

Aransas Pass Independent School District

A.C. Blunt Middle School

2022-2023 Campus Improvement Plan

Aransas Pass ISD 2022-23 Vision:
APISD will provide the opportunity for academic success for all by utilizing the Panther Pathways Learning Framework with identified instructional strategies.

Our standard of excellence: PANTHER PATHWAY
The Educator leads Learners to Ignite, Reflect, Apply, Explore
The Learner Collaborates, Communicates, Demonstrates Forward Thinking, and Exhibits Work Ethic

Our Supporting Pillars:

- Strong instructional practices:** Fundamental Five
- Strong materials:** TEKS Resource, Eureka/ Carnegie
- Strong learning personalization:** Blended Learning, Station Rotations, and Effective Technology
- Strong intervention:** High-Impact Tutoring
- Strong support:** Instructional Coaching, PLCs

Our foundation: Socioemotional learning & Safety

Mission Statement

We believe that our school district is a catalyst in our community. It is our mission to encourage, motivate, nurture, and inspire everyone through commitment to academic excellence.

Vision

APISD will provide the opportunity for academic success for all by utilizing the Panther Pathway Learning Framework with identified instructional strategies.

Call to Action

All students will excel in an ever changing tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Population and Demographics - AC Blunt

	2020-2021		2021-2022	
	Count	%	Count	%
Student Total	353		368	
Gender				
Female	167	47.3%	163	44.3%
Male	186	52.7%	205	55.7%
Ethnicity				
Hispanic-Latino	217	61.5%	229	62.2%
Race				
American Indian - Alaskan Native	2	0.6%	2	0.5%
Asian	2	0.6%	2	0.5%
Black - African America	8	2.3%	10	2.7%
Native Hawaiian - Pacific Islander	1	0.3%	0	0.0%
White	117	33.1%	116	31.5%
Two-or-More	6	1.7%	9	2.5%
Student Programs				
Dyslexia	17	4.8%	18	4.9%
Gifted and Talented	14	4.0%	13	3.5%
Section 504	24	6.8%	33	9.0%
Special Education	37	10.5%	42	11.4%
Emergent Bilingual	24	6.8%	27	7.3%
English as a Second Language	16	4.5%	26	7.1%
Title 1 Part A	353	100.0%	368	100.0%
Student Indicators				
At-Risk	173	49.0%	150	40.8%
Foster Care	4	1.1%	5	1.4%
Immigrant	4	1.1%	3	0.8%
Intervention Indicator	6	1.7%	12	3.3%

Student Population and Demographics - AC Blunt

Migrant	0	0.0%	0	0.0%
Military Connected	2	0.6%	2	0.5%
Transfer in Students	16	4.5%	16	4.3%
Economically Disadvantaged	265	75.1%	278	75.5%
Free Meals	186	52.7%	206	56.0%
Reduced-Price Meals	0	0.0%	1	0.3%
Other Economically Disadvantaged	79	22.4%	71	19.3%
Homeless Status	13	3.7%	11	3.0%
Student Mobility	52	13.8%		
Staff Information				
Administrative Support	4	10.8%	4	10.8%
Teacher	27	73.0%	26	70.3%
Education Aide	6	16.2%	7	18.9%
Auxiliary	0	0.0%	0	0.0%
Number of Students per Teacher	14.5			
Attendance				
First Six Weeks		98.8%		88.2%
Second Six Weeks		95.3%		94.4%
Third Six Weeks		93.1%		94.7%
Fourth Six Weeks		91.6%		86.8%
Fifth Six Weeks		92.1%		92.2%
Sixth Six Weeks		92.1%		93.5%
Discipline				
First Six Weeks	1	0.3%	47	7.6%
Second Six Weeks	29	5.5%	90	12.2%
Third Six Weeks	20	4.6%	51	7.7%
Fourth Six Weeks	21	5.0%	48	7.4%
Fifth Six Weeks	55	10.8%	72	11.6%
Sixth Six Weeks	49	10.3%	55	10.6%

Student Learning

Student Learning Summary

Accountability Summary - AC Blunt

	2021	2022
STAAR Performance		
Approaches Grade Level	62%	67%
Meet Grade Level	28%	35%
Masters Grade Level	9%	17%
Component Score	33	40
School Progress		
Academic Growth	NA	64
Relative Performance	33	40
Closing the Gaps		
Academic Achievement	13%	50%
Growth Status	NA	56%
English Language Proficiency Status	NA	100%
Student Success Status	0%	11%
Component Score		54

STAAR Accountability Data - AC Blunt

Standard	All Students		Hispanic		White		Econ Disadv		EL (Current & Monitored)		Special Ed (Current)		Continuously Enrolled		Non-Continuously Enrolled	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
ELA/Reading																
Approaches GL Standard or Above	69%	79%	69%	80%	69%	77%	68%	77%	67%	72%	34%	67%	69%	83%	69%	72%
Meets GL Standard or Above	35%	52%	34%	51%	38%	54%	33%	48%	25%	41%	25%	50%	35%	53%	36%	50%
Masters GL Standard	13%	28%	13%	26%	13%	31%	13%	25%	8%	19%	6%	23%	13%	28%	13%	27%
Mathematics																
Approaches GL Standard or Above	60%	61%	57%	62%	63%	61%	56%	60%	69%	56%	32%	57%	62%	62%	55%	59%
Meets GL Standard or Above	22%	21%	22%	22%	23%	20%	20%	20%	22%	25%	19%	43%	22%	22%	21%	19%
Masters GL Standard	7%	7%	5%	6%	10%	10%	6%	7%	3%	9%	10%	30%	7%	9%	5%	2%
Science																
Approaches GL Standard or Above	70%	72%	63%	69%	79%	81%	67%	71%	54%	75%	50%	55%	70%	78%	71%	59%
Meets GL Standard or Above	44%	38%	38%	41%	58%	36%	36%	37%	38%	42%	17%	36%	42%	46%	47%	23%
Masters GL Standard	22%	18%	18%	16%	30%	22%	19%	17%	23%	17%	8%	27%	27%	22%	15%	10%
Social Studies																
Approaches GL Standard or Above	47%	44%	45%	45%	52%	47%	42%	42%	46%	42%	25%	36%	42%	51%	56%	31%
Meets GL Standard or Above	15%	19%	9%	16%	24%	28%	12%	18%	8%	17%	8%	36%	13%	23%	18%	13%
Masters GL Standard	1%	12%	0%	8%	3%	19%	1%	10%	0%	8%	0%	27%	2%	13%	0%	10%
All Subjects																
Approaches GL Standard or Above	62%	67%	60%	67%	65%	67%	60%	65%	61%	63%	35%	57%	63%	70%	61%	60%
Meets GL Standard or Above	28%	35%	27%	34%	32%	36%	26%	32%	22%	32%	20%	44%	27%	37%	29%	30%
Masters GL Standard	9%	17%	8%	15%	12%	21%	9%	15%	7%	14%	6%	27%	10%	18%	8%	13%

Student Learning Strengths

Reading performance was higher across the board for all grades and sub-pops.

8th Grade Science performance was higher for all sub-pops

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math performance was down for All Students and most sub-pops in 7th Grade. Math performance for the campus as a whole showed little to no growth **Root Cause:** Gaps created due to instructional time lost during COVID have been difficult to close.

School Processes & Programs

School Processes & Programs Summary

We have partnered with Ed Direction and meet with them regularly to discuss progress toward achieving goals and set new ones.

Professional Development opportunities are provided to facilitate the use of Blended Learning and Fundamental 5 Strategies as well as data disaggregation

Scheduling has been focused on providing remediation and intervention opportunities for all students in order to close learning gaps in Math.

Continuation of one-to-one Chromebook initiative

We have added IXL for all tested subject to provide an additional tool for teachers to use for remediation and skill acquisition.

School Processes & Programs Strengths

Scheduling has been focused on providing remediation and intervention opportunities for all students in order to close learning gaps in Math and Reading.

Incorporation WIN Time and outside tutors have significantly increased the amount of time that can be spent on individual remediation of Math and Reading skills.

Priority Problem Statements

Problem Statement 1: Math performance was down for All Students and most sub-pops in 7th Grade. Math performance for the campus as a whole showed little to no growth

Root Cause 1: Gaps created due to instructional time lost during COVID have been difficult to close.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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

Employee Data

- Teacher/Student Ratio
- Campus leadership data

Goals





Revised/Approved: October 25, 2022

Goal 1: By implementing Carnegie Math and support teachers with classroom walkthroughs and instructional coaching, 6th-8th Math Meets % will increase to meet or exceed the state average on Interim Assessments and STAAR by the end of the 2022-2023 school year.

Performance Objective 1: Deliver campus PD Math Curriculum / Instructional walkthroughs

High Priority





Evaluation Data Sources: Carnegie Curriculum in place by start of school.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide continuing Professional Development on Carnegie for all 6th-8th grade math teachers on District PD Days. Strategy's Expected Result/Impact: Improved implementation of new Carnegie curriculum. Staff Responsible for Monitoring: Campus Admin District Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All math teachers will attend individual weekly planning meetings with District Math Specialist. Strategy's Expected Result/Impact: Individualized content support and planning leading to improved instructional practices in the classroom Staff Responsible for Monitoring: District Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By implementing Carnegie Math and support teachers with classroom walkthroughs and instructional coaching, 6th-8th Math Meets % will increase to meet or exceed the state average on Interim Assessments and STAAR by the end of the 2022-2023 school year.

Performance Objective 2: Conduct walkthroughs(8/week)and coaching conversations(2/6Wks)





Evaluation Data Sources: TTESS Documentation-APISD Walk Through Form

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a Walkthrough Calendar to facilitate planning of regular walkthroughs</p> <p>Strategy's Expected Result/Impact: 100% of teachers will have at least 2 documented walkthroughs each semester</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By implementing Carnegie Math and support teachers with classroom walkthroughs and instructional coaching, 6th-8th Math Meets % will increase to meet or exceed the state average on Interim Assessments and STAAR by the end of the 2022-2023 school year.

Performance Objective 3: Launch tutoring program that incorporates a high-impact tutoring program as well as the new Carnegie math curriculum





Evaluation Data Sources: HB 4545 Intervention Logs
Classroom Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a WIN Schedule that allows our Math Tutor to pull Tier 3 students for small group remediation weekly</p> <p>Strategy's Expected Result/Impact: Pre existing gaps in learning will closed leading to improved academic performance for Tier 3 students</p> <p>Staff Responsible for Monitoring: Campus Administration Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: By implementing Carnegie Math and support teachers with classroom walkthroughs and instructional coaching, 6th-8th Math Meets % will increase to meet or exceed the state average on Interim Assessments and STAAR by the end of the 2022-2023 school year.

Performance Objective 4: Continued Carnegie Development Trainings/PLC Conversations with Math Instructional Coach





Evaluation Data Sources: PLC Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide continuing Professional Development on Carnegie for all 6th-8th grade math teachers on District PD Days. Strategy's Expected Result/Impact: Improved implementation of new Carnegie curriculum. Staff Responsible for Monitoring: Campus Admin District Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All math teachers will attend individual weekly planning meetings with District Math Specialist. Strategy's Expected Result/Impact: Individualized content support and planning leading to improved instructional practices in the classroom Staff Responsible for Monitoring: District Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By implementing the Panther Pathways, BL and Fundamental 5 and support teachers with classroom walkthroughs and instructional coaching, our meets% will increase to meet or exceed the state averages, for all tested subjects and grade levels.

Performance Objective 1: Conduct campus learning walks to observe Blended Learning Strategies, Fundamental 5 Strategies





Evaluation Data Sources: Peer Walk Through Forms

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create Campus Learning Walk calendar to facilitate implementation for all core staff</p> <p>Strategy's Expected Result/Impact: proliferation of effective instructional strategies for all teachers</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By implementing the Panther Pathways, BL and Fundamental 5 and support teachers with classroom walkthroughs and instructional coaching, our meets% will increase to meet or exceed the state averages, for all tested subjects and grade levels.

Performance Objective 2: Conduct walkthroughs(8/week)and coaching conversations(2/6Wks)

Evaluation Data Sources: TTESS Documentation-APISD Walk Through Form

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a Walkthrough Calendar to facilitate planning of regular walkthroughs</p> <p>Strategy's Expected Result/Impact: 100% of teachers will have at least 2 documented walkthroughs each semester</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: By implementing the Panther Pathways, BL and Fundamental 5, and providing support to teachers through classroom walkthroughs and instructional coaching, disruptive behaviors will decline, leading to a reduction in office referrals as compared to the previous year.

Performance Objective 1: Conduct Beginning of Year PD on Classroom Management, Office Referral Procedures





Evaluation Data Sources: PD Agendas

Goal 4: By building on a foundation of Socioemotional learning and safety for all students, attendance will meet or exceed 95% and academic performance will improve leading to an increase in Meets% to meet or exceed the state averages for all tested subjects and grade levels.

Performance Objective 1: Implementation of Character Strong Lessons weekly through WIN Time for all students.

High Priority

Evaluation Data Sources: WIN Lesson Plans from designated teachers and Counselor reflecting Character Strong Lessons.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Character Strong Lessons to the technology lab for each grade levels WIN Rotation and implement one Character Strong Lesson per week for all students</p> <p>Strategy's Expected Result/Impact: improved socioemotional health among students</p> <p>Staff Responsible for Monitoring: Counseleor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: By building on a foundation of Socioemotional learning and safety for all students, attendance will meet or exceed 95% and academic performance will improve leading to an increase in Meets% to meet or exceed the state averages for all tested subjects and grade levels.

Performance Objective 2: Addition of an At Risk Liason, to address attendance and academic concerns, as well as develop social and communication skills through small group meetings with targeted groups.

High Priority

Evaluation Data Sources: Truancy Prevention Measures and attendance rates.
Student grading performance reports