

**Academy Independent School District
Academy Elementary
2024-2025 Campus Improvement Plan**



Public Presentation Date: October 23, 2024

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 and second grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 300 students.

Data was used from various sources such as: the district student management system (TeXEIS) and the Academy Elementary 2022-2023 TAPR (Texas Academic Performance Report). At the time of initial 24-25 needs assessment, the 23-24 TAPR Report had not been released. This data was used to monitor the academic progress of all student demographics.

Data reflected from 2023-2024 also reflects first through fifth graders due to grade levels moving to different buildings for the 24-25 school year.

DEMOGRAPHICS	SY 2023-2024 AES (1st-5th grade)
African American	43 students, 6%
Hispanic	185 students, 26%
White	423 students, 60%
Indian	0%
Asian	9 students, 1.3%
Pacific Islander	1 students
Two or More Races	42 students, 6%
Economically Disadvantaged	289 students, 41%

DEMOGRAPHICS	SY 2023-2024 AES (1st-5th grade)
At-Risk	317 students, 45%
EB	40 students, 5.7%
Gifted and Talented	53 students
Special Education	130 students, 18.52%
Dyslexia	43 students
Homeless	13 students
TOTAL STUDENTS	702 students
Attendance Rate	94.4%

AVERAGE CLASS SIZE	SY (from 2022-2023 TAPR data) AES
First Grade	21
Second Grade	23

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 nation there has been a decline in teachers due to multiple reasons. One of the effects this has on Academy Elementary is the percentage of teachers with 1-5 years of experience 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 23-24 TAPR (Texas Academic Performance Report) is currently not available; the following information is based upon the TAPR report for 2022-2023. Our teachers meet the following criteria by years of experience:

Experience	SY (from 2022-2023 TAPR data) AES (1-5)
Beginning teachers	9.6%
1-5 Yrs experience	45.7%
6-10 Yrs Experience	9.9%
11-20 Yrs Experience	24.8%
Over 20 Yrs Experience	9.9%

Our teachers meet the following criteria by certifications:

Teachers: Degrees Held	SY 2023-2024 AES (1-5)
Bachelors	92.6%
Masters	7.4%
Doctorate	0%

In 2024-2025, 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): 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. **Root Cause:** Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.

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.

Problem Statement 3 (Prioritized): 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment. **Root Cause:** Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.

Problem Statement 4: Both 1st and 2nd grade fell within the low achievement, low growth quadrant for MAP Reading in the Spring of 2024. **Root Cause:** Some teachers would benefit from explicit training in the science of teaching reading (with emphasis on phonics).

Problem Statement 5: 46% (Second Grade) and 53% (First Grade) of students scores in the Low to Low Average range on the End of Year Reading MAP assessment. **Root Cause:** Focused emphasis and support to better understand phonic in the primary grade levels as well as guided reading and how to appropriately meet each students' need.

Problem Statement 6 (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.

Student Learning

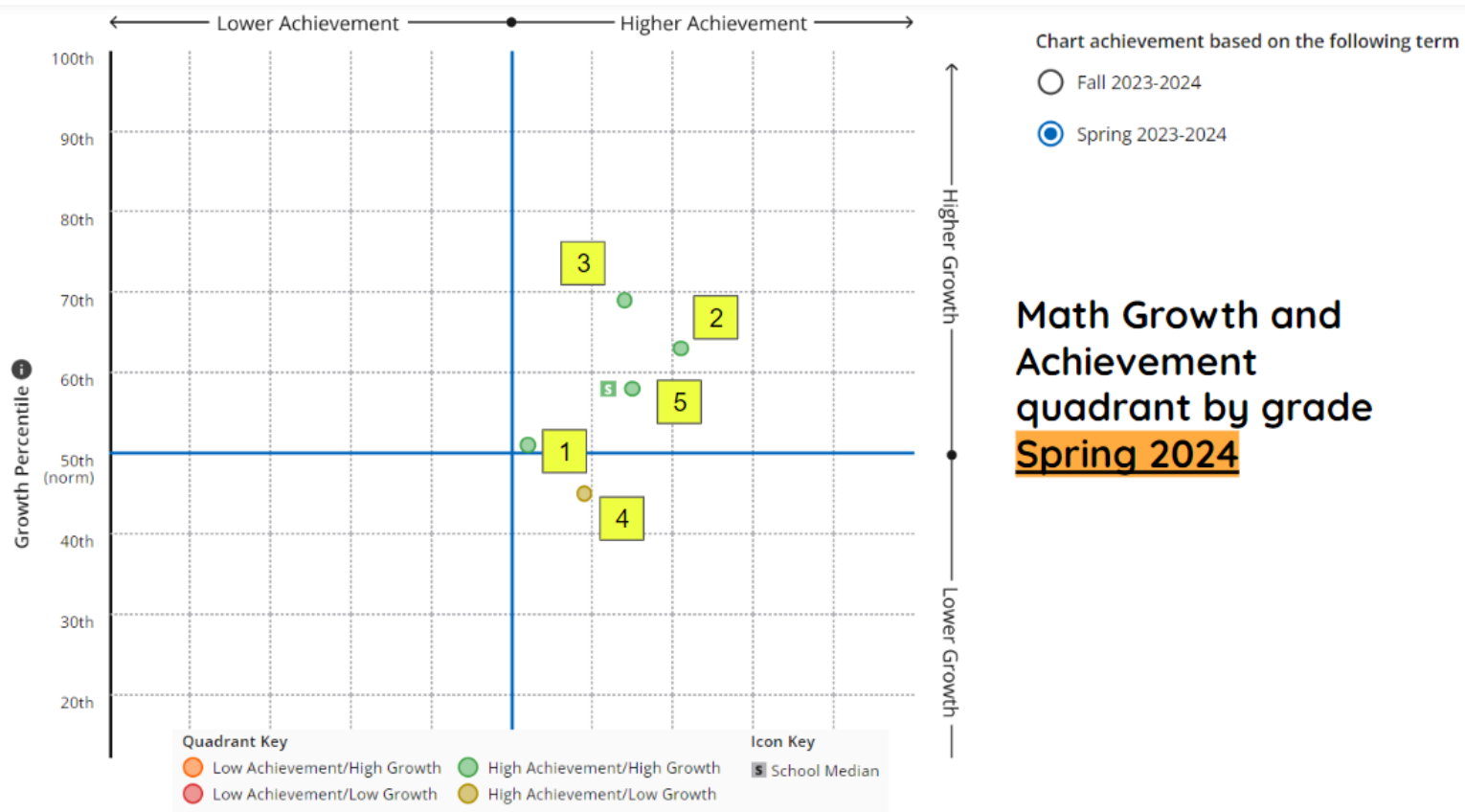
Student Learning Summary

2024 End of Year MAP MATH ACHIEVEMENT 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	14%	26	22%	24	20%	22	19%	30	25%	177	176
2	13	9%	15	11%	30	22%	38	28%	41	30%	194.9	175-189

2024 End of Year MAP MATH GROWTH DATA (FALL 23-SPRING 24):

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	20	17%	29	24%	23	19%	25	21%	22	19%	16	16.35
2	15	11%	19	14%	27	20%	34	25%	42	30%	17	14.38



2024 End of Year MAP READING ACHIEVEMENT 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
	Count	%	Count	%	Count	%	Count	%	Count	%		
1	21	18%	36	30%	31	26%	13	11%	18	15%	170	171
2	13	9%	41	30%	35	26%	30	22%	18	13%	185	185

2024 End of Year MAP READING GROWTH DATA (FALL 23-SPRING 24):

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
	Count	%	Count	%	Count	%	Count	%	Count	%		
1	17	14%	46	39%	22	18%	19	16%	15	13%	15	15.47
2	19	14%	44	32%	25	18%	23	17%	26	19%	13	13.22



Student Learning Strengths

- Both 1st and 2nd grade fell within the high achievement, high growth quadrant for Math in the Fall & Spring of 2024.
- 40% of 1st grade students scored high average or high percentile in Math MAP growth in the spring of 2024.
- 55% of 2nd grade students scored high average or high percentile in Math MAP growth for the spring of 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment.

Root Cause: Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.

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Problem Statement 4 (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.

Problem Statement 5 (Prioritized): 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. **Root Cause:** Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.

Problem Statement 6 (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.

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 (TEMI, iXL, and more) as prescribed remediation for struggling learners. EL students participate in 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.

Problem Statement 2 (Prioritized): 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment. **Root Cause:** Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.

Problem Statement 3: Both 1st and 2nd grade fell within the low achievement, low growth quadrant for MAP Reading in the Spring of 2024. **Root Cause:** Some teachers would benefit from explicit training in the science of teaching reading (with emphasis on phonics).

Problem Statement 4: 46% (Second Grade) and 53% (First Grade) of students scores in the Low to Low Average range on the End of Year Reading MAP assessment. **Root**

Cause: Focused emphasis and support to better understand phonic in the primary grade levels as well as guided reading and how to appropriately meet each students' need.

Problem Statement 5 (Prioritized): 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. **Root Cause:** Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.

Problem Statement 6 (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.

Perceptions

Perceptions Summary

Discipline data is as follows for Academy Elementary:

23-24 Discipline Referrals
Kindergarten- 11 referrals
1st grade- 16 referrals
<i>*This reflects the 24-25 student population at AES.</i>

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. Various counseling resources are used by the counselor to teach designated character traits, small group topics, and more. 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, Academy ISD has a Licensed Professional Counselor who provides counseling services to students in high need of social and emotional support.

Additionally, a student service club called the “TCA Trustees,” has been created for First and Second Grade students. TCA is an acronym adopted that means “Take

Care of Academy” which is something we hope to instill in each of our students. The service club meets and plans ways to support members of our community 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 24-25 school year. Events such as Meet The Bees, 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, 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: 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience.

Root Cause 1: Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.

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

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 - Student Learning - School Processes & Programs

Problem Statement 3: 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment.

Root Cause 3: Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: The Emergent Bilingual student group continues to read below grade level.

Root Cause 4: Teachers have limited proficiency in the design and implementation of sheltered English strategies across content areas.

Problem Statement 4 Areas: Demographics - Student Learning - 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: 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>Strategy 1: Prepare all students to show growth in academic progress, including utilizing small group instruction and RtI strategies to particularly meet the needs of those at risk of not meeting State academic standards.</p> <p>Strategy's Expected Result/Impact: Increase in student growth and overall academic achievement</p> <p>Staff Responsible for Monitoring: District/Campus Administration Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May


Strategy 2 Details	Reviews			
<p>Strategy 2: Provide timely opportunities for teacher collaboration and professional development in effective lesson planning, knowledge of TEKS, and data digs.</p> <p>Strategy's Expected Result/Impact: Teachers will initiate conversations on high yield teaching strategies, review of student data, and how to design differentiated instruction to meet student needs in all content areas.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 5 - School Processes & Programs 2, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increase in MAP data, MAP Reading Fluency data, and reading levels</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will use research-based math strategies to meet the needs of all math learners. The strategies will include, but not limited to, an increase in the use of hands-on activities and the decrease of pencil/paper worksheets to teach math. Staff will be provided continuous professional development and coaching in the use of the CRA model when teaching math to students. Staff will use a variety of instructional strategies, technology, and programs (i.e. Spiral Review, CRA Model, Stemscores, iXL). An explicit focus will be targeted on reaching the EB and SPED student group populations.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance and growth percentages, MAP percentiles and growth levels, CUA and Formative assessment data</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: All teachers will utilize the online program iXL (focused on math and reading) to increase fact fluency, math problem solving, reading skills and comprehension skills/strategies. Students will have scheduled usage times, teachers and students will track progress, and teachers will review and assign explicit TEKS based activities that are differentiated by individual students' needs.</p> <p>Strategy's Expected Result/Impact: Increase in students' math fluency and problem solving skills Increase in students' reading fluency and comprehension skills</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May


Strategy 6 Details	Reviews			
<p>Strategy 6: Instruction provided by classroom teachers will enhance learning for students identified as at-risk in reading and math during scheduled intervention (HIVE) times. Staff will evaluate the effectiveness, monitor progress, and review data (such as skill based progress monitoring, 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>Strategy's Expected Result/Impact: Increase in MAP growth percentages, CUAs, and Formative Assessment data</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. Root Cause: Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.</p>
<p>Problem Statement 3: 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment. Root Cause: Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.</p>
Student Learning
<p>Problem Statement 1: 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment. Root Cause: Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.</p>
<p>Problem Statement 5: 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. Root Cause: Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.</p>
School Processes & Programs
<p>Problem Statement 2: 20% (Second Grade) and 36% (First Grade) of students scores in the Low to Low Average range on the End of Year Math MAP assessment. Root Cause: Teachers would benefit from support to better understand small group math instruction, how to appropriately respond to data in order to quickly intervene, and the use of the CRA model when teaching math.</p>

School Processes & Programs

Problem Statement 5: 56% of teachers at Academy Elementary (when grades 1-5-based on 22-23 TAPR data) have 5 years or less teaching experience. **Root Cause:** Teachers do not have the needed instructional support to provide them with guidance and needed development in areas when first entering the career field.

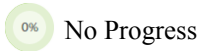
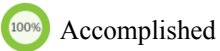
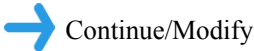

Goal 2: Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.

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>Strategy 1: Offer campus events (ie. Meet the Bees, Open House, Book Fairs, Class field trips, Honeybee Relays, Veteran's Day Parade, Student Musical Performances, 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>Strategy's Expected Result/Impact: Increased parent involvement Improved student attendance Positive School Climate Community Awareness</p> <p>Staff Responsible for Monitoring: District/Campus Administration Counselor Classroom Teachers Parent Volunteers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Distribution of school-parent compact and parent involvement policy</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased number of people in attendance at school events Improved attendance Community Awareness</p> <p>Staff Responsible for Monitoring: Leadership Team Director of Marketing and Communications Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May










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>Strategy 1: All Academy ISD staff will wear ID badges while on campus and have a visible AISD parking tag in their vehicle.</p> <p>Strategy's Expected Result/Impact: Students will model appropriate behaviors and participate cooperatively with adult instructions.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Counselor Classroom Teachers Instructional Aides Office Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased awareness of safety and security processes</p> <p>Staff Responsible for Monitoring: Leadership team Teachers SRO</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Positive feedback from all stakeholders</p> <p>Staff Responsible for Monitoring: Counselor Principal Teaching Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: All AES students and staff will participate in regular safety & security drills and trainings (covering a variety of topics) to ensure a well-rounded, safe experience on campus. After action reviews will occur after drills to discuss feedback from stakeholders in order to ensure a continuous improvement process.</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety processes and procedures by staff and students</p> <p>Staff Responsible for Monitoring: 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: \$31,901.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

11-6129-00-103-x24000 Salary Support Personnel - ES (Comp Ed) \$ 20,160.00

Personnel for Academy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
B. Ashby	Instructional Aide	1
D. Barabas	Instructional Aide	0.5

Title I

1.1: Comprehensive Needs Assessment

SBDM meeting with staff and stakeholders reviewing campus data.

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 pertinent stakeholders.

2.2: Regular monitoring and revision

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 hive time. Students have increased learning time through support efforts from Character Strong and small group meetings, 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, 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 / Parent Behavior Strategies and Tactics
- Assessment Awareness Night / Annual Title I Meeting
- Bee Keepers Meeting/Title I Update/Review of CIP by Campus

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

AES in not a Targeted Assistance School.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
B. Ashby	Instructional Aide	AES	1
H. Parker	Instructional Coach	AES	.5
J. Wall	Instructional Aide	AES	.43

Addendums



Academy Elementary School
Parent and Family Engagement Policy
2024-2025



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 Univesal Screener data 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. Copeland, 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 254-982-0057.

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. Copeland, hosts a volunteer orientation to outline AISD policies. If you would like to volunteer, please contact Mrs. Copeland at 254-982-0057.

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. Copeland, at michelle.copeland@academyisd.net or 254-982-0057.

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 254-982-0057 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

2024-2025



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.