

# Academy Independent School District

## District Improvement Plan

2023-2024



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

# 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.

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# Comprehensive Needs Assessment

## 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 (HB1416) 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?

2023-2024 Academy ISD Student Enrollment

Campus	AISD Total Enrollment
AECC	172
AES	705
AMS	404
AHS	542
BCAS	5
Total:	1828
	as of 10/18/2023

Official TEA Snapshot enrollment data will be captured on October 27,

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

#### 2021-22 Student Information (TAPR) ACADEMY ISD (014901)

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,749	100.0%	5,402,928	100.0%	1,759	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	14,290	0.3%	9	0.5%	21,375	0.4%

Pre-Kindergarten	37	2.1%	222,767	4.1%	37	2.1%	223,733	4.1%
Pre-Kindergarten: 3-year Old	1	0.1%	33,969	0.6%	1	0.1%	34,259	0.6%
Pre-Kindergarten: 4-year Old	36	2.1%	188,798	3.5%	36	2.0%	189,474	3.5%
Kindergarten	142	8.1%	370,054	6.8%	142	8.1%	371,502	6.8%
Grade 1	140	8.0%	384,494	7.1%	140	8.0%	386,232	7.1%
Grade 2	133	7.6%	382,008	7.1%	133	7.6%	383,838	7.1%
Grade 3	131	7.5%	383,078	7.1%	131	7.4%	384,872	7.1%
Grade 4	130	7.4%	383,959	7.1%	130	7.4%	386,011	7.1%
Grade 5	127	7.3%	387,945	7.2%	127	7.2%	389,971	7.2%
Grade 6	126	7.2%	398,640	7.4%	126	7.2%	400,447	7.4%
Grade 7	148	8.5%	418,486	7.7%	148	8.4%	418,788	7.7%
Grade 8	141	8.1%	424,287	7.9%	141	8.0%	424,544	7.8%
Grade 9	137	7.8%	475,437	8.8%	138	7.8%	475,746	8.8%
Grade 10	133	7.6%	408,393	7.6%	133	7.6%	408,700	7.5%
Grade 11	114	6.5%	389,034	7.2%	114	6.5%	389,454	7.2%
Grade 12	110	6.3%	360,056	6.7%	110	6.3%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	109	6.2%	690,999	12.8%	109	6.2%	694,302	12.8%
Hispanic	409	23.4%	2,850,147	52.8%	411	23.4%	2,860,754	52.7%
White	1,114	63.7%	1,420,166	26.3%	1,121	63.7%	1,427,241	26.3%
American Indian	8	0.5%	17,944	0.3%	8	0.5%	18,028	0.3%
Asian	19	1.1%	259,342	4.8%	20	1.1%	261,788	4.8%
Pacific Islander	6	0.3%	8,443	0.2%	6	0.3%	8,477	0.2%
Two or More Races	84	4.8%	155,887	2.9%	84	4.8%	156,780	2.9%
<b>Sex:</b>								
Female	861	49.2%	2,640,313	48.9%	865	49.2%	2,650,563	48.8%
Male	888	50.8%	2,762,615	51.1%	894	50.8%	2,776,807	51.2%
Economically Disadvantaged	636	36.4%	3,278,452	60.7%	637	36.2%	3,289,420	60.6%
Non-Educationally Disadvantaged	1,113	63.6%	2,124,476	39.3%	1,122	63.8%	2,137,950	39.4%
Section 504 Students	189	10.8%	400,729	7.4%	189	10.7%	401,648	7.4%
EB Students/EL	104	5.9%	1,171,661	21.7%	104	5.9%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	17	0.9%	34,054	0.6%				

>>Attendance & Dropouts

### 2021-22 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
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Attendance Rate													
2020-21	95.0%	94.1%	<b>93.4%</b>	93.4%	91.6%	94.0%	95.1%	99.2%	88.0%	93.3%	92.1%	92.3%	92.4%
2019-20	98.3%	98.3%	<b>98.9%</b>	98.9%	98.7%	98.9%	100.0%	99.9%	98.3%	99.3%	98.3%	98.4%	99.1%
Chronic Absenteeism													
2020-21	15.0%	17.8%	<b>19.3%</b>	21.6%	24.8%	17.5%	12.5%	0.0%	50.0%	13.3%	26.6%	23.6%	18.4%
2019-20	6.7%	6.7%	<b>5.4%</b>	8.2%	7.2%	4.8%	0.0%	0.0%	11.1%	2.0%	12.4%	8.2%	4.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.3%	<b>1.0%</b>	2.9%	0.0%	1.2%	0.0%	*	*	0.0%	3.0%	1.4%	0.0%
2019-20	1.6%	1.6%	<b>0.8%</b>	0.0%	0.9%	0.9%	0.0%	*	*	0.0%	0.0%	1.7%	0.0%

### 2021-22 Graduation Profile (TAPR) ACADEMY ISD (014901)

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	114	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	9	7.9%	44,018	12.3%
Hispanic	27	23.7%	183,306	51.1%
White	74	64.9%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	1	0.9%	553	0.2%
Two or More Races	3	2.6%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	35	30.7%	56,281	15.7%
Foundation H.S. Program (Endorsement)	4	3.5%	13,582	3.8%
Foundation H.S. Program (DLA)	75	65.8%	287,316	80.1%
Special Education Graduates	16	14.0%	31,028	8.6%
Economically Disadvantaged Graduates	32	28.1%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	2.6%	32,809	9.1%
At-Risk Graduates	25	21.9%	155,884	43.4%
CTE Completers	51	44.7%	99,076	27.6%



>>Enrollment in CCMR

**2021-22 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
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	64.1%	<b>50.9%</b>	44.4%	44.4%	56.8%	-	-	*	*	68.8%	46.9%	*
2019-20	63.0%	61.2%	<b>38.3%</b>	*	31.8%	43.2%	-	*	*	20.0%	66.7%	13.8%	-

>>Enrollment in Advanced/Dual-Credit Courses:

**2021-22 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
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	34.5%	<b>31.5%</b>	31.3%	24.8%	34.2%	16.7%	*	*	33.3%	18.5%	23.6%	0.0%
	2019-20	46.3%	38.7%	<b>32.3%</b>	47.6%	31.0%	32.1%	0.0%	*	*	28.6%	24.4%	27.0%	14.3%
English Language Arts	2020-21	16.3%	12.5%	<b>9.1%</b>	6.3%	4.1%	11.6%	0.0%	*	*	0.0%	1.9%	6.3%	0.0%
	2019-20	18.2%	15.2%	<b>8.9%</b>	4.8%	6.1%	9.9%	0.0%	*	*	7.1%	2.2%	5.8%	7.1%
Mathematics	2020-21	19.3%	15.8%	<b>6.5%</b>	3.4%	1.1%	8.6%	0.0%	*	*	10.0%	0.0%	2.6%	0.0%
	2019-20	20.7%	17.7%	<b>11.0%</b>	4.8%	12.5%	11.0%	0.0%	*	*	7.1%	2.2%	5.1%	7.1%
Science	2020-21	20.6%	18.4%	<b>21.0%</b>	19.4%	15.8%	22.9%	0.0%	*	*	33.3%	19.1%	15.0%	0.0%
	2019-20	22.4%	20.5%	<b>26.0%</b>	42.9%	24.7%	25.1%	0.0%	*	*	27.3%	18.2%	22.8%	7.1%
Social Studies	2020-21	22.8%	16.7%	<b>7.4%</b>	6.5%	4.0%	9.2%	0.0%	*	*	0.0%	1.9%	6.3%	0.0%
	2019-20	24.6%	18.9%	<b>7.8%</b>	0.0%	8.5%	7.7%	0.0%	*	*	16.7%	2.3%	3.8%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	45.3%	<b>43.0%</b>	*	40.9%	45.9%	-	*	*	20.0%	7.7%	17.2%	-
	2018-19	52.6%	52.1%	<b>54.4%</b>	*	42.1%	58.7%	*	*	-	*	7.1%	36.7%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

>>Teacher Gender/Retention/Experience

**2021-22 Staff Information (TAPR) ACADEMY ISD (014901)**

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	250.8	100.0%	749,473.4	100.0%
Professional Staff:	152.2	60.7%	480,632.3	64.1%
Teachers	128.9	51.4%	369,695.8	49.3%
Professional Support	9.0	3.6%	80,190.4	10.7%
Campus Administration (School Leadership)	12.3	4.9%	22,091.4	2.9%
Central Administration	2.0	0.8%	8,654.8	1.2%
Educational Aides:	40.2	16.0%	82,972.4	11.1%
Auxiliary Staff:	58.4	23.3%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	6.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	33.7	13.4%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	4.0	3.1%	41,286.1	11.2%
Hispanic	3.0	2.3%	106,866.5	28.9%
White	120.9	93.8%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	1.0	0.8%	4,312.0	1.2%
<b>Teachers by Sex:</b>				
Males	29.1	22.6%	89,015.4	24.1%
Females	99.8	77.4%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	3.0	2.3%	5,187.9	1.4%
Bachelors	98.5	76.4%	268,560.2	72.6%
Masters	27.4	21.3%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	25.8	20.0%	29,215.8	7.9%
1-5 Years Experience	48.0	37.2%	98,764.8	26.7%
6-10 Years Experience	11.7	9.1%	76,197.2	20.6%
11-20 Years Experience	20.4	15.8%	105,811.4	28.6%

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	20.0	15.5%	48,804.6	13.2%
Over 30 Years Experience	3.0	2.3%	10,902.0	2.9%
Number of Students per Teacher	13.6	n/a	14.6	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	10.0	6.3
Average Years Experience of Principals with District	6.0	5.4
Average Years Experience of Assistant Principals	3.0	5.5
Average Years Experience of Assistant Principals with District	3.0	4.8
Average Years Experience of Teachers:	8.8	11.1
Average Years Experience of Teachers with District:	4.6	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$47,391	\$51,054
1-5 Years Experience	\$47,436	\$54,577
6-10 Years Experience	\$53,296	\$57,746
11-20 Years Experience	\$56,764	\$61,377
21-30 Years Experience	\$58,460	\$65,949
Over 30 Years Experience	\$65,149	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$51,561	\$58,887
Professional Support	\$65,077	\$69,505
Campus Administration (School Leadership)	\$74,917	\$84,990
Central Administration	\$133,121	\$112,797
Instructional Staff Percent:	65.1%	64.9%
Turnover Rate for Teachers:	24.6%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

>>Teacher-Student Class Size Ratios

**2021-22 Student Information (TAPR) ACADEMY ISD (014901)**

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	19.0	18.7
Grade 1	19.1	18.7
Grade 2	17.8	18.6
Grade 3	18.5	18.7
Grade 4	20.9	18.8
Grade 5	20.6	20.2
Grade 6	16.3	19.2
<b>Secondary:</b>		
English/Language Arts	13.0	16.3
Foreign Languages	18.1	18.4
Mathematics	13.8	17.5
Science	16.2	18.5
Social Studies	13.2	19.1

>>Student Mobility & Attrition Rates

**2021-22 Student Information (TAPR) ACADEMY ISD (014901)**

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

<b>Mobility (2020-21):</b>							
Total Mobile Students	196	11.7%	705,063	13.6%			
<b>By Ethnicity:</b>							
African American	9	0.5%	131,970	2.5%			
Hispanic	67	4.0%	342,504	6.6%			
White	109	6.5%	184,235	3.5%			
American Indian	0	0.0%	2,852	0.1%			
Asian	1	0.1%	16,716	0.3%			
Pacific Islander	0	0.0%	1,690	0.0%			
Two or More Races	10	0.6%	25,096	0.5%			
Count and Percent of Special Ed Students who are Mobile	34	16.6%	102,025	15.7%			
Count and Percent of EB Students/EL who are Mobile	7	8.0%	124,246	12.1%			
Count and Percent of Econ Dis Students who are Mobile	70	13.3%	467,226	15.0%			
<b>Student Attrition (2020-21):</b>							
Total Student Attrition	187	15.3%	772,746	18.9%			

>>Special Education & all other special programs

**2021-22 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	79	4.5%	270,260	5.0%	79	4.5%	270,966	5.0%
Foster Care	7	0.4%	15,338	0.3%	7	0.4%	15,409	0.3%
Homeless	19	1.1%	61,433	1.1%	19	1.1%	61,687	1.1%
Immigrant	6	0.3%	108,510	2.0%	6	0.3%	108,787	2.0%
Migrant	1	0.1%	14,366	0.3%	1	0.1%	14,426	0.3%
Title I	1,749	100.0%	3,473,996	64.3%	1,759	100.0%	3,487,333	64.3%
Military Connected	182	10.4%	176,253	3.3%	182	10.3%	176,554	3.3%
At-Risk	690	39.5%	2,892,191	53.5%	690	39.2%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	98	5.6%	1,182,035	21.9%	98	5.6%	1,185,511	21.8%
Career and Technical Education	421	24.1%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	420	85.0%	1,159,913	71.0%				
Gifted and Talented Education	127	7.3%	434,269	8.0%	127	7.2%	435,356	8.0%
Special Education	184	10.5%	624,256	11.6%	194	11.0%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	184		624,256					
<b>By Type of Primary Disability</b>								
Students with Intellectual Disabilities	89	48.4%	268,673	43.0%				

Students with Physical Disabilities	**	**	129,679	20.8%				
Students with Autism	29	15.8%	91,742	14.7%				
Students with Behavioral Disabilities	37	20.1%	125,096	20.0%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				

### 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
<a href="#">2021-22</a>	B	84
<a href="#">2020-21</a>	Not Rated*	N/A
<a href="#">2019-20</a>	Not Rated*	N/A
<a href="#">2018-19</a>	B	85
<a href="#">2017-18</a>	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%
<b>Total</b>		<b>100%</b>

**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%
<b>Total</b>		<b>100%</b>



# 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%
<b>Total</b>	<b>49</b>	<b>100.0%</b>

### 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

AISD EOC State, Region, District Comparison 2019, 2021, 2022								
2019 Region 12	61	47	9		2019 Region 12	87	50	22
2021 Region 12	67	50	10		2021 Region 12	82	53	20
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
<b>English II</b>	% Approaches	% Meets	% Masters		<b>Biology</b>	% 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
<b>Algebra I</b>	% 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													
<b>Grade 6 Math</b>	% Approaches	% Meets	% Masters		<b>Grade 7 Math</b>	% Approaches	% Meets	% Masters		<b>Grade 8 Math</b>	% 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
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
<b>Grade 6 Rdng</b>	% Approaches	% Meets	% Masters		<b>Grade 7 Rdng</b>	% Approaches	% Meets	% Masters		<b>Grade 8 Rdng</b>	% 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

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
					<b>Grade 8 Writing</b>	% Approaches	% Meets	% Masters		<b>Grade 8 Science</b>	% 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
										<b>Grade 8 SS</b>	% Approaches	% Meets	% Masters
										2019 State	81	55	33
										2021 State	56	27	13
										2022 State	59	29	17
										2019 Region 12	63	29	15
										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**

<b>Grade 3 Math</b>	% Approaches	% Meets	% Masters		<b>Grade 4 Math</b>	% Approaches	% Meets	% Masters		<b>Grade 5 Math</b>	% 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
<b>Grade 3 Rdng</b>	% Approaches	% Meets	% Masters		<b>Grade 4 Rdng</b>	% Approaches	% Meets	% Masters		<b>Grade 5 Rdng</b>	% 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													
					<b>Grade 4 Writing</b>	% Approaches	% Meets	% Masters		<b>Grade 5 Science</b>	% 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 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 2024, 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  
 HB1416 documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student academic growth, including growth towards HB3 Early Literacy, Early Math, CCMR goals, subpops of Sp Ed, and EB students.            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><b>Staff Responsible for Monitoring:</b> District/Campus Administration            Reading Academy Facilitator            C&amp;I Department, including Instructional Coaches &amp; Interventionists            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 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><b>Strategy 2:</b> All campuses will implement TEKS Resource System and follow scope &amp; sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom observation &amp; 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><b>Staff Responsible for Monitoring:</b> District/Campus Administration C&amp;I Department Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> RtI implementation will result in early screening and delivery of supports to students quickly, including At-Risk struggling learners.</p> <p>Classroom observation &amp; 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><b>Staff Responsible for Monitoring:</b> District/Campus Administration C&amp;I Department Teachers</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> AHS and AMS 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,</p>	Formative			Summative
	Nov	Jan	Mar	May

retention 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 and AMS 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><b>Strategy 1:</b> Improve Tier 1 instruction using differentiated teaching strategies for all levels of students, including those who are at-risk of failure in core subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Small group instruction in core subject areas will be flexible, focused, and individualized.            Improve 9 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><b>Staff Responsible for Monitoring:</b> District/Campus Administration            C&amp;I Department, including Instructional Coaches and Interventionists            Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve CTE teacher content knowledge and capacity by participating in the CTE advisory board, training opportunities, and reviewing enrollment data to determine pathway needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased industry based certification passing and completing rates.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration AHS Administration AHS Counselors</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 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 2024, 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, 6th grade Orientation, Parent Conferences, Bee Pups, Book Fairs, Booster Clubs, Field Day, Field Trip and/or special holiday program meeting/presentation, Homecoming Tailgate, Bee Keepers, Grandparents Breakfast, Literacy Night, and Athletic Parent Meetings.


**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><b>Strategy 1:</b> District/Campuses will use social media, websites, Blackboard, phone calls, email, Google Classroom, Remind 101, take-home folders, letters to parents, Sports APP, Band APP, and/or emails to keep all stakeholders informed of school news and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved community-wide relationships with parents and community members</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration            Campus Office Staff            District Webmaster            Teachers</p> <p><b>Title I:</b>            4.2</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A</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 2:** By May 2024 at least 75% 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, Senior Meetings, ESL & Dyslexia Family Night, Parent Portal use and orientation.

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

**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 2024, 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 1 SRO for each campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District/Campus Administration            Counselors            Teachers            Students            Parents</p> <p><b>Title I:</b>            2.6</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund, - 266 Federal Funds - CARES / ESSER</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2024, age-appropriate content-specific prevention and awareness programs will be shared on campuses to reduce incidents in</p> <ul style="list-style-type: none"> <li>-child abuse &amp; sexual abuse (teacher awareness training)</li> <li>-dropout prevention (greater focus on identified at-risk individuals)</li> <li>-pregnancy prevention (AIM for Success @AMS)</li> <li>-tobacco, alcohol, drugs (Red Ribbon Week)</li> <li>-anti-vaping (increased signage, assembly)</li> <li>- coordinated health care plan (student fitness assessment data &amp; success of methods of physical activity)</li> <li>- middle school and high school education about Fentanyl</li> </ul> <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><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals and incidents of violence Reduction in ISS and DAEP placements</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration SHAC Committee Counselors Librarian Teachers Students</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve staff &amp; student safety Increase visibility of external security measures Update building security measures as outlined by the district safety and security committee</p> <p><b>Staff Responsible for Monitoring:</b> SRO- Deputy Cox and SRO/Attendance Officer/Community Liaison -Deputy Matamoros District/Campus Administration Technology Department Operations Department Teachers</p> <p><b>Funding Sources:</b> - 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  
 District Safety & Security Meetings (Fall/Spring); Back to School PD August 2023; - 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  
 Staff parking tags





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 &amp; 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District/Campus safety &amp; security teams            SROs Cox &amp; Matamoros</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase awareness and monitoring of working conditions along with improved student/staff attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty &amp; staff retention increase, lower drop out rate, higher student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Administration SROs Parents Community Faculty &amp; staff Students</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund</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>				

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals Increased parental trust and understanding of technology use/purpose in student learning</p> <p><b>Staff Responsible for Monitoring:</b> SROs District/Campus Administration Technology Department Teachers</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District/Campus Administration Transportation Department SROs Bus Drivers</p> <p><b>Funding Sources:</b> - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# 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

## 1.1: Comprehensive Needs Assessment

Monday October 2, 2023

District Education Improvement Committee Meeting

11:30 a.m.

AHS Band Hall

Documentation:

Sign-in sheet

Meeting minutes

Agenda

Presentation

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Plans were developed with timely and meaningful consultation with stakeholders on Monday, October 6, 2023.

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 2023.

## **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.

### **3.1: 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.

### **4.1: 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

### **5.1: 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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Billy Harlan	Superintendent
Administrator	Darla Nolen	Assistant Superintendent
Administrator	Logan Chaney	Executive Director of Administration
Administrator	Cole Ramsey	AMS Principal
Administrator	Andrea Chaney	AES Principal
Administrator	Kelli Schwake	AECC Principal
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
District-level Professional	Callie Poncik	Director of K-12 Instructional Supports
District-level Professional	Jacki Wright	Director of Marketing and Communications
Administrator	Meagan Pruett	AHS Principal
Classroom Teacher	Krista Jones	AHS Teacher
Parent	Brittany White	AHS Parent
Community Representative	Cheri Kasa	Community Representative
Administrator	Kaci Kleypas	AMS Assistant Principal
Classroom Teacher	Joey Hogan	AMS Teacher
Parent	Andra Wilborn	AMS Parent
Community Representative	Sherry Moore	Community Representative
Administrator	Eddie Dewbre	AES Assistant Principal
Classroom Teacher	Bethany Lindberg	AES Teacher
Classroom Teacher	Tara Robinson	AECC Teacher
Business Representative	Travis Wilson	Business Representative
Non-classroom Professional	Tonya Drake	District RN
Business Representative	Andrew Voelter	Business Representative

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Paraprofessional	Derrick Robinson	AISD Paraprofessional
Administrator	Kasey Pruett	AMS Assistant Principal
Administrator	Byron Bundy	AHS Assistant Principal
Non-classroom Professional	Amy Contrucci	AISD Lead Counselor
Classroom Teacher	Doug Robinson	CTE Teacher
District-level Professional	Jarrold Newman	Network Administrator

# District Funding Summary

199 State Funds - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
<b>Sub-Total</b>					\$0.00
211 Federal Funds - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	2	1			\$0.00

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
266 Federal Funds - CARES / ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
289 ESSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
244 Perkins Career and Technical Education (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
<b>Sub-Total</b>					\$0.00

# 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:

<b>PFS Criteria Summary</b>	
<b>RECENT QUALIFYING MOVE</b>	
+	
<b>FAILING OR MOST AT RISK OF FAILING</b>	
<b>Grade Level</b>	<b>Grade Level</b>
K-3	3-12 and 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);
Must have at least one of the following designations: <ul style="list-style-type: none"> <li>- LEP/EL</li> <li>- Over age</li> <li>- Retained</li> </ul>	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> <li>- Failed</li> <li>- Absent</li> <li>- Exempt</li> <li>- Not Enrolled</li> <li>- Not Tested</li> <li>- At-Risk of Failing</li> </ul>
	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> <li>- The Drop Out indicator and date are linked to each history line.</li> </ul>

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

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


School Year: 2022 - 2023

*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>
--	--

<b>Required Strategies</b>		<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Monitor the progress of MEP students who are on PFS.</b>			
<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>	<b>Documentation</b>
September - May	NGS Data Specialist	Copies of e-mails attached and sent to Superintendents	
August	MEP Coordinator, PFS Instructor	PFS Action Plan	
<b>Required Strategies</b>			
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
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	
<b>Provide services to PFS migrant students.</b>			


<ul style="list-style-type: none"> <li>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.</li> </ul>	<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"> <li>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.</li> </ul>	<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"> <li>Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	<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

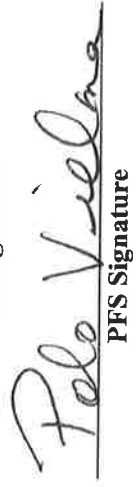
  
Date Completed

  
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