

Academy Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Board Approval Date: October 26, 2022
Public Presentation Date: October 26, 2022

Mission Statement

Academy ISD Mission

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

Academy ISD Vision

*Inspiring students to **Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right. LEAD!***

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	6
Student Learning	14
District Processes & Programs	21
STAAR Redesign	22
Perceptions	24
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	26
Goals	29
Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.	30
Goal 2: Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.	34
Goal 3: Students in Academy ISD will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.	36
State Compensatory	41
Budget for District Improvement Plan	42
Personnel for District Improvement Plan	42
Title I	42
1. Comprehensive Needs Assessment (CNA)	43
1.1: Comprehensive Needs Assessment	43
2. Campus Improvement Plan	43
2.1: Campus Improvement Plan developed with appropriate stakeholders	43
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	44
2.4: Opportunities for all children to meet State standards	44
2.5: Increased learning time and well-rounded education	44
2.6: Address needs of all students, particularly at-risk	44
3. Annual Evaluation	45
3.1: Annually evaluate the schoolwide plan	45
4. Parent and Family Engagement (PFE)	45
4.1: Develop and distribute Parent and Family Engagement Policy	45
4.2: Offer flexible number of parent involvement meetings	45
5. Targeted Assistance Schools Only	46
5.1: Determine which students will be served by following local policy	46
Title I Personnel	46
Plan Notes	47
District Education Improvement Committee	49

Comprehensive Needs Assessment

Revised/Approved: September 21, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

List of initiatives implemented as a result of response to Comprehensive Needs Assessment (CNA)

Next Steps:

Moving forward in order to have the supports and resources in place to effectively address CLNA and pandemic-related learning loss, AISD will

- provide rigorous instructional materials designed and implemented to support accelerated instruction and intervention;
- support teachers with professional development and trainings in order to deliver instructional excellence, getting students to achieve more than 1 year of growth in 1 school year;
- provide additional instructional time for students most at-risk, including targeted tutoring (HB4545) and other academic supports during the school day; and
- work to empower and train parents as their child's first teacher.

Demographics

Demographics Summary

Demographics Summary: Who are we?

2022-2023 Academy ISD Student Enrollment

Campus	AISD Total Enrollment
AECC	182
AES	706
AMS	426
AHS	530
BCAS	5
Total:	1849
	as of 9/23/2022

Official TEA Snapshot enrollment data will be submitted on Friday, October 28, 2022.

>>All student groups by race/ethnicity, gender, economically disadvantaged:

2020-21 Student Information (TAPR) ACADEMY ISD (014901)

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,720	100.0%	5,359,040	100.0%	1,726	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	9	0.5%	13,855	0.3%	10	0.6%	20,991	0.4%
Pre-Kindergarten	24	1.4%	196,560	3.7%	24	1.4%	197,093	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	26,356	0.5%				
Pre-Kindergarten: 4-year Old	24	1.4%	170,204	3.2%				

Kindergarten	128	7.4%	360,865	6.7%	129	7.5%	361,349	6.7%
Grade 1	133	7.7%	380,973	7.1%	133	7.7%	381,403	7.1%
Grade 2	134	7.8%	379,725	7.1%	135	7.8%	380,122	7.1%
Grade 3	130	7.6%	380,802	7.1%	132	7.6%	381,135	7.1%
Grade 4	133	7.7%	385,090	7.2%	134	7.8%	385,364	7.2%
Grade 5	120	7.0%	395,436	7.4%	120	7.0%	395,649	7.4%
Grade 6	147	8.5%	414,197	7.7%	147	8.5%	414,357	7.7%
Grade 7	142	8.3%	421,222	7.9%	142	8.2%	421,347	7.8%
Grade 8	133	7.7%	422,386	7.9%	133	7.7%	422,505	7.9%
Grade 9	127	7.4%	436,396	8.1%	127	7.4%	436,523	8.1%
Grade 10	128	7.4%	420,502	7.8%	128	7.4%	420,705	7.8%
Grade 11	109	6.3%	388,143	7.2%	109	6.3%	388,443	7.2%
Grade 12	123	7.2%	362,888	6.8%	123	7.1%	364,600	6.8%
Ethnic Distribution:								
African American	106	6.2%	680,285	12.7%	106	6.1%	681,401	12.7%
Hispanic	389	22.6%	2,835,771	52.9%	392	22.7%	2,840,982	52.9%
White	1,134	65.9%	1,418,789	26.5%	1,137	65.9%	1,424,251	26.5%
American Indian	8	0.5%	18,712	0.3%	8	0.5%	18,755	0.3%
Asian	13	0.8%	253,856	4.7%	13	0.8%	254,163	4.7%
Pacific Islander	8	0.5%	8,259	0.2%	8	0.5%	8,271	0.2%
Two or More Races	62	3.6%	143,368	2.7%	62	3.6%	143,763	2.7%
Sex:								
Female	815	47.4%	2,620,239	48.9%	817	47.3%	2,624,722	48.9%
Male	905	52.6%	2,738,801	51.1%	909	52.7%	2,746,864	51.1%
Economically Disadvantaged								
	540	31.4%	3,229,178	60.3%	542	31.4%	3,233,417	60.2%

>>Attendance & Dropouts

2020-21 Attendance & Dropout Rates (TAPR) ACADEMY ISD (014901)

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.9%	98.9%	98.7%	98.9%	100.0%	99.9%	98.3%	99.3%	98.3%	98.4%	99.1%
2018-19	95.4%	95.4%	96.0%	97.1%	95.4%	96.2%	96.4%	97.6%	91.9%	95.8%	94.4%	95.3%	96.1%
Chronic Absenteeism													
2019-20	6.7%	6.7%	5.4%	8.2%	7.2%	4.8%	0.0%	0.0%	11.1%	2.0%	12.4%	8.2%	4.9%
2018-19	11.4%	11.5%	8.3%	5.2%	12.0%	6.9%	23.1%	0.0%	42.9%	14.0%	17.6%	11.3%	9.1%
Annual Dropout Rate (Gr 7-8)													

2019-20	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.6%	0.8%	0.0%	0.9%	0.9%	0.0%	*	*	0.0%	0.0%	1.7%	0.0%
2018-19	1.9%	1.7%	1.1%	0.0%	1.9%	0.6%	*	*	*	6.7%	3.3%	1.2%	16.7%

2020-21 Graduation Profile (TAPR) ACADEMY ISD (014901)

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	107	100.0%	360,220	100.0%
By Ethnicity:				
African American	4	3.7%	44,729	12.4%
Hispanic	22	20.6%	184,060	51.1%
White	74	69.2%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	1	0.9%	17,126	4.8%
Pacific Islander	1	0.9%	557	0.2%
Two or More Races	5	4.7%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	17	15.9%	49,535	13.8%
Foundation H.S. Program (Endorsement)	2	1.9%	15,689	4.4%
Foundation H.S. Program (DLA)	88	82.2%	292,532	81.2%
Special Education Graduates	12	11.2%	29,018	8.1%
Economically Disadvantaged Graduates	29	27.1%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	29,639	8.2%
At-Risk Graduates	26	24.3%	148,836	41.3%

>>Enrollment in CCMR

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) ACADEMY ISD (014901)

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													

College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	61.2%	38.3%	*	31.8%	43.2%	-	*	*	20.0%	66.7%	13.8%	-
2018-19	72.9%	74.1%	66.5%	*	71.1%	70.0%	*	*	-	*	67.9%	53.3%	*

>>Enrollment in Advanced/Dual-Credit Courses:

2020-21 Other Postsecondary Indicators (TAPR) ACADEMY ISD (014901)

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	38.7%	32.3%	47.6%	31.0%	32.1%	0.0%	*	*	28.6%	24.4%	27.0%	14.3%
	2018-19	44.6%	37.5%	34.8%	20.8%	32.0%	36.2%	*	*	*	41.7%	23.4%	24.2%	20.0%
English Language Arts	2019-20	18.2%	15.2%	8.9%	4.8%	6.1%	9.9%	0.0%	*	*	7.1%	2.2%	5.8%	7.1%
	2018-19	17.8%	14.6%	7.5%	0.0%	8.3%	7.0%	*	*	*	16.7%	4.3%	4.7%	0.0%
Mathematics	2019-20	20.7%	17.7%	11.0%	4.8%	12.5%	11.0%	0.0%	*	*	7.1%	2.2%	5.1%	7.1%
	2018-19	20.4%	17.3%	11.9%	4.2%	11.1%	12.3%	*	*	*	25.0%	0.0%	6.3%	*
Science	2019-20	22.4%	20.5%	26.0%	42.9%	24.7%	25.1%	0.0%	*	*	27.3%	18.2%	22.8%	7.1%
	2018-19	21.7%	20.3%	28.0%	17.4%	27.1%	28.7%	*	*	*	33.3%	22.0%	19.6%	*
Social Studies	2019-20	24.6%	18.9%	7.8%	0.0%	8.5%	7.7%	0.0%	*	*	16.7%	2.3%	3.8%	0.0%
	2018-19	23.6%	18.0%	6.5%	0.0%	4.4%	7.4%	*	*	*	8.3%	0.0%	2.9%	*
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	60.7%	60.7%	*	68.2%	59.5%	-	*	*	60.0%	50.0%	51.7%	-
	2018-19	59.0%	62.1%	63.1%	*	52.6%	66.7%	*	*	-	*	50.0%	63.3%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	52.1%	54.4%	*	42.1%	58.7%	*	*	-	*	7.1%	36.7%	*
	2017-18	53.4%	54.6%	64.4%	60.0%	43.8%	68.9%	*	*	-	*	0.0%	39.3%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	47.1%	70.6%	-	*	69.2%	-	-	-	*	-	*	*
	2017-18	60.7%	57.5%	72.7%	*	71.4%	73.2%	*	*	-	*	-	60.0%	-

>>Teacher Gender/Retention/Experience

2020-21 Staff Information (TAPR) ACADEMY ISD (014901)

	----- District -----	----- State -----
--	----------------------	-------------------

Staff Information	Count	Percent	Count	Percent
Total Staff	250.3	100.0%	745,316.3	100.0%
Professional Staff:	153.0	61.1%	479,219.1	64.3%
Teachers	125.9	50.3%	369,395.4	49.6%
Professional Support	12.0	4.8%	78,787.8	10.6%
Campus Administration (School Leadership)	13.1	5.2%	22,378.5	3.0%
Central Administration	2.0	0.8%	8,657.4	1.2%
Educational Aides:	35.8	14.3%	79,348.7	10.6%
Auxiliary Staff:	61.5	24.6%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	6.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	27.5	11.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	41,186.3	11.1%
Hispanic	3.0	2.4%	104,985.0	28.4%
White	122.9	97.6%	210,367.3	56.9%
American Indian	0.0	0.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	33.9	26.9%	88,006.1	23.8%
Females	92.0	73.1%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	102.0	81.0%	269,818.0	73.0%
Masters	23.9	19.0%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.0	7.9%	24,880.4	6.7%
1-5 Years Experience	52.0	41.3%	102,753.7	27.8%
6-10 Years Experience	14.9	11.8%	74,854.8	20.3%
11-20 Years Experience	26.0	20.7%	107,653.1	29.1%

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	20.0	15.9%	47,975.4	13.0%

Over 30 Years Experience	3.0	2.4%	11,278.0	3.1%
Number of Students per Teacher	13.7	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	11.2	6.4
Average Years Experience of Principals with District	5.6	5.5
Average Years Experience of Assistant Principals	2.0	5.5
Average Years Experience of Assistant Principals with District	2.0	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	10.0	11.2
Average Years Experience of Teachers with District:	5.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,230	\$50,849
1-5 Years Experience	\$47,343	\$53,288
6-10 Years Experience	\$51,160	\$56,282
11-20 Years Experience	\$54,964	\$59,900
21-30 Years Experience	\$58,993	\$64,637
Over 30 Years Experience	\$67,571	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$51,295	\$57,641
Professional Support	\$61,715	\$68,030
Campus Administration (School Leadership)	\$73,192	\$83,424
Central Administration	\$122,788	\$109,662
Instructional Staff Percent:	67.4%	64.6%
Turnover Rate for Teachers:	25.9%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

>>Teacher-Student Class Size Ratios

2020-21 Student Information (TAPR) ACADEMY ISD (014901)

Class Size

Information	District	State
Elementary:		
Kindergarten	15.4	17.7
Grade 1	17.2	18.0
Grade 2	15.6	18.0
Grade 3	18.7	18.2
Grade 4	18.1	18.3
Grade 5	17.1	19.8
Grade 6	19.6	19.4
Secondary:		
English/Language Arts	11.8	15.7
Foreign Languages	15.0	17.8
Mathematics	15.2	16.9
Science	17.7	17.9
Social Studies	14.3	18.3

>>Student Mobility & Attrition Rates

2020-21 Student Information (TAPR) ACADEMY ISD (014901)

-----DISTRICT----- -----STATE-----

Mobility (2019-20):				
Total Mobile Students	159	9.7%	726,083	13.8%
By Ethnicity:				
African American	13	0.8%	148,832	2.8%
Hispanic	44	2.7%	372,491	7.1%
White	96	5.9%	160,748	3.1%
American Indian	0	0.0%	2,944	0.1%
Asian	0	0.0%	18,370	0.4%
Pacific Islander	3	0.2%	1,484	0.0%
Two or More Races	3	0.2%	21,214	0.4%
Count and Percent of Special Ed Students who are Mobile	26	14.6%	102,036	16.5%
Count and Percent of EB Students/EL who are Mobile	9	11.0%	137,410	13.6%
Count and Percent of Econ Dis Students who are Mobile	75	11.5%	508,900	16.0%
Student Attrition (2019-20):				
Total Student Attrition	154	12.8%	700,130	16.6%

>>Special Education & all other special programs

2020-21 Student Information (TAPR) ACADEMY ISD (014901)

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	58	3.4%	241,070	4.5%	58	3.4%	241,197	4.5%
Foster Care	2	0.1%	17,033	0.3%	2	0.1%	17,090	0.3%
Homeless	24	1.4%	57,709	1.1%	24	1.4%	57,811	1.1%
Immigrant	7	0.4%	108,025	2.0%	7	0.4%	108,092	2.0%
Migrant	1	0.1%	16,657	0.3%	1	0.1%	16,733	0.3%
Title I	1,719	99.9%	3,457,855	64.5%	1,725	99.9%	3,464,887	64.5%
Military Connected	105	6.1%	144,596	2.7%	105	6.1%	144,683	2.7%
At-Risk	254	14.8%	2,634,284	49.2%	255	14.8%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	92	5.3%	1,123,936	21.0%	92	5.3%	1,124,413	20.9%
Gifted and Talented Education	109	6.3%	443,781	8.3%	109	6.3%	443,849	8.3%
Special Education	167	9.7%	595,885	11.1%	173	10.0%	605,043	11.3%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2021-2022 AISD turnover rate for teachers was 25.9% versus State rate of 14.3% **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and district survey says the problem is exasperated by teachers who are seriously considering leaving the profession due to an overall lack of respect and support, excessive workload, long hours, too little pay, and the impact of pandemic disruptions on student learning and well-being.

Student Learning

Student Learning Summary

2021-2022 ACADEMY ISD ACCOUNTABILITY RATING = B (84 out of 100)

Change Over Time

Academic Year	Overall Rating	Score
2021-22	B	84
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	B	85
2017-18	B	84

* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the district has changed over time.

DOMAIN #1 Student Achievement Rating = B (82 out of 100)

Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	83	40%
College, Career and Military Readiness	78	40%
Graduation Rate	90	20%
Total		100%

DOMAIN #2 School Progress Rating = B (87 out of 100)

School Progress Calculation

Component	Score	% of Grade
Academic Growth	87	100%
Relative Performance	74	0%
Total		100%

DOMAIN #3 Closing the Gaps Rating = C (76 out of 100)

Closing the Gaps Calculation

Component	Score	% of Grade
Academic Achievement	22.5	50.0%
Graduation Rate	6.7	10.0%
English Language Proficiency	0.0	10.0%
School Quality	20.1	30.0%
Total	49	100.0%

Student Learning Strengths

Academy High School STAAR EOC

AISD EOC State, Region, District Comparison 2019, 2021, 2022							
English I	% Approaches	% Meets	% Masters	US History	% Approaches	% Meets	% Masters
2019 State	63	49	12	2019 State	88	63	26
2021 State	66	50	12	2021 State	81	54	22
2022 State	63	48	11	2022 State	89	71	44
2019 Region 12	61	47	9	2019 Region 12	87	50	22
2021 Region 12	67	50	10	2021 Region 12	82	53	20

AISD EOC State, Region, District Comparison 2019, 2021, 2022

2022 Region 12	64	48	9		2022 Region 12	91	72	42
2019 AISD	68	55	11		2019 AISD	96	75	40
2021 AISD	70	51	12		2021 AISD	91	59	12
2022 AISD	81	62	12		2022 AISD	96	75	40
English II	% Approaches	% Meets	% Masters		Biology	% Approaches	% Meets	% Masters
2019 State	67	51	8		2019 State	93	75	47
2021 State	70	57	11		2021 State	88	69	43
2022 State	71	57	9		2022 State	82	57	23
2019 Region 12	67	50	6		2019 Region 12	92	73	43
2021 Region 12	72	58	8		2021 Region 12	90	71	42
2022 Region 12	72	58	7		2022 Region 12	83	55	19
2019 AISD	78	62	10		2019 AISD	93	73	39
2021 AISD	86	74	15		2021 AISD	90	62	34
2022 AISD	81	66	10		2022 AISD	92	69	16
Algebra I	% Approaches	% Meets	% Masters					
2019 State	84	62	39					
2021 State	72	41	23					
2022 State	74	46	30					
2019 Region 12	80	54	32					
2021 Region 12	72	38	20					
2022 Region 12	73	43	25					
2019 AISD	83	44	29					
2021 AISD	65	28	14					
2022 AISD	70	35	21					

Academy Middle School STAAR 6th-8th

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022

Grade 6 Math	% Approaches	% Meets	% Masters	Grade 7 Math	% Approaches	% Meets	% Masters	Grade 8 Math	% Approaches	% Meets	% Masters
2019 State	82	52	26	2019 State	82	52	26	2019 State	82	52	26
2021 State	66	34	14	2021 State	54	25	11	2021 State	60	35	10
2022 State	72	37	15	2022 State	59	29	12	2022 State	70	38	13
2019 Region 12	79	43	17	2019 Region 12	72	39	15	2019 Region 12	76	50	24

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022

2021 Region 12	69	36	14	2021 Region 12	55	24	9	2021 Region 12	64	37	9
2022 Region 12	73	36	14	2022 Region 12	58	28	10	2022 Region 12	66	32	9
2019 AISD	89	53	24	2019 AISD	78	36	7	2019 AISD	87	61	16
2021 AISD	82	55	26	2021 AISD	60	17	0	2021 AISD	79	44	0
2022 AISD	90	59	29	2022 AISD	58	21	4	2022 AISD	81	44	13
Grade 6 Rdng	% Approaches	% Meets	% Masters	Grade 7 Rdng	% Approaches	% Meets	% Masters	Grade 8 Rdng	% Approaches	% Meets	% Masters
2019 State	75	48	21	2019 State	75	48	21	2019 State	75	48	21
2021 State	61	31	14	2021 State	68	44	25	2021 State	72	45	21
2022 State	69	42	22	2022 State	78	54	37	2022 State	82	56	37
2019 Region 12	64	32	14	2019 Region 12	72	43	25	2019 Region 12	76	50	24
2021 Region 12	61	29	25	2021 Region 12	68	42	23	2021 Region 12	72	43	19
2022 Region 12	68	38	20	2022 Region 12	77	50	33	2022 Region 12	81	53	33
2019 AISD	79	47	25	2019 AISD	73	49	28	2019 AISD	83	61	30
2021 AISD	59	41	18	2021 AISD	68	41	22	2021 AISD	87	59	25
2022 AISD	83	55	37	2022 AISD	81	57	40	2022 AISD	85	60	35
				Grade 8 Writing	% Approaches	% Meets	% Masters	Grade 8 Science	% Approaches	% Meets	% Masters
				2019 State	68	38	14	2019 State	81	54	25
				2021 State	61	31	9	2021 State	67	42	23
				2022 State	N/A	N/A	N/A	2022 State	73	43	22
				2019 Region 12	65	35	12	2019 Region 12	78	44	19
				2021 Region 12	61	25	6	2021 Region 12	69	42	21
				2022 Region 12	N/A	N/A	N/A	2022 Region 12	69	38	18
				2019 AISD	73	41	13	2019 AISD	87	61	31
				2021 AISD	62	36	8	2021 AISD	90	62	29
				2022 AISD	N/A	N/A	N/A	2022 AISD	82	49	25
								Grade 8 SS	% Approaches	% Meets	% Masters
								2019 State	81	55	33
								2021 State	56	27	13
								2022 State	59	29	17
								2019 Region 12	63	29	15

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022

										2021 Region 12	57	25	11
										2022 Region 12	55	25	14
										2019 AISD	83	48	26
										2021 AISD	76	36	17
										2022 AISD	55	17	11

Academy Elementary School STAAR 3rd-5th

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022

Grade 3 Math	% Approaches	% Meets	% Masters	Grade 4 Math	% Approaches	% Meets	% Masters	Grade 5 Math	% Approaches	% Meets	% Masters		
2019 State	82	52	26	2019 State	82	52	26	2019 State	82	52	26		
2021 State	61	30	14	2021 State	58	35	21	2021 State	59	43	24		
2022 State	70	42	21	2022 State	69	41	23	2022 State	76	47	24		
2019 Region 12	76	44	21	2019 Region 12	70	41	23	2019 Region 12	81	51	31		
2021 Region 12	61	27	12	2021 Region 12	58	33	20	2021 Region 12	72	43	24		
2022 Region 12	68	37	17	2022 Region 12	65	37	19	2022 Region 12	74	42	20		
2019 AISD	89	49	22	2019 AISD	77	51	26	2019 AISD	94	72	47		
2021 AISD	60	21	6	2021 AISD	70	39	23	2021 AISD	94	67	41		
2022 AISD	76	48	24	2022 AISD	76	46	20	2022 AISD	80	51	18		
Grade 3 Rdng	% Approaches	% Meets	% Masters	Grade 4 Rdng	% Approaches	% Meets	% Masters	Grade 5 Rdng	% Approaches	% Meets	% Masters		
2019 State	75	48	21	2019 State	75	48	21	2019 State	75	48	21		
2021 State	68	38	19	2021 State	63	36	18	2021 State	72	45	30		
2022 State	77	52	31	2022 State	77	54	29	2022 State	80	57	37		
2019 Region 12	73	4	24	2019 Region 12	70	37	18	2019 Region 12	75	46	24		
2021 Region 12	67	36	17	2021 Region 12	61	33	15	2021 Region 12	72	43	28		
2022 Region 12	75	47	26	2022 Region 12	75	50	24	2022 Region 12	79	53	32		
2019 AISD	82	43	25	2019 AISD	78	43	27	2019 AISD	81	50	25		
2021 AISD	68	35	15	2021 AISD	56	26	11	2021 AISD	81	48	35		
2022 AISD	83	58	36	2022 AISD	70	45	18	2022 AISD	89	69	58		

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022

				Grade 4 Writing	% Approaches	% Meets	% Masters	Grade 5 Science	% Approaches	% Meets	% Masters	
				2019 State	68	38	14	2019 State	81	54	25	
				2021 State	53	26	8	2021 State	61	30	12	
				2022 State	N/A	N/A	N/A	2022 State	66	37	17	
				2019 Region 12	59	26	7	2019 Region 12	70	43	20	
				2021 Region 12	50	23	6	2021 Region 12	62	29	11	
				2022 Region 12	N/A	N/A	N/A	2022 Region 12	63	33	14	
				2019 AISD	66	40	12	2019 AISD	90	59	37	
				2021 AISD	44	15	2	2021 AISD	84	51	20	
				2022 AISD	N/A	N/A	N/A	2022 AISD	87	57	23	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2021-2022 AISD turnover rate for teachers was 25.9% versus State rate of 14.3% **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and district survey says the problem is exasperated by teachers who are seriously considering leaving the profession due to an overall lack of respect and support, excessive workload, long hours, too little pay, and the impact of pandemic disruptions on student learning and well-being.

Problem Statement 2 (Prioritized): Teachers perceive a wide range of obstacles to their effectiveness. **Root Cause:** While numerous non-instructional tasks, extra duties & responsibilities, lack of planning time, and burnout contribute to job performance obstacles, in a district survey teachers reported the following would increase retention: a positive work environment; salary increase; districtwide days off for teacher & student well-being; more planning time; additional paid personal days; retention bonus.

District Processes & Programs

District Processes & Programs Summary

This is not a comprehensive list

Curriculum & Instruction

STAAR Redesign

Redesign of (STAAR) State of Texas Assessments of Academic Readiness as a result of House Bill 3906.

Highlights of the STAAR redesign include:

- Fully transitioning Texas to online assessments
- New item types with a cap so that no more than 75% of any STAAR test can be multiple choice
- Reading language arts redesign that eliminates standalone writing for grades 4 and 7 and reflects the new Texas Essential Knowledge and Skills
- Prioritizes cross-curricular content integration for RLA passages
- Possibility of a longer-term STAAR redesign that replaces the existing one-time end of year STAAR with assessments administered throughout the course of the year.

Professional Development

1. Mental Health/Suicide Prevention

2. Social/Emotional strategies for establishing and maintaining positive relationships among students, including conflict resolution

3. Preventing, identifying, responding to, and reporting incidents of bullying and harassment

4. UIL Safety Training

5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children

6. Increasing awareness and implementation of trauma-informed care

7. Administration of an epinephrine auto injector

8. Safety & Security / Standard Response Protocols (SRPs)

9. Bloodborne Pathogens

10. Diabetes Training

11. Gifted & Talented

12. T-TESS Training

Leadership decision-making processes

DIP/CIP

Federal Programs

Safety & Security

Support Services

Child Nutrition

Technology

Transportation

Extracurricular/Co-Curricular

Athletics

Band

FFA

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: AISD teachers and instructional aides have varying levels of professional development and content knowledge. **Root Cause:** Campus turnover and staffing moves create hurdles to providing embedded instructional coaching & training on how to differentiate instruction to meet students' needs in all content areas, especially for SpEd,

EBs, and At-Risk students.

Problem Statement 2 (Prioritized): 2021-2022 AISD turnover rate for teachers was 25.9% versus State rate of 14.3% **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and district survey says the problem is exasperated by teachers who are seriously considering leaving the profession due to an overall lack of respect and support, excessive workload, long hours, too little pay, and the impact of pandemic disruptions on student learning and well-being.

Problem Statement 3 (Prioritized): Teachers perceive a wide range of obstacles to their effectiveness. **Root Cause:** While numerous non-instructional tasks, extra duties & responsibilities, lack of planning time, and burnout contribute to job performance obstacles, in a district survey teachers reported the following would increase retention: a positive work environment; salary increase; districtwide days off for teacher & student well-being; more planning time; additional paid personal days; retention bonus.

Perceptions

Perceptions Summary

Parent engagement evaluation/feedback & participation levels:

AISD Parent Survey Fall 2022

October 2-12, 2022

373 Respondents

Faculty & Staff survey/feedback & participation levels:

AISD Faculty & Staff Fall 2022

October 9 - 16, 2022

167 Respondents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2021-2022 AISD turnover rate for teachers was 25.9% versus State rate of 14.3% **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and district survey says the problem is exasperated by teachers who are seriously considering leaving the profession due to an overall lack of respect and support, excessive workload, long hours, too little pay, and the impact of pandemic disruptions on student learning and well-being.

Problem Statement 2 (Prioritized): Teachers perceive a wide range of obstacles to their effectiveness. **Root Cause:** While numerous non-instructional tasks, extra duties & responsibilities, lack of planning time, and burnout contribute to job performance obstacles, in a district survey teachers reported the following would increase retention: a positive work environment; salary increase; districtwide days off for teacher & student well-being; more planning time; additional paid personal days; retention bonus.

Priority Problem Statements

Problem Statement 1: 2021-2022 AISD turnover rate for teachers was 25.9% versus State rate of 14.3%

Root Cause 1: Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and district survey says the problem is exasperated by teachers who are seriously considering leaving the profession due to an overall lack of respect and support, excessive workload, long hours, too little pay, and the impact of pandemic disruptions on student learning and well-being.

Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 2: Teachers perceive a wide range of obstacles to their effectiveness.

Root Cause 2: While numerous non-instructional tasks, extra duties & responsibilities, lack of planning time, and burnout contribute to job performance obstacles, in a district survey teachers reported the following would increase retention: a positive work environment; salary increase; districtwide days off for teacher & student well-being; more planning time; additional paid personal days; retention bonus.

Problem Statement 2 Areas: Student Learning - District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade 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
- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By June 2023, all students and each accountability sub group will grow 2% on STAAR performance targets for 3rd - 10th grade.

HB3 Goal

Evaluation Data Sources: STAAR Meets and Masters
 TEKS Resource System Common Unit Assessments (CUAs)
 Local benchmarks
 Measure of Academic Progress (MAP) BOY, MOY, and EOY data
 Intervention and Tutorial attendance records
 HB4545 documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Reading Academies, PLC meetings, curriculum planning, and progress monitoring data meetings to analyze and adjust instruction as needed, particularly for at-risk, EL/EBs, Sp Ed, and migrant students, to ensure that all students fully benefit from a free appropriate public education.</p> <p>Strategy's Expected Result/Impact: Increase student academic growth, including growth towards HB3 Early Literacy, Early Math, and CCMR goals Reduction of failing grades each 6 weeks Identify and address pandemic-related learning gaps Use New Generation System (NGS database) Priority for Service (PFS) report to identify and recruit every eligible migrant student residing in AISD.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Reading Academy Facilitator C&I Department, including Instructional Coaches & Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education, - 266 Federal Funds - CARES / ESSER, - 289 ESSA, - 244 Perkins Career and Technical Education (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will implement TEKS Resource System and follow scope & sequence.</p> <p>Strategy's Expected Result/Impact: Classroom observation & walkthrough data, along with lesson plans, will show evidence of teaching required grade level TEKS.</p> <p>PLC and curriculum planning meetings will show campus-wide teacher participation by creating and adjusting instructional pacing guide based on district calendar.</p> <p>ESC12 professional support services for Gen Ed and SpEd staff</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All campuses will continue implementation of multi-tiered systems of support (MTSS) for RtI instructional implementation to help students who are having difficulty with academics or behavior.</p> <p>Tier 1 classroom-wide support for all students;</p> <p>Tier 2 targeted small group support to address a students' gaps in skills; and</p> <p>Tier 3 intensive support provided in smaller student-teacher ratio and more frequent.</p> <p>Strategy's Expected Result/Impact: RtI implementation will result in early screening and delivery of supports to students quickly, including At-Risk struggling learners.</p> <p>Classroom observation & walkthrough data will show evidence of Guided Reading and Guided Math, as well as effective small group instruction during Intervention</p> <p>Increased student academic growth</p> <p>Deepen teacher understanding of progress monitoring/data tracking to make informed decisions about student movement between Tier 1, Tier 2, and Tier 3 groups</p> <p>PLCs to strategically plan and prepare lessons for student success in current grade-level content by providing targeted support for the most critical, prerequisite content for upcoming units of study</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers</p> <p>Funding Sources: - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: AHS will evaluate CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention</p>	Formative			Summative
	Nov	Jan	Mar	May

and training of CTE teachers.


Strategy's Expected Result/Impact: Increase student participation and learning in CTE classes
Evaluate the need to increase the number of CTE teachers in relation to the increase in number of CTE students


Staff Responsible for Monitoring: District/Campus Administration
AHS Counselors
CTE teachers

Title I:
2.5, 2.6

Funding Sources: - 199 State Funds - General Fund, - 244 Perkins Career and Technical Education (CTE)

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: In keeping alignment with the State's 60x30TX goal, (60% at Meets by 2030) the School Finance Commission recommended establishing a PreK-12th grade goal of at least 60% proficiency at TEA's Meets standard at two key "checkpoints" along the state's public PreK-12th grade educational continuum.

Therefore, in pursuit of academic growth towards the State's goal, students will increase 2% on all state assessments, and special education students will meet ARD expectations.

HB3 Goal


Evaluation Data Sources: Early childhood literacy and mathematics (EC-LM) proficiency:


* 60% of all students meeting the state's "Meets" standard at 3rd grade reading and math


College, career, and military readiness (CCMR):


* 100% of all high school seniors graduating without the need for remediation and achieving either (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education; or (3) enrolling in the military.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction using differentiated teaching strategies for students who are at-risk of failure in core subject areas.</p> <p>Strategy's Expected Result/Impact: Small group instruction in core subject areas will be flexible, focused, and individualized. Improve 6 weeks grades and reduce failure rates Teachers participate in specific PLCs/PD trainings for differentiation such as technology use in the classroom and emergent bilingual language acquisition skills Increased academic growth on TEKS-specific objectives/areas</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department, including Instructional Coaches and Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 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: By May 2023, at least 90% of all students' parents/guardians/family members will participate in-person or online in at least one school-sponsored on-campus opportunity, including Busy Bee Volunteers, extracurricular activities, Open House/Meet the Teacher, Freshman Orientation, Stakeholder online surveys, Elementary Fall Festival, 6th grade Orientation, Parent Conferences, Bee Pups, Watch Dogs, Book Fairs, Booster Clubs, Field Day, Field Trip and/or special holiday program meeting/presentation.

HB3 Goal

Evaluation Data Sources: Positive interactions/response(s) to social media





Visitors to AISD websites

Campus Sign-in Sheets

Online surveys





Blackboard response reports

Remind 101 activity reports

Strategy 1 Details	Reviews			
<p>Strategy 1: District/Campuses will use social media, websites, Blackboard, phone calls, email, Google Classroom, Remind 101, take-home folders, letters to parents, and/or emails to keep all stakeholders informed of school news and events.</p> <p>Strategy's Expected Result/Impact: Improved community-wide relationships with parents and community members</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Office Staff District Webmaster Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2: By May 2023 at least 70% of all students' parents/guardians/family members will participate in educational improvement efforts focused on student academic growth awareness provided through MAP (Measure of Academic Progress) family night, parent-teacher conferences, STAAR Night, parent letter for Eduphoria data, ESL & Dyslexia Family Night, Parent Portal use and orientation.

Strategy 1 Details	Reviews			
<p>Strategy 1: District/Campuses will use all communication methods to inform stakeholders of educational awareness opportunities and involvement.</p> <p>Strategy's Expected Result/Impact: Improve parent's understanding of their student's educational improvement & growth as well as how to effectively monitor academic progress monitoring data.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Faculty & Staff District Webmaster</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students in Academy ISD will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.

Performance Objective 1: By May 2023, social and emotional supports, including individual and group counseling, will reduce discipline referrals and incidents of violence by 2% as measured in PEIMS.

HB3 Goal

Evaluation Data Sources: Teacher lesson plans - Excel TCA Period - Character Strong (6th-12th grades) weekly lessons - Purposeful People (PreK-5th grades) weekly lessons
 PEIMS reports
 Increased officer presence on campuses with two SROs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student and staff participation in the District's initiative, Take Care of Academy (TCA), in order to positively influence and impact overall district and campus culture/climate.</p> <p>Strategy's Expected Result/Impact: Reduction in violence, including bullying/harassment allegations, with the use of STOPit, an online and app-based system, to empower students, parents, teachers, and others to anonymously report anything of concern to school officials - from cyber-bullying to threats of violence or self-harm, pregnancy, dropout, drugs, weapons, and tobacco/vaping.</p> <p>STOPit is an important step in our continued effort to provide a positive school climate and a safe learning environment for students and staff. It is a powerful tool in the prevention, identification, response to and reporting of bullying or bully-like behavior.</p> <p>Provide a common language and theme for all district stakeholders to know what it means to Take Care of Academy.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Counselors Teachers Students Parents</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May
	This area is currently empty in the image			

Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2023, age-appropriate content-specific prevention and awareness programs will be shared on campuses to reduce incidents in</p> <ul style="list-style-type: none"> -child abuse & sexual abuse (teacher awareness training) -dropout prevention (greater focus on identified at-risk individuals) -pregnancy prevention (AIM for Success @AMS) -tobacco, alcohol, drugs (Red Ribbon Week) -anti-vaping (increased signage, assembly) - coordinated health care plan (student fitness assessment data & success of methods of physical activity) <p>During October's Red Ribbon Week, students will participate in anti-drug and alcohol literature/lessons through PE classes, Library rotation, guest speakers, and/or Excel/TCA/Homeroom classes.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and incidents of violence Reduction in ISS and DAEP placements</p> <p>Staff Responsible for Monitoring: Campus Administration SHAC Committee Counselors Librarian Teachers Students</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to evaluate evolving needs for surveillance cameras, radios, severe weather detection systems, perimeter fencing, and safety/directional signage around campuses and school grounds.</p> <p>Strategy's Expected Result/Impact: Improve staff & student safety Increase visibility of external security measures</p> <p>Staff Responsible for Monitoring: SRO- Deputy Cox and SRO/Attendance Officer/Community Liaison - Deputy Matamoros District/Campus Administration Technology Department Operations Department Teachers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Students in Academy ISD will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.

Performance Objective 2: By May 2023, district-wide staff & substitute training and implementation of Standard Response Protocols (SRPs) to standardize language in the AISD Emergency Operations Plan (EOP) as well as campus safety and security drills in order to prevent injury or advert danger thereby improving working conditions and reducing staff & student absences by 2% as measured in PEIMS and Frontline Aesop.

Evaluation Data Sources: Staff and student absences

Campus safety and security drill logs

Campus Behavior Threat Assessment Team full-day training at ESC12 on September 25, 2022

District Safety & Security Meetings (Fall/Spring); Back to School PD August 2022; Friday, October 28, 2022 - trainings at all campuses

Weekly Exterior Door Sweep logs

ID badges with Standard Response Protocols (SRPs) badges for all faculty, staff, and substitutes

Portable radios





Raptor

Faculty & Staff wear ID badges while on campus

6th-12th grade student ID badges

Middle School & High School online ticketing for extracurricular events in order to manage capacity





Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and evaluate evolving needs for training and implementation of Stop the Bleed, CPR, Epi Pens, and Standard Response Protocols (SRPs) by holding district-wide trainings and review of current district safety & security procedures and resources, including distribution of National Child Identification Program's inkless fingerprinting kits for parents of students in grades PreK-8th.</p> <p>Strategy's Expected Result/Impact: Increased security at all campus facilities, continued committee feedback on district needs, and planning for future security improvements. Ensure every campus and facility is both safe and supportive for students and staff.</p> <p>Staff Responsible for Monitoring: District/Campus safety & security teams SROs Cox & Matamoros</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase awareness and monitoring of working conditions along with improved student/staff attendance rates.</p> <p>Strategy's Expected Result/Impact: Faculty & staff retention increase, lower drop out rate, higher student academic achievement.</p> <p>Staff Responsible for Monitoring: District/Campus Administration SROs Parents Community Faculty & staff Students</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students in Academy ISD will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.

Performance Objective 3: Continue to build an AISD technology infrastructure robust enough to support district online testing, one-to-one student devices, and all security measures, including implementation of SMART Tag.

Evaluation Data Sources: Technology program reports
Purchase Orders

Strategy 1 Details	Reviews			
<p>Strategy 1: As AISD moves toward one-to-one device implementation for all secondary students, the district-wide filtering software (Securly) will be used to monitor and limit student exposure to inappropriate internet content.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals Increased parental trust and understanding of technology use/purpose in student learning</p> <p>Staff Responsible for Monitoring: SROs District/Campus Administration Technology Department Teachers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Districtwide implementation of SMART Tag on all AISD route busses. The electronic system is designed to ensure authorized ridership and improve the safety and security of students who utilize school bus transportation to and from school.</p> <p>Strategy's Expected Result/Impact: Provide live monitoring of where and when students load onto and unload off of their school bus to keep transportation, administrators and parents informed</p> <p>Staff Responsible for Monitoring: District/Campus Administration Transportation Department SROs Bus Drivers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$300,044.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

At least 55% of the State Compensatory Education (SCE) funds allocated to a district must be used to fund supplemental programs and services designed to eliminate any (1) disparity in performance on assessment instruments administered under the TEC, Subchapter B, Chapter 39, or (2) disparity in the rates of high school completion between (a) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (b) students at-risk of dropping out of school, as defined by TEC, Section 29.081 and all other students. SCE funds can be used to serve any student who is under 26 years of age and who meets one or more of the following: (1) Meets one or more of the 13 State At-Risk Indicators as defined in TEC 29.081(d) (2) Meets one or more of an LEA's, Board-approved Local At-Risk criteria (3) Is enrolled at a Schoolwide Title I campus [regardless of the school's percentage of economically disadvantaged students -- HB3 removed the greater-than or equal to 40% threshold of a Title I schoolwide program] (4) Qualifies as economically disadvantaged (i.e. the student qualifies for free or reduced lunch) at any campus 11-6112-00-001-x24000 Substitute Teachers - HS (Comp Ed) \$ 1,200.00 11-6112-00-041-x24000 Substitute Teachers - MS (Comp Ed) \$ 1,500.00 11-6112-00-101-x24000 Substitute Teachers - IS (Comp Ed) \$ 720.00 11-6112-00-102-x24000 Substitute Teachers - ES (Comp Ed) \$ 1,500.00 11-6119-00-001-x24000 Salary or Wages / Teachers - HS (Comp Ed) \$ 8,160.00 11-6119-00-041-x24000 Salary or Wages / Teachers - MS (Comp Ed) \$ 55,834.00 11-6119-00-101-x24000 Salary or Wages / Teachers - IS (Comp Ed) \$49,500.00 11-6119-00-102-x24000 Salary or Wages / Teachers - ES (Comp Ed) \$45,701.00 11-6119-00-102-x34000 Salary or Wages / Teachers - ES (HQ Pre-K Comp Ed) \$ 56,238.00 11-6129-00-001-x24000 Salary Support Personnel - HS (Comp Ed) \$0 11-6129-00-041-x24000 Salary Support Personnel - MS (Comp Ed) \$45,051.00 11-6129-00-101-x24000 Salary Support Personnel - IS (Comp Ed) \$ 22,124.00 11-6129-00-102-x24000 Salary Support Personnel - ES (Comp Ed) \$ 68,753.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AECC Support Personnel	Instructional Aide	1
AES Support Personnel	Instructional Aide	1
AES Support Personnel	Instructional Aide	1
AES Teacher	Teacher	1
AES Teacher	Teacher	1
AHS substitute teacher	Substitute	1
AHS Support Personnel	Instructional Aide	0
AHS Teacher(s)	Teacher	1
AMS substitute teacher	Substitute	1
AMS Support Personnel	Instructional Aide	1
AMS Teacher(s)	Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Wednesday, September 21, 2022

District Education Improvement Committee Meeting

11:30 a.m.

AHS Band Hall

Documentation:

Sign-in sheet

Meeting minutes

Agenda

Presentation

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Plans were developed with timely and meaningful consultation with stakeholders on Monday, October 3, 2022.

Title I, Part A LEA CIPs coordinated needs with additional programs: SpEd, 504, CTE, ESSA, Homeless, At-Risk

AHS Site-Based Decision-Making Committee's CIP meeting 11:30 a.m. - 1:00 p.m.

AMS Site-Based Decision-Making Committee's CIP meeting 11:30 a.m. - 1:00 p.m.

AES Site-Based Decision-Making Committee's CIP meeting 1:30 - 2:00 p.m.

AECC Site-Based Decision-Making Committee's CIP meeting 9:00 - 10:30 a.m.

Additionally, AES and AECC parents discussed Campus Plans and Parent & Family Engagement Policy during Parent Conferences throughout October 2022.

2.2: Regular monitoring and revision

AISD serves four campuses, including an Early Childhood Center with PreK students, with Title funds. AISD is s Title I Schoolwide program. Schoolwide programs use all available funds on the education needs of all students. In AISD, Schoolwide programs provide many services to students that include tutorials, parent involvement, homelessness, and more.

2.3: Available to parents and community in an understandable format and language

Once Board approved, District Improvement Plan and Campus Improvement Plans will be posted on the district website in English & Spanish.

Hard copy of DIP is available at AISD Administration Building.

Hard copies of CIPs are available at each campus front office.

Additionally, upon request PDF format documents of the DIP and/or CIPs may be emailed to stakeholders in either English or Spanish.

2.4: Opportunities for all children to meet State standards

Campus Plans support substantially helping children served under Title I, Part A to meet the challenging State academic standards through rigorous coursework and high quality instructors.

Plans are periodically reviewed and revised as needed, but not less than 1x per year.

2.5: Increased learning time and well-rounded education

Increased learning time for all students, especially identified At-Risk students, receive HB4545 interventions and a well-rounded education during Excel/TCA/Homeroom period.

AMS and AHS implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher learning, local employers, and other local industry/education partnerships like Workforce Solutions of Central Texas.

AHS increases student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Students have increased learning time through support efforts from Character Strong and Purposeful People weekly lessons to reduce the overuse of the discipline practice that removes students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

2.6: Address needs of all students, particularly at-risk

Students identified at-risk for academic failure are provided additional educational assistance through targeted tutoring before school, after school, and during the school day during intervention times in order to help them meet the challenging State academic standards.

Implementing instructional and other strategies, like small groups, online intervention resources, Saturday school, and dropout prevention techniques, are intended to strengthen academic programs and improve school conditions for student learning.

Campuses identify and address disparities that may result in low-income students and minority students being taught at higher rates than other students by inexperienced teachers or out-of-field teachers through review of staffing patterns and hiring practices.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

District and campus schoolwide plans are annually evaluated using data from the State's STAAR assessments, other student performance data including BOY, MOY, and EOY MAP (Measures of Academic Progress), and perception data on safety & security to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

District and Campuses annually revise their plans, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

AISD's Parent & Family Engagement Policy is available on the website in English & Spanish.

Each year district and campus administrators review the policy, and campuses update as needed.

4.2: Offer flexible number of parent involvement meetings

Flexible number of parent involvement meetings:

- Special Programs / Megan Moon - Parent Behavior Strategies and Tactics
 - November 9
 - AES
 - 6-7pm

- Assessment Awareness Night / Annual Title I Meeting
 - November 16
 - AES
 - 6-7pm

- Screenagers / Social Media Awareness
 - December 7
 - AHS

◦ 6-7:30pm

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

AISD has no campuses in Targeted School Improvement or Comprehensive Improvement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Barabas	Instructional Aide	AES Enrichment Instruction	1
M. Lambert	Interventionist	AES Accelerated Instruction	1
S. Garcia	Instructional Aide	ECC Technology	1

Plan Notes

Academy 2018-2028

Academy ISD's 10 Year Strategic Plan

Academy ISD Belief Statements

- We believe students are our top priority.

- We believe students are capable of high achievement.

- We believe in the value of each employee.

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

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

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

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

Motto

Academy ISD...Where Success Begins

TEA's Strategic Plan - goals of 60x30TX

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals.

TEA Strategic Priority 2: Build a Foundation of Reading and Math

TEA Strategic Priority 3: Connect High School to Career and College.

TEA Strategic Priority 4: Improve Low-Performing Schools

The goal of the **TEA's Effective Schools Framework (ESF)** is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs each school.

TEA Effective Schools Framework – Lever 1: Strong School Leadership and Planning

TEA Effective Schools Framework – Lever 2: Effective, Well-supported Teachers

TEA Effective Schools Framework - Lever 3: Positive School Culture

TEA Effective Schools Framework – Lever 4: High-Quality Curriculum

TEA Effective Schools Framework – Lever 5: Effective Instruction

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Billy Harlan	Superintendent
Administrator	Darla Nolen	Assistant Superintendent
Administrator	Logan Chaney	AHS Principal
Administrator	Cole Ramsey	AMS Principal
Administrator	Andrea Chaney	AES Principal
Administrator	Kelli Schwake	AECC Director
Administrator	Jana Warren	BCAS Director
District-level Professional	Brian Nolen	Director of Operations & Transportation
District-level Professional	Sara Sanders	Director of Special Programs
District-level Professional	Jared Hunt	Director of Athletics & Extracurricular
Non-classroom Professional	Josh Cox	AISD School Resource Officer
Parent	Callie Poncik	AECC Parent
Business Representative	Jacki Wright	Business Owner
Parent	Jarrod Newman	AES Parent
Administrator	Meagan Pruett	AHS Assistant Principal
Classroom Teacher	Brian Pursche	AHS Teacher
Parent	Brittany White	AHS Parent
Community Representative	Sonny Dodson	Community Representative
Administrator	Kaci Kleypas	AMS Assistant Principal
Classroom Teacher	Leighton Ellison	AMS Teacher
Classroom Teacher	Kayla Andrews	AMS Teacher
Parent	Lisa Liden	AMS Parent
Community Representative	Nancy Poncik	Community Representative
Administrator	Erin Timberlake	AES Assistant Principal
Classroom Teacher	Sarah Hill	AES Teacher
Classroom Teacher	Robert Copeland	AES Teacher
Classroom Teacher	Josh Massey	AHS Teacher
Classroom Teacher	Meagan Hearrell	AECC Teacher

Committee Role	Name	Position
Parent	Anna Robert	AECC Parent
Business Representative	Travis Wilson	Business Representative
Non-classroom Professional	Tonya Drake	District RN
Community Representative	Stephanie Tomasek	Community Representative
Community Representative	Sherry Moore	Community Representative
Community Representative	Connie Bleer	Community Representative
Parent	Stephanie Tomasek	Parent
Paraprofessional	Amy Grady	AISD Paraprofessional

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Title I, Part C Migrant			Darla Nolen	10/20/2022

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary		
RECENT QUALIFYING MOVE		
+		
FAILING OR MOST AT RISK OF FAILING		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.	Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);	Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.
Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Academy
Region: 12

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023


Filled Out By: Tonya Ramos and Polo Vielma
Date: 06/10/2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<p><u>Goal(s):</u></p> <p>To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><u>Objective(s):</u></p> <p>Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.</p>
--	--

Required Strategies		Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Timeline	Person(s) Responsible	Documentation	Documentation
September - May	NGS Data Specialist	Copies of e-mails attached and sent to Superintendents	
August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.			


<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	<p>September - May</p> <p>Monthly</p>	<p>MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors</p>	<p>Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan</p>
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	<p>September - May</p> <p>Monthly</p>	<p>MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors</p>	<p>Individualized Student Action Plan</p>
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>September - May</p>	<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials</p>


LEA Signature

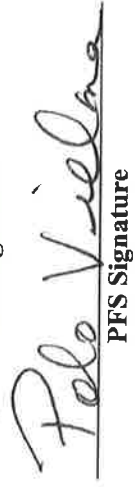

Date Completed


ESC Signature


Date Received


PFS Signature


Date Completed


PFS Signature


Date Completed