

# Academy Independent School District

## Academy Elementary

### 2023-2024 Improvement Plan



**Board Approval Date:** October 25, 2023  
**Public Presentation Date:** October 25, 2023

# Mission Statement

*Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.*

## Vision

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

**LEAD!**

## Core Beliefs

Academy ISD

Belief Statements

We believe students are our top priority.

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

We believe students are capable of high achievement.

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

We believe in the value of each employee.

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

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

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

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Academy Elementary is a rural campus that serves students in first through fifth grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 705 students.

Data was used from various sources such as: the district student management system (TeXEIS) and the Academy Elementary and Academy Intermediate 2021-2022 TAPR (Texas Academic Performance Report). At the time of initial 23-24 needs assessment, the 22-23 TAPR Report had not been released. This data was used to monitor the academic progress of all student demographics.

<b>DEMOGRAPHICS</b>	<b>SY 2022-2023</b>
	<b>AES (1st-5th grade)</b>
<b>African American</b>	41 students, 6%
<b>Hispanic</b>	188 students, 27%
<b>White</b>	413 students, 59%
<b>Indian</b>	0%
<b>Asian</b>	10 students, 1.4%
<b>Pacific Islander</b>	2 students
<b>Two or More Races</b>	42 students, 6%
<b>Economically Disadvantaged</b>	42%
<b>At-Risk</b>	34%
<b>EB</b>	5.6%, 39 students
<b>Gifted and Talented</b>	51 students
<b>Special Education</b>	18.6%, 131 students
<b>Dyslexia</b>	43 students
<b>Homeless</b>	13 students

<b>DEMOGRAPHICS</b>	<b>SY 2022-2023</b> <b>AES (1st-5th grade)</b>
<b>TOTAL STUDENTS</b>	705 students
<b>Attendance Rate</b>	94.5%

<b>AVERAGE CLASS SIZE</b>	<b>SY 2021-2022 AES (Pk-2)</b>	<b>SY 2021-2022 AIS (3-5)</b>
<b>First Grade</b>	19	N/A
<b>Second Grade</b>	18	N/A
<b>Third Grade</b>	N/A	18
<b>Fourth Grade</b>	N/A	21
<b>Fifth Grade</b>	N/A	21

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.

Across the state there has been a decline in teacher retention due to multiple reasons. One of the effects this has on Academy Elementary is the percentage of beginning teachers 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 22-23 TAPR (Texas Academic Performance Report) is currently not available; the following information is based upon the TAPR report for 2021-2022. Our teachers meet the following criteria by years of experience:

Experience	SY 2021-2022	SY 2021-2022
	AES (Pk-2)	AIS (3-5)
<b>Beginning teachers</b>	23%	34%
<b>1-5 Yrs experience</b>	43%	23%
<b>6-10 Yrs Experience</b>	0%	11.4%
<b>11-20 Yrs Experience</b>	21%	20%
<b>Over 20 Yrs Experience</b>	13%	11.4%

Our teachers meet the following criteria by certifications:

Teachers: Degrees Held	SY 2021-2022	SY 2021-2022
	AES (Pk-2)	AIS (3-5)
<b>Bachelors</b>	83%	85%
<b>Masters</b>	14%	14%
<b>Doctorate</b>	0%	0.0%

In 2023-2024, teachers will be evaluated using T-TESS (Texas Teacher Evaluation and Support System) which includes setting goals that focus on specific professional goals for each teacher. 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 (Prioritized):** 66% of teachers at Academy Elementary and 57% of teachers at Academy Intermediate (based on 21-22 TAPR data) have 5 years or less teaching experience. **Root Cause:** There has been a teacher retention problem throughout the nation due to multiple reasons.

**Problem Statement 2 (Prioritized):** Many students at Academy Elementary struggle to have prior background knowledge and limited vocabulary due to lack of exposure. **Root Cause:** This could be attributed to an average 42% economically disadvantaged rate at Academy Elementary.



# Student Learning

## Student Learning Summary

### 2023 End of Year MAP MATH DATA:

Grade	Lo%ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile > 80		Grade level Mean RIT	Norm Mean RIT
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	AES	National
1	17	12%	19	13%	30	21%	41	29%	35	25%	178	176.4
2	18	11%	22	15%	27	19%	36	25%	42	29%	192	189.4
3	18	13%	15	11%	24	18%	40	29%	40	29%	203	201.1
4	20	14%	23	16%	31	22%	50	35%	19	13%	211	210.5
5	17	13%	16	12%	39	30%	40	31%	19	15%	218	218.7

### 2023 End of Year MAP READING DATA:

Grade	Lo%ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile > 80		Grade level Mean RIT	Norm Mean RIT
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	AES	National
1	26	18%	30	21%	30	21%	38	27%	18	13%	173	171.4
2	20	14%	35	24%	44	31%	32	22%	12	8%	184	185.6
3	16	12%	20	15%	22	16%	45	33%	33	24%	200	197.1
4	15	10%	18	13%	36	25%	42	29%	32	22%	208	204.8
5	20	15%	15	12%	27	21%	38	29%	30	23%	214	211

## 2022-2023 STAAR Academic Achievement Summary

	Did Not Meet	Approaches	Meets	Masters
<b>3-5 Reading</b>	15%	31%	32%	22%
<b>3-5 Math</b>	23%	30%	31%	16%
<b>5 Science</b>	28%	35%	24%	13%

45 dyslexic students were served in the dyslexia program in grades 1 thru 5.

Academy Elementary's EB (Emergent Bilingual) population has increased over the years. AES served 39 students in 22-23.

Academy Elementary's Gifted and Talented population has increased to a total number of 51 students in 22-23.

### Student Learning Strengths

- All grade levels (Kinder through fifth grade) mean RIT score were above the national norm in MAP Math and MAP Reading in the Spring of 2023.
- 22% of 3rd-5th grade students performed at the Masters level in Reading.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 26% (First & Second grades), 30% (Fourth grade) of students scored in the Low to Low Average range on the MAP Math Assessment. **Root Cause:** Teachers would benefit from support to better understand small group math instruction and how to appropriately respond to data in order to quickly intervene.

**Problem Statement 2 (Prioritized):** 39% (First Grade) and 38% (Second grade) of students scored in the Low to Low Average range on the MAP Reading Assessment. **Root Cause:** Teacher would benefit from support to better understand phonics in the primary grade levels as well as guided reading and how to appropriately meet each students' needs in the subject of Reading.

# 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. Teachers 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 60 minute block daily to provide reading and math interventions. During this time, designated students work with teachers to receive interventions in the classroom. In addition, staff also utilizes supplemental intervention programs (Leveled Literacy Intervention, iXL, and more) as prescribed remediation for struggling learners. EL students participate in Summit K-12 and Rosetta Stone programs to help increase their language skills. Many grade level teachers are trained 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 (Prioritized):** The Emergent Bilingual student group continues to read below grade level. **Root Cause:** Teachers 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:

<b>22-23 Discipline Referrals</b>
152 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 strong program is used by classroom teachers and the counselor. 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 First through Fifth 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 and plans ways to support members of our community in need. This 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 ensure 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. A School Resource Officer is present at AES every school day for the entire school day. The SRO serves to support with safety and security, daily door checks, as well as attendance and welfare checks.

Family and community involvement is encouraged throughout the school year. A variety of opportunities are available for families and community members in the 23-24 school year. Events such as Meet The Teacher, Open House, Grandparent's Breakfast, Veteran's Day Parade, Grade Level Musical Performances, Parent

Teacher Conferences, Technology Night, MAP Parent Night, Thanksgiving family lunch, Christmas, Valentines, and End of Year Parties, Bumblebee Bash, Honeybee Relays, Talent Show, Art Show, and End of Year Awards Ceremonies. Most recently, Academy Elementary founded the "Beekeepers" program which provides an opportunity for dedicated men in the community to volunteer time within the school day to support students as a positive male role model on campus.

### **Perceptions Strengths**

- Academy Elementary has created strong relationships with all stakeholders.
- Many opportunities are available throughout the school year for families and community members to become involved and support the campus.

# Priority Problem Statements

**Problem Statement 1:** 66% of teachers at Academy Elementary and 57% of teachers at Academy Intermediate (based on 21-22 TAPR data) have 5 years or less teaching experience.

**Root Cause 1:** There has been a teacher retention problem throughout the nation due to multiple reasons.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Many students at Academy Elementary struggle to have prior background knowledge and limited vocabulary due to lack of exposure.

**Root Cause 2:** This could be attributed to an average 42% economically disadvantaged rate at Academy Elementary.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 26% (First & Second grades), 30% (Fourth grade) of students scored in the Low to Low Average range on the MAP Math Assessment.

**Root Cause 3:** Teachers would benefit from support to better understand small group math instruction and how to appropriately respond to data in order to quickly intervene.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 39% (First Grade) and 38% (Second grade) of students scored in the Low to Low Average range on the MAP Reading Assessment.

**Root Cause 4:** Teacher would benefit from support to better understand phonics in the primary grade levels as well as guided reading and how to appropriately meet each students' needs in the subject of Reading.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The Emergent Bilingual student group continues to read below grade level.

**Root Cause 5:** Teachers have limited proficiency in the design and implementation of sheltered English strategies across content areas.

**Problem Statement 5 Areas:** School Processes & Programs

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

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

## Student Data: Behavior and Other Indicators

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

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data



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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prepare all students to show growth in academic progress, including utilizing small group instruction and RtI strategies to particularly meet the needs of those at risk of not meeting State academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth and overall academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Coaches Interventionist Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide timely opportunities for teacher collaboration and professional development in effective lesson planning, knowledge of TEKS, and data digs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Coaches Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will grow in their capacity of the science of teaching reading. Staff will use a variety of instructional strategies (Phonics, Guided Reading, Writer's Workshop, and Literacy Stations) to enhance reading and writing instruction and experiences in real world situations to enhance learning for all subpopulations (to include SPED and EB students). To improve reading and writing achievement, teachers will focus on increasing fluency and comprehension for all readers by using a variety of resources such as online reading materials, explicit phonics instruction, leveled readers, shared reading items, and writing items.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR data, MAP data, MAP Reading Fluency data, and F&amp;P levels</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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. Spiral Review, CRA Model, Stemsopes, iXL, Lead4Ward playlist strategies, and Lead4Ward Math Mark intervention activities) An explicit focus will be targeted on reaching the EB and SPED student group populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR academic performance and growth percentages, MAP percentiles and growth levels, CUA and Formative assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, Instructional Coaches, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All teachers in grades 1-5 will utilize the iXL math and reading online programs to increase fact fluency, math problem solving, reading skills and comprehension skills/strategies. Students will have scheduled usage times, teachers and students will tracking progress, and teachers will reviewing and assign explicit TEKS based activities that are differentiated by individual students' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' math fluency and problem solving skills Increase in students' reading fluency and comprehension skills</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, Instructional Coaches, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Instruction provided by paraprofessionals will enhance learning for students identified as at-risk in reading and math for grades levels 1st-5th during schedule intervention (HIVE) times. Interventions could include MAP Fluency, Heggarty, LLI, and small group. Staff will evaluate the effectiveness, monitor progress, and review data (such as STAAR, MAP, F&amp;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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR, MAP, F&amp;P, CUA, and Formative Assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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:** Improve and increase partnerships with parents, community organizations, and businesses.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer campus events (ie. Meet the Bees, Open House, Book Fairs, Class field trips, Honeybee Relays, Veteran's Day Parade, Student Musical Performances, Talent Show, Class Parties, Award Ceremonies, UIL events, Art Show, Bee Keepers, etc.) and parent conferences during various times to increase parent and student participation along with increased use of social media outlets to publicize educational efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement Improved student attendance Positive School Climate Community Awareness</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration Counselor Classroom Teachers Parent Volunteers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AES will design and implement a parent involvement policy and school-parent compact as well as 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Distribution of school-parent compact and parent involvement policy</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Academy Elementary will increase communication to parents and the AISD community to include general information, positive happenings within the school for students and staff, ways to become connected at AES, helpful tips and strategies to support your student at home, and ways to volunteer at AES. This will be done in a variety of ways to include a principal newsletter, Remind 101 messages from the campus level as well as classroom teachers, classroom/grade level newsletters, blackboard connect messages/call outs, social media posts (facebook), Academy ISD website, and the student led "B-U-ZZ" newscast.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of people in attendance at school events Improved attendance Community Awareness</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team Director of Marketing and Communications Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Academy ISD staff will wear ID badges while on campus and have a visible AISD parking tag in their vehicle.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will model appropriate behaviors and participate cooperatively with adult instructions.</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration Counselor Classroom Teachers Instructional Aides Office Support Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Additional safety and security signage will be posted throughout AES to include exteriors doors. Signage will include items such as, all visitors must sign-in at the front office, security cameras in use, and that visitors must wear a visible visitors badge. Safety upgrades decided upon by the AISD Safety and Security district committee will be implemented throughout all campuses. A School Resource Officer (SRO) will be present on campus every school day and throughout the entirety of the school day to support with safety and processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of safety and security processes</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team Teachers SRO</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will teach students conflict resolution strategies, character trait strategies, mental health awareness, drug/violence prevention, self-regulation and help students distinguish between bullying and conflict. Staff members will be trained and implement Character Strong, a district wide character building resource. The counselor will lead students in a service club to improve the school climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, AP, and Principal Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All AES students and staff will participate in regular safety &amp; security drills and trainings (covering a variety of topics)to ensure a well-rounded, safe experience on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of safety processes and procedures by staff and students</p> <p><b>Staff Responsible for Monitoring:</b> AES staff AISD SRO</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Academy Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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## Personnel for Academy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Barabas	Instructional Assistant	0.5
Emily Baker	Instructional Assistant	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Misty Lambert	Interventionist	Instructional Programs	1.0

# Addendums



**Academy Elementary School**  
*Parent and Family Engagement Policy*  
2023-2024



At Academy Elementary, we are committed to promoting a positive learning community through engaging instruction, building relationships, and inspiring all students to meet their highest potential and become lifelong learners.

**Communication:** Parents are communicated with using a variety of different methods. Some of them may include: daily agenda planners, Bumblebee Buzz folders, campus fliers, campus marquee, campus newsletter, social media accounts, online school website, Blackboard automated phone calls, and Remind 101.

We strongly encourage parents to communicate with staff members. They may be reached via phone calls, notes, emails, daily take home folders, and AES Parent Input forms. We believe that through strong, clear communication our students are able to be the most successful. Written materials will be sent home in both English and Spanish. If there is another language that an item needs to be translated into, please let us know and we will try our best to ensure this is done for you.

**Parent and Family Learning:** We are here to support you through understanding what the Texas academic standards are, and also provide you information about STAAR and Academy ISD assessments. We will also share with you how to monitor your child's progress and ways to work with teachers as a team to help your student. Parents are able to access their child's curriculum by using the TEKS Resource Parent Portal. Additionally, parents can actively monitor their student's grades through the Parent Portal. Additional classes will be provided to support your student at home, such as how to remain current with the ever changing world of technology and ways to support your children with literacy. We understand that many parents are unable to attend at the select dates, so we will make an effort to provide these information meetings at a variety of dates. If you have any suggestions about our learning topics, please contact Mrs. Hitt, AES counselor. If you would like to have a meeting about your child's education to make suggestions, please contact Mrs. Chaney, AES Principal, at 254-982-0150.

**Annual Title Meeting:** Our annual Title I meeting is held in October of every school year. This meeting is offered at two dates, one in the morning and one during the evening, to allow parents an opportunity to attend if unable on one of the dates. All parents and family members are invited to attend. During this time, we want to share with you what Title I is and how these funds are used to ensure students are successful. We also discuss the Parent and Family Engagement Policy, the Home-School Compact, "Parents Right to Know" and a variety of ways you can be involved to support your child's education. The curriculum we use, academic assessments, and what our current data is will be provided as well.

**Title I Program Evaluation:** Several times a year our Site Based Decision Making committee evaluates our Title I program and progress. The SBDM, which must include at least one parent, provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you are interested in serving on SBDM, please contact AES principal, Mrs. Chaney. Since we know not all parents are able to serve on this committee, we provide an annual meeting that evaluates the plan and gains parents input on changes for the upcoming year. Please know, that if the CIP is for some reason not satisfactory to parents, parent comments about the CIP may be submitted to Mrs. Chaney.

**Parent and Family Engagement Policy and Home-School Compact:** Every spring we must review the Family Engagement Policy and Home-School Compact. We meet together to discuss and make changes to these documents for the next school year. During this time, we would greatly appreciate your support and input! Parents and family members are a crucial, required part of this process. Both of these documents are posted on our campus website so that parents, family members, and the community have access to them. Our website will allow you to translate any posted information into any of the 107 different languages. The parent policy is also made available during the Annual Title I meeting and is included in our Bumblebee Basics. Your child's teacher will also share information about the Home-School Compact during parent teacher conferences as well as your child's progress at school. All of our parents have the right to participate in decisions relating to their child's education.

**Volunteers:** At the beginning of the school year and through the year, our counselor, Mrs. Hitt, hosts a volunteer orientation to outline AISD policies. If you would like to volunteer, please contact Mrs. Hitt at 254-982-0150.

**Staff Awareness:** Academy Elementary staff members receive annual training about the value of parent and family contributions at school. We discuss how to build community and work with parents as equal partners to make sure that all students are successful in their learning. Our staff is kept up to date on our various parent programs, their role in the implementation and coordination of the programs, and how they can encourage parent and family participation.

# Our Goals for Student Achievement

## Academy ISD Goals

1. Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.
2. Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.
3. Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

## Our Responsibility to Our Students

To enable our students to meet the state's academic achievement standards, our school provides high quality curriculum and instruction to our students in supportive and effective classroom environments. Our teachers regularly engage in a deep study of the standards and receive ongoing professional development to refine their instructional practices. We support our students and work hard to provide a welcoming, safe school environment.

## Building Partnerships

Academy Elementary is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. Please consider joining the staff and fellow parents through some of the following events and programs:

- Academy Busy Bees (volunteer group)
- Bee Keepers (positive male role model program)
- Parent Advisory Council
- Volunteering

If you would like to volunteer, please contact our volunteer coordinator, Mrs. Hitt, at [chelsea.hitt@academyisd.net](mailto:chelsea.hitt@academyisd.net) or 254-982-0150.

## Communication About Student Learning

Academy Elementary is committed to frequent two-way communication with families about their children's learning. Some of the ways that parents and teachers communicate include:

- Daily "Bumblebee Buzz" folders
- Parent-teacher conferences in the fall
- Progress reports and report cards
- Grade checks through Parent Portal
- Newsletters, updates on the school website, and emails
- Academy Elementary Facebook page & Academy Elementary Remind account

For questions about your child's progress, please contact the teacher by email or call 254-982-0150 to leave a message. The teacher will return your call during a conference period or after school when he/she is not instructing students.

# Academy Elementary School

## School-Parent Compact

2023-2024



## What is a School-Parent Compact?

This school-parent compact offers ways that we can work together to help our students achieve the state's high standards. It provides strategies to help connect learning at school and at home. It is a commitment made amongst teachers, parents and students to share the responsibility for improving student achievement.

## Jointly Developed

This school-parent compact is the result of continuous collaboration between our parents, families and staff. Our Site Based Decision Making Committee and our Parent Advisory Council meet several times a year to share ideas and work toward common goals. In the spring of each year, we hold a Title I meeting to review and revise this compact based on the school's academic goals and students' needs.

## TEACHER COMMITMENTS

### *To support student achievement goals, I will...*

- Develop learning goals with students and send home materials to help parents support the learning goals at home.
- Involve students in daily reading activities and provide parents with resources to practice reading skills at home with their child.
- Share with parents math problem solving strategies used in the classroom and send home resources to support them.
- Provide a positive, safe, and effective learning environment for all students.
- Connect students with after-school activities that support their learning.

### *To support effective communication, I will...*

- Review the school-parent compact with parents at parent teacher conferences.
- Assist parents in understanding opportunities to volunteer and participate in their child's class.
- Initiate timely communication with parents when there is a concern regarding their child's progress, behavior, etc.
- Respond to emails, phone calls, notes in the communication folder, etc.

## PARENT COMMITMENTS

### *To support student achievement goals, I will...*

- Provide a quiet time each day for completion of homework and/or reading.
- Talk with my child each day about school and their success; set high expectations for his or her academic achievement.
- Read daily with my child and talk about what was read. Practice math facts/concepts with my child.
- Include my child in opportunities for real world application of problem-solving skills such as cooking, paying bills, etc.
- Participate in school events, workshops, and meetings.

### *To support effective communication, I will...*

- Initiate communication with school staff when there is a question or concern.
- Review daily Bumblebee Buzz folder and other communication flyers sent home.
- Respond to emails, phone calls, notes in the communication folder, etc.
- Participate in parent-teacher conferences and other meetings about my child and his/her progress.

## STUDENT COMMITMENTS

### *To support achievement goals, I will...*

- Follow school expectations, participate in classroom activities, and take responsibility for my learning.
- Complete all assignments, including homework, to the best of my ability.
- Set high academic expectations for myself.
- Read every day for at least 20 minutes and talk with someone about what I have read.
- Practice math facts and concepts using flashcards, online tools, games, etc.
- Identify math in the world around me such as shapes, angles, money, etc.

### *To support effective communication, I will...*

- Talk with my parent(s) about school each day.
- Ask questions when I don't understand something or need additional help.
- Seek help from my parents, teachers, and other school staff when there is a problem or concern.
- Speak positively with others and take turns both talking and listening.