led conferences and should connect with goal-setting students' teacher mentors.	Principal Assistant Principal Teachers	increased student and parent awareness and student ownership of MAP data			
	Funding Sources: 199 PIC 99 - Undistributed - 1000.00				
3) Create a stronger intervention system for students showing gaps and/or falling behind. This system could include better use of "PLT" time at the end of each day, after school tutorials (including transportation), and incentives.	Principal Assistant Principal Counselors Teachers Instructional Specialist	closing learning gaps and increasing student growth			
	Funding Sources: 199 PIC 26 - AEP Services - 20000.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 2: By August 2020, at least 25% of Academy of Choice graduating seniors will enroll in a post-secondary institution (4-year or 2-year).

According to National Student Clearinghouse Data, previous year enrollment is as follows:

2018-19 -- 11% (3% at 4-year institutions and 8% at 2-year institutions)







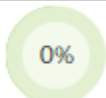


2017-18 -- 24% (4% at 4-year institutions and 20% at 2-year institutions)




Evaluation Data Source(s) 2: According to National Student Clearinghouse Data, previous year enrollment is as follows:

2018 -- 11% (3% at 4-year institutions and 8% at 2-year institutions)

2017 -- 24% (4% at 4-year institutions and 20% at 2-year institutions)

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy TEA Priorities Connect high school to career and college 1) Continue college field trips to create academic experiences, including community and technical schools.	Principal Counselors	Increased awareness of post-secondary options			
Comprehensive Support Strategy TEA Priorities Connect high school to career and college 2) Increased focus on Naviance and post-secondary counseling	Counselors	Increased awareness of post-secondary options			
Comprehensive Support Strategy TEA Priorities Connect high school to career and college 3) After-school SAT/ACT prep program	Principal Teachers	Assisting students with better test preparation (and subsequently better results) in order to get into college			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
	 = Accomplished  = No Progress  = Discontinue				

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, 60% of Academy of Choice middle school and high school students will respond favorably to questions related to "school belonging" on the Panorama survey.

Middle School

2018-19: School Belonging - 46%

2017-18: School belonging -38%










High School




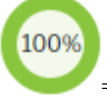


2018-19: School Belonging - 51%

2017-18: School belonging -49%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) A "student advisory board" will be created with representation from each grade level. This board will meet with administration monthly to discuss current student concerns and input related to school connectedness. The board will also help design and implement a series of school-wide events organized to increase school belonging.	Principal	increased and meaningful feedback that will help improve student connectedness			
	Funding Sources: 199 PIC 99 - Undistributed - 15550.00				
2) All students will participate in back-to-school inclusion activities on the first two days of school.	Principal	increased student connectedness			
	Assistant Principal				
	Counselors				
Funding Sources: 199 PIC 26 - AEP Services - 3000.00					
3) We will create a school-wide book club each six weeks, in which books are purchased for participating students and discussion groups are held.	Librarian	increased student connectedness			
	Funding Sources: 199 PIC 26 - AEP Services - 2500.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) Increase emphasis on community service projects within the school day, possibly in conjunction with NHS	Counselors NHS sponsor	increased student connectedness			
	Funding Sources: 199 PIC 99 - Undistributed - 5000.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 3: In order to achieve T-2-4, students will demonstrate college-ready performance.

Performance Objective 1: By June 2020, Academy of Choice high school will increase its post-secondary readiness to at least 50%, and Academy of Choice middle school will increase to 80%.

High School

2018-19: 5% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 1% performed at post-secondary readiness levels as defined by SBISD Measures of Success

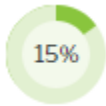
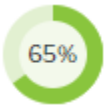
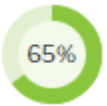
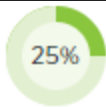





Middle School:




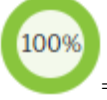


2018-19: 29% performed at post-secondary readiness levels on MAP and/or STAAR and/or and/or PSAT

2017-18: 50% performed at post-secondary readiness levels on MAP and/or STAAR and/or PSAT

Evaluation Data Source(s) 1: As defined SBISD Measures of Success and accessed via Compass

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Instructional Framework -- on a school-wide basis we will work to ensure that the Summit platform aligns with TEKS and district framework, along with being representative of district core values and goals. This effort will require ongoing professional development and support (including resources) for teachers.	Principal	increased student growth as determined by MAP, STAAR and overall post-secondary readiness			
	Assistant Principal Instructional Specialist				
Funding Sources: 199 PIC 26 - AEP Services - 30000.00					
2) Collective Greatness / Collaborative Spirit -- We will start and support a PLC culture on our campus, and PLCs will become the primary vehicle for staff development, including a one-day Solution Tree event prior to school starting and ongoing support from Solution Tree staff, resources and administrative involvement and support of the PLC process.	Principal	increased teacher efficacy; a guaranteed, viable curriculum; greater emphasis on systematic data analysis			
	Assistant Principal Teachers				
Funding Sources: 199 PIC 26 - AEP Services - 10000.00					
3) Every Child -- We will begin a more systematic approach to intervention and a more collaborative RtI process on campus to ensure that every child is being effectively reached.	Principal	increased student growth and achievement as determined by MAP and STAAR			
	Assistant Principal Counselors Teachers				
Funding Sources: 199 PIC 26 - AEP Services - 10000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) Increase the opportunity for SAT/ACT prep, both during the school day and after school	Counselors	increased college-ready performance			
	Funding Sources: 199 PIC 26 - AEP Services - 10000.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, AOC will close existing gaps in postsecondary readiness by at least 5% between Eco-Dis/Non-Eco Dis while all performance improves.

2018-19: Eco-Dis 20%; non- Eco-Dis 50%

2017-18: Eco-Dis 50%; non- Eco-Dis 50%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective




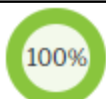


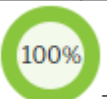
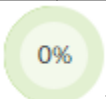

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) professional development to address areas that data indicates needs strengthening, specifically ELA	Principal	increased teacher efficacy to close achievement gaps			
	Assistant Principal				
	Instructional Specialist				
Funding Sources: 199 PIC 24 - At Risk - 13500.00					
2) Intervention and tutorials (including transportation and resources) will be provided to students who have been identified as needing additional support based on data assessment	Principal	closing performance gaps			
	Assistant Principal				
Funding Sources: 199 PIC 26 - AEP Services - 15000.00, 199 PIC 24 - At Risk - 11000.00					
3) Create opportunities for students to take educational experience trips	Principal	greater exposure for students who may not have the opportunities otherwise			
	Assistant Principal				
	Teachers				
Funding Sources: 199 PIC 26 - AEP Services - 10000.00, 199 PIC 99 - Undistributed - 5550.00					
= Accomplished = No Progress = Discontinue					

Goal 5: To remain in compliance with federal and state law

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Effectively monitor students who are identified as SPED, LEP, 504, etc.	Principal Assistant Principal Counselor Teachers	compliance with federal and state laws			
2) Offer additional training and support to staff members who need clarification on applicable federal or state laws	Principal	compliance with federal and state laws			
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Continue college field trips to create academic experiences, including community and technical schools.
1	2	2	Increased focus on Naviance and post-secondary counseling
1	2	3	After-school SAT/ACT prep program

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$-2,000.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$935.00
+/- Difference					\$935.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$13,500.00
4	1	2			\$11,000.00
Sub-Total					\$24,500.00
Budgeted Fund Source Amount					\$13,500.00
+/- Difference					\$-11,000.00
199 PIC 26 - AEP Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$20,000.00
2	1	2			\$3,000.00

199 PIC 26 - AEP Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$2,500.00
3	1	1			\$30,000.00
3	1	2			\$10,000.00
3	1	3			\$10,000.00
3	1	4			\$10,000.00
4	1	2			\$15,000.00
4	1	3			\$10,000.00
Sub-Total					\$110,500.00
Budgeted Fund Source Amount					\$67,500.00
+/- Difference					\$-43,000.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$1,000.00
2	1	1			\$15,550.00
2	1	4			\$5,000.00
4	1	3			\$5,550.00
Sub-Total					\$32,100.00
Budgeted Fund Source Amount					\$15,550.00
+/- Difference					\$-16,550.00
Grand Total					\$177,100.00