Aransas Pass Independent School District

Aransas Pass High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

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 Pahtways Learning Framework with identified instructional strategies.

Value Statement

All students will excel in an ever changing tomorrow.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Population and Demographics - HS

	2020-2021		2021-2022	
	Count	%	Count	%
Student Total	505		476	
Gender				
Female	266	52.7%	249	52.3%
Male	239	47.3%	227	47.7%
Ethnicity				
Hispanic-Latino	346	68.5%	327	68.7%
Race				
American Indian - Alaskan Native	2	0.4%	1	0.2%
Asian	0	0.0%	2	0.4%
Black - African America	4	0.8%	2	0.4%
Native Hawaiian - Pacific Islander	1	0.2%	1	0.2%
White	138	27.3%	135	28.4%
Two-or-More	14	2.8%	8	1.7%
Student Programs				
Dyslexia	26	5.2%	27	5.7%
Gifted and Talented	14	2.8%	10	2.1%
Section 504	39	7.7%	40	8.4%
Special Education	43	8.5%	45	9.5%
Emergent Bilingual	27	5.4%	35	7.4%
English as a Second Language	20	4.0%	21	4.4%
Title 1 Part A	505	100.0%	476	100.0%
Student Indicators				
At-Risk	296	58.6%	264	55.5%
Foster Care	1	0.2%	2	0.4%
Immigrant	5	1.0%	7	1.5%
Intervention Indicator	26	5.2%	23	4.8%

Student Population and Demographics - HS

Migrant	0	0.0%	0	0.0%
Military Connected	5	1.0%	4	0.8%
Tranfer in Students	42	8.3%	49	10.3%
Economically Disadvantaged	360	71.3%	344	72.3%
Free Meals	244	48.3%	237	49.8%
Reduced-Price Meals	0	0.0%	0	0.0%
Other Economically Disadvantaged	116	23.0%	107	22.5%
Homeless Status	6	1.2%	11	2.3%
Student Mobility	71	13.9%		
Staff Information				
Administrative Support	7	11.7%	9	14.3%
Teacher	45	75.0%	45	71.4%
Education Aide	8	13.3%	9	14.3%
Auxiliary	0	0.0%	0	0.0%
Number of Students per Teacher	12.9			
Attendance				
First Six Weeks		95.2%		89.2%
Second Six Weeks		93.0%		91.1%
Third Six Weeks		90.8%		92.0%
Fourth Six Weeks		91.3%		86.1%
Fifth Six Weeks		90.7%		92.0%
Sixth Six Weeks		90.2%		91.8%
Discipline				
First Six Weeks	5	0.8%	53	8.2%
Second Six Weeks	45	4.5%	108	14.3%
Third Six Weeks	53	4.8%	75	10.2%
Fourth Six Weeks	34	4.5%	99	12.5%
Fifth Six Weeks	96	9.0%	102	10.9%
Sixth Six Weeks	78	9.2%	86	12.1%
Graduation Rate				
4-Year Graduation Rate (Gr 9-12)	105	99.1%	101	98.1%
Annual Dropout Rate (Gr 9-12)	3	0.6%	4	0.7%
College, Career and Military Readiness				
Total Credit for CCMR Criteria	37	34%	30	29%
Texas Success Initiative (TSI)	25	23%	16	16%

Student Population and Demographics - HS

TSI - ELA/Reading	45	41%	29	28%
TSI - Mathematics	29	27%	21	21%
Dual Course Credits	17	16%	15	15%
Industry-Based Certifications	16	15%	16	16%

STAAR EOC US History Approaches 96%, Meets 75%, Masters 38%

STAAR EOC Algrebra Approaches 88%, Meets 58%, Masters 33%

STAAR EOC Biology Approaches 87%, Meets 47%, Masters 12%

STAAR EOC English 1 Approaches 63%, Meets 41%, Masters 5%

STAAR EOC English 2 Approaches 75%, Meets 53%, Masters 3%

Demographics Strengths

98.1% graduation rate

.7% dropout rate

12.9 number of students per teacher

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Attendance is lower that district goal of 94%. **Root Cause:** Students and families not understanding the importance attendance play in academic success.

Student Learning

Student Learning Summary

STAAR Accountability Data - High School

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	61%	72%	61%	72%	60%	70%	57%	69%	53%	48%	32%	38%	65%	74%	54%	68%
Meets GL Standard or Above	43%	45%	42%	47%	44%	41%	39%	41%	24%	27%	18%	21%	44%	46%	42%	43%
Masters GL Standard	4%	5%	4%	4%	3%	7%	2%	4%	6%	0%	5%	13%	4%	6%	3%	2%
Mathematics																
Approaches GL Standard or Above	68%	83%	64%	81%	81%	87%	64%	84%	53%	83%	20%	63%	72%	81%	60%	88%
Meets GL Standard or Above	39%	48%	37%	47%	43%	48%	35%	45%	13%	42%	20%	38%	41%	50%	35%	44%
Masters GL Standard	10%	23%	12%	23%	0%	23%	7%	20%	13%	25%	0%	13%	9%	21%	10%	27%
Science																
Approaches GL Standard or Above	71%	86%	67%	86%	81%	84%	69%	84%	50%	82%	55%	50%	74%	91%	67%	65%
Meets GL Standard or Above	30%	44%	24%	40%	41%	53%	28%	41%	8%	41%	27%	33%	29%	45%	33%	39%
Masters GL Standard	4%	12%	3%	10%	6%	16%	3%	11%	0%	6%	0%	33%	5%	13%	3%	9%
Social Studies																
Approaches GL Standard or Above	90%	92%	87%	91%	97%	94%	89%	90%	64%	88%	86%	57%	92%	94%	85%	84%
Meets GL Standard or Above	77%	67%	71%	63%	89%	79%	72%	60%	43%	18%	57%	14%	82%	67%	64%	69%
Masters GL Standard	49%	34%	41%	28%	69%	50%	47%	27%	21%	0%	0%	0%	51%	34%	42%	34%
All Subjects																
Approaches GL Standard or Above	70%	81%	68%	81%	75%	80%	67%	79%	55%	70%	40%	49%	74%	83%	62%	75%
Meets GL Standard or Above	47%	50%	43%	49%	53%	52%	43%	46%	23%	30%	25%	26%	49%	51%	42%	47%
Masters GL Standard	14%	16%	12%	14%	18%	20%	12%	13%	9%	5%	2%	13%	15%	16%	10%	14%

Accountability Summary - HS

Accountability Summary - HS

	2021	2022
STAAR Performance		
Approaches Grade Level	70%	81%
Meet Grade Level	47%	50%
Masters Grade Level	14%	16%
Component Score	44	49
College, Career and Military Readiness		
Total credit for CCMR criteria	34%	29%
Texas Success Initiative (TSI)	23%	16%
TSI - ELA/Reading	41%	28%
TSI - Mathematics	27%	21%
Dual Course Credits	16%	15%
Industry-Based Certifications	15%	16%
Graduation Rate		
4-Year Graduation Rate (Gr 9-12)	99.1%	98.1%
Annual Dropout Rate (Gr 9-12)	0.6%	0.7%
School Progress		
Academic Growth	NA	77
Relative Performance	39	39
Closing the Gaps		
Academic Achievement	25%	71%
Graduation Status	100%	75%
English Language Proficiency Status	NA	0%
School Quality Status	0%	0%
Component Score		43

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student percentage in meets and masters for Biology and English is below the state average. **Root Cause:** The focus has been on only the student passing rate.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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 End-of-Course current and longitudinal results, including all versions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

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

Goal 1: 100% of teachers will implement Fundamental Five instructional strategies (through campus training, providing the book to faculty, and incorporating PLC's) that will improve classroom engagement (of 50% based on walkthroughs) through collaboration, purposeful talk, and strong management expectations in the classroom and hallways by the end of the 2022-2023 school year.

Performance Objective 1: Purchase "Revisiting the Fundamental Five" for stall to study and implement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Find vendor, price and budget for book; order and await delivery	**Formative**		
Strategy's Expected Result/Impact: Improved teaching strategies in the classroom	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 1: 100% of teachers will implement Fundamental Five instructional strategies (through campus training, providing the book to faculty, and incorporating PLC's) that will improve classroom engagement (of 50% based on walkthroughs) through collaboration, purposeful talk, and strong management expectations in the classroom and hallways by the end of the 2022-2023 school year.

Performance Objective 2: PLC will focus on the books study, "Revisiting the Fundamental Five".

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC calendar set with breakdown of reading assignments.	**Formative**		
Strategy's Expected Result/Impact: By breaking down the reading into manageable parts, teachers will have time to implement sections that have been read and adjust within their classrooms as well as discuss what is working and how they can help each other.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: 100% of teachers will implement Fundamental Five instructional strategies (through campus training, providing the book to faculty, and incorporating PLC's) that will improve classroom engagement (of 50% based on walkthroughs) through collaboration, purposeful talk, and strong management expectations in the classroom and hallways by the end of the 2022-2023 school year.

Performance Objective 3: Teachers will implement the Fundamental Five as evidence by walkthroughs and classroom engagement.

Strategy 1 Details				Formative Reviews		
Strategy 1: Walkthroughs and lesson plans will be used to assess the use of Fundamental Five.				**Formative**		
Strategy's Expected Result/Impact: Student engagement will increase and will be evidenced with walkthroughs and through activities/assignments in lesson plans.				**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				0%		

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

Goal 2: English I scores will increase by 15% on average, or exceed state percentages, in approaches, meets, and masters to meet for the 2022 - 2023 school year by implementing vertical alignment within the first six weeks between 8th and 9th grade teachers, ESC support, and tutorial classes for ESL.

Performance Objective 1: English teacher will vertically align from middle school to high school.

Strategy 1 Details	Formative Reviews		
Strategy 1: Inservice training planned for all English teachers in August 2022. Planning time for English department to collaborate.	**Formative**		
Strategy's Expected Result/Impact: Curriculum planning aligns and allows for smooth transition from grade levels. Students receive grade level instruction.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Asst principal/ English Dept Head/ English Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		

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

Goal 2: English I scores will increase by 15% on average, or exceed state percentages, in approaches, meets, and masters to meet for the 2022 - 2023 school year by implementing vertical alignment within the first six weeks between 8th and 9th grade teachers, ESC support, and tutorial classes for ESL.

Performance Objective 2: Teachers will be trained in the STAAR Redesign.

Strategy 1 Details			Formative Reviews		
Strategy 1: Inservice training in August 2022			**Formative**		
Strategy's Expected Result/Impact: English Teachers given insight in how the new STAAR test will be structured so our students will have a better chance at success on the April 2023 test. **Staff Responsible for Monitoring:** Asst. Principal/ English Dept Head/ English Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			**Feb**	**Apr**	**June**
			0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: English I scores will increase by 15% on average, or exceed state percentages, in approaches, meets, and masters to meet for the 2022 - 2023 school year by implementing vertical alignment within the first six weeks between 8th and 9th grade teachers, ESC support, and tutorial classes for ESL.

Performance Objective 3: Education Service Center will train English teachers to improve student writing skills.

Strategy 1 Details			Formative Reviews		
Strategy 1: Inservice August 2022			**Formative**		
Strategy's Expected Result/Impact: Teacher confidence will increase, therefore, student success in writing will increase.			**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Asst. Principal/ English Dept Head/ English Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			0%		
0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue		

Goal 2: English I scores will increase by 15% on average, or exceed state percentages, in approaches, meets, and masters to meet for the 2022 - 2023 school year by implementing vertical alignment within the first six weeks between 8th and 9th grade teachers, ESC support, and tutorial classes for ESL.

Performance Objective 4: English teachers will conduct beginning of the year assessment to help plan student growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: English teachers to collaborate to set a date; monitor test, and disaggregate results.	**Formative**		
Strategy's Expected Result/Impact: Teachers will have a better understanding of the level of students after testing is complete and can inform instruction with clearer focus.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Asst. Principal/ English Dept Head/ English Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: If we utilize instructional strategies, provide STAAR redesign PD, and focus on data analysis on low performing standards for those who met the approaches level...then meet and masters percentage in all EOC exams will meet or exceed state percentages in the 2022-2023 school year.

Performance Objective 1: Provide STAAR Redesign training.

Strategy 1 Details	Formative Reviews		
Strategy 1: Train faculty on STAAR Redesign from ESC -2 in all areas.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be better informed of the changes to the new EOC.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal/Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: If we utilize instructional strategies, provide STAAR redesign PD, and focus on data analysis on low performing standards for those who met the approaches level...then meet and masters percentage in all EOC exams will meet or exceed state percentages in the 2022-2023 school year.

Performance Objective 2: Implement Fundamental Five strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Through walkthroughs, PLC meetings, spiral lowest TEKS on Six Weeks tests, before/after school tutoring.	**Formative**		
Strategy's Expected Result/Impact: Encouragement of students through these methods should continue to build capacity in our students to meet this goal.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All EOC teachers, all teachers, principal, and asst. principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 3: If we utilize instructional strategies, provide STAAR redesign PD, and focus on data analysis on low performing standards for those who met the approaches level...then meet and masters percentage in all EOC exams will meet or exceed state percentages in the 2022-2023 school year.

Performance Objective 3: Analyze date for the beginning of the year exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: Collect date and compile result to inform instruction and create engaging lesson plans.	**Formative**		
Strategy's Expected Result/Impact: The creation of engaging lesson plans with students excited about being teachers' classrooms and at APHS.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Asst. Principal/ English-Math Dept Heads/ English Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Goal 4: CCMR rating will increase from 16% to 50% by 2023-2024.

Performance Objective 1: Identify which students need CCMR (need certificate, pass TSI, etc)

| Strategy 1 Details			Formative Reviews		
Strategy 1: Get students involved in their own learning by showing them exactly what impacts them in the process.			**Formative**		
Strategy's Expected Result/Impact: More students wanting to complete certifications, pass TSI, finish College Bridge, etc. **Staff Responsible for Monitoring:** Counselors - provide list; CTE director; Principal/Asst. Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			**Feb**	**Apr**	**June**
			0%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 4: CCMR rating will increase from 16% to 50% by 2023-2024.

Performance Objective 2: Enroll students in Texas Bridge Course and/or Edgenuity who have not passed TSI.

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule classes in Junior & Senior level English and Math classes to enroll/provide time to complete; weekly monitoring; reward students who complete	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students who complete will have one of the college acceptance hurdles done **Staff Responsible for Monitoring:** Counselors; CTE Director; Math or English Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%		
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

Goal 4: CCMR rating will increase from 16% to 50% by 2023-2024.

Performance Objective 3: Increase the number of students in Career Pathways.

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit students into pathways starting at Middle School; present Pathways starting at Spring Enrollment meetings	**Formative**		
Strategy's Expected Result/Impact: More students will become enrolled in the programs.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors; CTE director; CTE teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			