Academy Independent School District

Academy Elementary

2020-2021 Campus Improvement Plan

Board Approval Date: November 16, 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 **L**ove learning, **E**xcel in All We Do, **A**chieve goals through collaboration, and **D**o What is Right.

LEAD!

Core Beliefs

Academy ISD

Belief Statements

<u>We believe students are our top priority.</u>

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

<u>We believe students are capable of high achievement.</u>

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

<u>We believe in the value of each employee.</u>

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

<u>We believe education is a shared responsibility between students, staff, families, and community.</u>

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy Elementary is a rural campus that serves students in pre-kindergarten through second grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 480 students.

Throughout the 19-20 school year, data from various sources: the district student management system (TeXEIS) and the 2018-2019 & 2019-2020 (when released) TAPR (Texas Academic Performance Report) were used to monitor the academic progress of all student demographics. Academy Elementary has a changing student population, encompassing many cultures and a variety of ethnic groups.

At the time of data information, the 2019-2020 TAPR was not released.

DEMOGRAPHICS	SY 2018-2019	SY 2019-2020
African American	6.7%	%
Hispanic	22.6%	%
White	64.7%	%
Indian	.2%	%
Asian	.7%	%
Pacific Islander	.5%	%
Two or More Races	4.6%	%
Economically Disadvantaged	51.2%	%
At-Risk	44.5%	%
EL	6.7%	%

DEMOGRAPHICS	SY 2018-2019	SY 2019-2020
Gifted and Talented	1.2%	%
Special Education	7.5%	%
Dyslexia	.5%	%
Homeless	18 students	14 students
Mobility (TAPR)	13.9%	
TOTAL STUDENTS		
Attendance Rate	%	%

AVERAGE CLASS SIZE	SY 2018-2019	SY 2019-2020
Pre-K	-	
Kindergarten	-	
First Grade	21.3	
Second Grade	18.2	

Based on feedback from all campus stakeholders, student data results, and research-based instructional strategies the campus identified the strengths and needs for continued growth.

Since Academy Elementary opened in 1974, there have been many teachers and staff who have called Academy Elementary home. Recently, many teachers who worked at AES for their career have retired; thus, the percentage of beginning teachers at AES has increased and now exceeds the district and state average. Teachers and members of the campus leadership team participate in the interview process, which helps in the selection of the most qualified candidates for Academy Elementary. Professionals meet Texas Education Agency certification requirements. Instructional Assistant staff members meet the highly qualified requirements of the Every Student Succeeds Act. The mentor program provides a strong foundation for new teachers to learn and grow. Feedback is provided on a continual basis through the mentor/protege relationships. Our teachers show commitment to continuous learning by attending weekly professional learning communities and professional development throughout the school year.

The 19-20 TAPR (Texas Academic Performance Report) is currently not available; the following information is based upon the

TAPR report for 2018-2019. Our teachers meet the following criteria by years of experience:

Experience	SY 18-19	SY 19-20
Beginning teachers	0%	%
1-5 Yrs experience	43.6%	%
6-10 Yrs Experience	15.8%	%
11-20 Yrs Experience	32.7%	%
Over 20 Yrs Experience	7.9%	%

Our teachers meet the following criteria by certifications:

Teachers: Degrees Held	SY 18-19	SY 19-20
Bachelors	96%	%
Masters	4%	%
Doctorate	0%	%

In 2020-2021, teachers will be evaluated using T-TESS (Texas Teacher Evaluation and Support System) which includes setting goals that focus on specific Student Learning Objectives. Data from walkthroughs and observations are used to determine effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input as to which areas they would like to improve. Performance data is used to guide conversations with staff and plan professional development.

Based on feedback from all campus stakeholders, student data results, and research-based instructional strategies, the campus identified the strengths and needs for continued growth.

Demographics Strengths

- The staff is committed to upholding the mission and vision of the Academy Independent School District.

- Academy Elementary has streamlined the process to appropriately serve the sub populations of special education, gifted and talented, and dyslexia students in order to provide appropriate instruction and intervention.

- Academy Elementary is a neighborhood school which lends itself to being a strong part of the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 44% of teachers at Academy Elementary have 5 years or less teaching experience. **Root Cause:** This could be attributed to the recent retirement of many veteran teachers at AES.

Problem Statement 2: Many students at Academy Elementary struggle to have prior background knowledge needed in school due to lack of exposure. **Root Cause:** This could be attributed to a 52% economically disadvantaged rate.

Student Learning

Student Learning Summary

TPRI (Reading Universal Screener) Middle of the Year Data 2020									
	2020 MOY TPRI Kinder								
	Total Students	**PA '19**	**PA '20**	**GK '19**	**GK '20**	**WR '19**	**WR '20**	**Comp. '19**	**Comp. '20**
Total Kindergarten Students	111	72%	64.50%	94.00%	94.59%	N/A	29.64%	83.00%	92.13%
Economic Disadvantage	39		58.46%		89.74%		24.36%		90.08%
American Indian/Alaskan Native	1		80%		100%		0%		100%
Asian	2		90%		100%		0%		100%
Black/African American	5	Unavailable	64%	Unavailable	100%	Unavailable	42%	Unavailable	90%
Hispanic	26		43.08%		90.38%		21.92%		88.35%
Two or More Races	4		90%		100%		30%		95.75%
White	73		69.86%		95.21%		32.74%		93.10%
LEP	4		5%		62.50%		5%		79%
Special Ed Indicator	6		60%		100%		33.33%		91.67%

TPRI (Reading Universal Screener) Middle of the Year Data 2020

	2020 TPRI MOY First Grade						
	Total Students	**GK '19**	**GK '20**	**WR '19**	**WR '20**	**Comp. '19**	**Comp. '20**
Total First Grade Students	122	53.00%	80.74%	40.00%	95.86%	87.00%	83.00%
Economic Disadvantage	59		78.39%		95.42%		82.00%
Asian	1		25%		100%		83%
Black/African American	8		93.75%		97.88%		87.50%
Hispanic	35		71.43%		93.71%		79.00%
Two or More Races	3		100%		100%		89%
White	75	Unavailable	83.67%	Unavailable	96.43%	Unavailable	84.00%
LEP	11		79.55%		96.91%		75.00%
Special Ed Indicator	11		43.18%		96.91%		86.00%
Academy Intermediate School	1		100%		100%		100%
Economic Disadvantage	1		100%		100%		100%
Hispanic	1		100%		100%		100%

TPRI (Reading Universal Screener) Middle of the Year Data 2020

	2020 TPRI MOY Second						
	Total Students	**GK '19**	**GK '20**	**WR '19**	**WR '20**	**Comp. '19**	**Comp. '20**

TPRI (Reading Universal Screener) Middle of the Year Data 2020							
Total Second Grade Students	113	75%	54.65%	75.00%	84.73%	42.00%	86.00%
Economic Disadvantage	43		38.37%		77.33%		82.00%
Asian	2		37.50%		87.50%		50%
Black/African American	6		70.83%		95.83%		80.00%
Hispanic	15		53.33%		73.33%		78.00%
Native Hawaiian/Pacific Islander	2	Unavailable	62.50%	Unavailable	75%	Unavailable	75%
Two or More Races	4		37.50%		68.75%		71%
White	84		54.76%		86.90%		90.00%
LEP	3		41.67%		58.33%		28%
Special Ed Indicator	7		46.43%		64.29%		69%

*Due to closure of school in March 2020, end of year data was unable to be collected.

5 dyslexic students were served in the dyslexia program in grades Pre-K thru 2.

Academy Elementary's EL (English Learner) population has increased over the past three years from 29 (2018), 32 (2019), to 35 (2020).

Academy Elementary's GT (Gifted and Talented) student group has declined from 13 students in 2018, 14 students in 2019, to 6 students in 2020.

Student Learning Strengths

- 87% of Kindergarten through Second grade students were developed in the comprehension through the TPRI universal screener.

- Kindergarten and Second grade students have grown in the area of comprehension compared to data from 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of second grade students who were proficient in graphophonemic knowledge in 2020 decreased from 75% in 2019 to 54% in 2020. **Root Cause:** Teachers possess limited knowledge in balanced literacy and appropriate instructional strategies to use to meet all learners needs.

School Processes & Programs

School Processes & Programs Summary

Academy Elementary follows the TEKS Resource System (TRS), which is aligned with the Texas Essential Knowledge and Skills (TEKS). The staff utilizes the AISD lesson plan components, TRS assessments, and MAP universal screener to meet the high standards of rigor and relevance required for students to be successful in mastering the TEKS and meeting the standard of STAAR. Administrators protect weekly Professional Learning Community (PLC) time to discuss lesson plans, decipher data, curriculum and instruction. Teacher focus on designing and implementing research-based strategies to strengthen the instructional core. When students need additional academic or behavioral support, the RTI committee meets, offers suggestions, and reconvenes to monitor student progress.

Teachers display the student expectations/learning targets for each subject. When there is an upcoming new unit of instruction, teachers meet with administrators and instructional coaches to analyze the TEKS and specificity to which they are to be taught. Each grade level is allocated a dedicated 30 minute block daily to provide interventions. During this time, designated students work with teachers or instructional assistants to to receive interventions in the classroom. In addition, staff also utilizes supplemental intervention programs (Leveled Literacy Intervention, Moby Max, and more) as prescribed remediation for struggling learners. EL students participate in Imagine Learning programs to help increase their language skills. Grade level teachers are training in gifted and talented education and engage in professional development surrounding the best ways to meet the needs of these learners.

School Processes & Programs Strengths

- Academy Elementary engages in professional learning to develop the capacity of all teachers across the campus.

- The RTI process is used to identify student needs and provide research based intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The English Language student group scored below the all student group on the TPRI universal screener. **Root Cause:** Techers have limited proficiency in the design and implementation of sheltered English strategies across content areas.

Perceptions

Perceptions Summary

Discipline data is as follows for Academy Elementary:

Discipline Referrals		
SY 17-18	SY 18-19	SY 19-20
5 referrals	0 referrals	23 referrals

Academy Elementary provides a variety of opportunities to foster the whole child. Our school counseling program focuses on providing tools for teachers to implement within their classrooms which address the social and emotional needs of all students. Additionally, classroom guidance lessons are held each month to focus on the established character trait. The character traits taught to our students include the following: school pride, responsibility, gratitude, caring, respect and courtesy, good citizenship, fairness, and courage. During these lessons students are taught ways to apply these skills within their classroom and outside of the school environment. Parents also receive a parent letter discussing the character trait and ways to reinforce this skill outside of school. Specific individual student needs are met by providing small group intervention focused on specific social and emotional needs. Mindfulness strategies are also taught to AES students. This provides students with tools that they can use independently when struggling with their emotions.

Additionally, a student service club called the "TCA Trustees," has been created for Kindergarten through Second Grade students. TCA is an acronym adopted that means "Take Care of Academy" which is something we hope to instill in each of our students. The service club meets weekly and plans ways to support members of our community in need. A food pantry has been created through this club, and student members help plan and prepare weekly meals for families in need. The club also hosts a Thanksgiving Meal food drive for families in need.

Academy Elementary strives to ensure the safety of all students and staff. Safety drills are conducted monthly to assure that all staff and students are proficient in carrying out safety protocols and procedures in a timely manner. Safety bags are provided to teachers which include material needed during a crisis situation.

Family and community involvement is encouraged throughout the school year. A variety of opportunities were available for families and community members in the 19-20 school year. Events such as Meet The Teacher, grandparents breakfast, Open House, Parent Teacher Conferences, Technology Night, and Day of Awesome.

Perceptions Strengths

- Academy Elementary has created strong relationships with all stakeholders.

Priority Problem Statements

Goals

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 Sources: Measurement of Academic Progress (MAP) Math & Reading reports (Universal screener), lesson plans, T-TESS Walkthroughs/Observations, Common Unit Assessments, Progress monitoring

Summative Evaluation: None

	Reviews			
Strategy 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. **Strategy's Expected Result/Impact:** Increase in student growth and overall academic achievement. **Staff Responsible for Monitoring:** District/Campus Administration Instructional Coaches Classroom Teachers	**Formative**			**Summative**
	Nov	Feb	Apr	June
	0%			
Strategy 2: Provide timely opportunities for teacher collaboration and professional development in effective lesson planning, knowledge of TEKS, and data digs. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** District/Campus Administration Instructional Coaches Classroom Teachers	**Reviews**			
	Formative			**Summative**
	Nov	Feb	Apr	June
	0%			
Strategy 3: All teachers will use balanced literacy when teaching reading. Staff will use a variety of instructional strategies and programs (Independent reading, LLI, Balanced Literacy instruction, Guided Reading, and Literacy Stations) to enhance reading instruction and experiences in real world situations to enhance learning for all subpopulations (to include SPED and EL students). To improve reading achievement, teachers will work on comprehension strategies for all readers by using a variety of resources such as online reading materials, leveled readers, shared reading items, and writing items. **Strategy's Expected Result/Impact:** Increase in MAP data and F&P levels **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches, AP, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Reviews**			
	Formative			**Summative**
	Nov	Feb	Apr	June
	0%			

	Reviews		
Strategy 4: All teachers will use research-based math strategies to meet the needs of all math learners. The strategies will include, but not limited to, an increase in the use of hands-on activities and the decrease of pencil/paper worksheets to teach math. Staff will use a variety of instructional strategies, technology, and programs (i.e. Moby Max, Spiral Review, CRA Model) with priority given to EL and SPED student group populations.	**Formative**		**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in MAP percentiles and growth levels, CUA and Formative assessment data **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches, AP, Principal **Title I Schoolwide Elements:** 2.4, 2.6	0%		

	Reviews		
Strategy 5: All teachers in grades K-2 will utilize Moby Max to increase fact fluency and problem solving by having scheduled iPad/computer lab times, teachers and students tracking their progress, and teacher reviewing Moby Max progress.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in students' math fluency and problem solving skills	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, AP, Principal **Title I Schoolwide Elements:** 2.4, 2.6	0%		

	Reviews		
Strategy 6: Instruction provided by paraprofessionals will enhance learning for students identified as at-risk in reading and math for grades levels PreK-2nd during schedule intervention (HIVE) times. Interventions could include LLI, small group, and Moby Max. Staff will evaluate the effectiveness, monitor progress, and review data (such as MAP, F&P, running records, formative and summative assessment data) to make adjustments for more specialized instruction for struggling learners. Staff will provide clear communication, support and follow through on the RTI process, appropriate interventions and monitoring practices for students.	**Formative**		**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in MAP, F&P, CUA, and Formative Assessment data **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches, AP, Principal **Title I Schoolwide Elements:** 2.4, 2.6	0%		

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

Goal 2: Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.

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

    Evaluation Data Sources: District/Campus Administration, Counselor, Classroom Teachers, Parent Volunteers

    Summative Evaluation: None

Strategy 1: Offer campus events and parent conferences during various times to increase parent and student participation, Open House, Book Fairs, Class field trips, along with increased use of social media outlets to publicize education efforts.
    Strategy's Expected Result/Impact: Increased parent involvement
    Improved student attendance
    Positive School Climate
    Staff Responsible for Monitoring: District/Campus Administration
    Counselor
    Classroom Teachers
    Parent Volunteers
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
	0%			

Strategy 2: AES will design and implement a parent involvement policy, home-school compact and a public hearing to increase positive interactions during parent/teacher conferences and campus activities and procedures. Staff members will make positive phone calls home to parents.
    Strategy's Expected Result/Impact: Distribution of home-school compact and policy
    Staff Responsible for Monitoring: AP and Principal
    Title I Schoolwide Elements: 3.1
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
	0%			
	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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 Sources: Attendance reports
Discipline reports

    Summative Evaluation: None

	Reviews			
Strategy 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will model appropriate behaviors and participate cooperatively with adult instructions.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: District/Campus Administration Counselor Classroom Teachers Instructional Aides Office Support Staff	0%			

	Reviews			
Strategy 2: All visitors will sign-in at the office in an efficient manner and wear badges during their visit on campus to maintain a safe school environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Observations	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: AP and Principal	0%			

	Reviews			
Strategy 3: The couselor will teach students conflict resolution strategies, character trait strategies, mental health awareness, drug/violence prevention, self-regulation and help student distinguish between bullying and conflict. The counselor will lead students in a service club to improve the school climate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback from all stakeholders	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, AP, and Principal	0%			

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

Addendums