

Academy Independent School District

Academy Elementary

2019-2020

Accountability Rating: B

Board Approval Date: January 15, 2020

Public Presentation Date: January 15, 2020

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!

Core Beliefs

Academy ISD

Belief Statements

We believe students are our top priority.

- All of our time, energy and resources should be focused on the primary objective of educating students.

We believe students are capable of high achievement.

- Each student should be held to a higher standard that will encourage growth beyond their current level of performance.

We believe in the value of each employee.

- The role of Educator is of high importance as they are responsible for teaching, mentoring, and encouraging each student.

We believe education is a shared responsibility between students, staff, families, and community.

- · Each part of the system has an equally important and vital role to play.

We believe core academics, character development, extracurricular activities, and career and technology education are crucial components of a well-rounded education.

- · Our education system will focus on all of these areas equally.

We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.

- · Environmental decisions within the district will be based on this belief statement.

We believe all students have equal worth and deserve to be treated with respect and dignity.

- · A diverse environment will prepare students by educating them on the existence and importance of different cultures, opinions and beliefs.

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Comprehensive Needs Assessment

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
- Effective Schools Framework data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: December 10, 2015

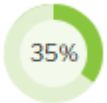
Goal 1: Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.






Performance Objective 1: Students will actively engage in rigorous instruction in order to develop deeper understandings of TEKS objectives.

Evaluation Data Source(s) 1: STAAR reports, lesson plans, benchmarks, T-TESS Walkthroughs/Observations, Common Unit Assessments, Progress monitoring

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Prepare all students to show growth in academic progress, including utilizing small group instruction and RtI strategies to particularly meet the needs of those at risk of not meeting State academic standards.</p>	2.4, 2.5, 2.6	District/Campus Administration Reading Interventionist Classroom Teachers	Increase in student growth and overall academic achievement.	 35%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide timely opportunities for teacher collaboration and professional development in effective lesson planning, knowledge of TEKS, and data digs.</p>	2.4, 2.5, 2.6	District/Campus Administration Reading Interventionist Classroom Teachers	Teachers will initiate conversations on high yield teaching strategies, review of student data, and how to design differentiated instruction to meet student needs in all content areas.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							






Goal 2: Goal 2: AISD community and parents will become a full partner in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.

Performance Objective 1: Improve and increase partnerships with parents, community organizations, and businesses.

Evaluation Data Source(s) 1: District/Campus Administration, Counselor, Classroom Teachers, Parent Volunteers

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Offer campus events and parent conferences during various times to increase parent and student participation at AM/PM tutorials, Open House, Book Fairs, Class Field Trips, and Holiday Parties, along with increased use of social media outlets to publicize education efforts.</p>	2.4, 2.5, 2.6, 3.2	District/Campus Administration Counselor Classroom Teachers Parent Volunteers	Increased parent involvement Improved student attendance Positive School Climate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 3: Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

Performance Objective 1: All students and staff will feel safe, valued, and cared for at Academy Elementary.

Evaluation Data Source(s) 1: Attendance reports
Discipline reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) All faculty and staff wear ID badges while on campus and participate with students in regular safety & security drills to ensure a well-rounded educational experience on campus.	2.5	District/Campus Administration Counselor Classroom Teachers Instructional Aides Office Support Staff	Students will model appropriate behaviors and participate cooperatively with adult instructions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

2019-2020

AISD PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

Academy Elementary School is committed to providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, family, and the community. Everyone gains if the school and home work together to promote high achievement for our children. Parents play an important role, and Academy Elementary School recognizes and encourages parents in the four key roles that they play in their children's learning:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child receive fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The Campus Site-Based Decision Making Committee (SBDM) is composed of parents, community members, business representatives, and campus/district personnel. The SBDM has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments

from meetings, parent-teacher conferences, and other campus events are used in the development and revision of this policy.

Academy Independent School Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, Academy Elementary School has a Parent/Student Compact. This Compact is reviewed each year by SBDM, and it is in the student handbook for the school official, parent and student to sign and return to the home campus. The Compact outlines school, parent, and student responsibilities necessary for effective learning to take place.

Types of Parental Involvement

The Principal and classroom teachers provide opportunities for effective parental and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to build upon relationships to strengthen ties between home and school.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year:

- Academy SBDM Committee
- School Board Meetings
- Annual Title I Meeting
- Parent-Teacher Conferences
- Busy Bees Parent Volunteer Program
- Open House
- Book Fairs
- Academic Field Trips

Questions, concerns, and/or comments may be directed to Mrs. Andrea Chaney, Academy Elementary School Principal, at 254-982-4621.

3.2: Offer flexible number of parent involvement meetings

Fall Parent Conferences on Monday, September 30, 2019.

Title I Annual Meeting on Monday, October 21, 2019.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Andrea Chaney	Principal
Non-classroom Professional	Kelli Schwake	Counselor
Non-classroom Professional	Kaci Kleypas	Reading Interventionist