Academy Independent School District

Academy Intermediate

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy Intermediate is a rural campus that serves students in third through fifth grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 450 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	41 students, 6%
Hispanic	188 students, 27%
White	413 students, 59%
Indian	0%
Asian	10 students, 1.4%
Pacific Islander	2 students
Two or More Races	42 students, 6%
Economically Disadvantaged	42%
At-Risk	34%
EB	5.6%, 39 students
Gifted and Talented	51 students
Special Education	18.6%, 131 students

DEMOGRAPHICS	SY 2023-2024 AES (1st-5th grade)
Dyslexia	43 students
Homeless	13 students
TOTAL STUDENTS	705 students
Attendance Rate	94.5%

AVERAGE CLASS SIZE	SY 2023-2024 AES
Third - Fifth Grade	20 students

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

Across the state there has been a decline in teacher retention due to multiple reasons. One of the effects this has on Academy Elementary is the percentage of beginning teachers exceeds the district and state average. Teachers and members of the campus leadership team participate in the interview process, which helps in the selection of the most qualified candidates for Academy Elementary. Professionals meet Texas Education Agency certification requirements. Instructional Assistant staff members meet the highly qualified requirements of the Every Student Succeeds Act. The mentor program provides a strong foundation for new teachers to learn and grow. Feedback is provided on a continual basis through the mentor/protege relationships. Our teachers show commitment to continuous learning by attending weekly professional learning communities and professional development throughout the school year.

The 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 2022-2023 AES (1-5)
Beginning teachers	23%
1-5 Yrs experience	43%
6-10 Yrs Experience	0%

Experience	SY 2022-2023 AES (1-5)
11-20 Yrs Experience	21%
Over 20 Yrs Experience	13%

Our teachers meet the following criteria by certifications:

Teachers: Degrees Held	SY 2023-2024 AES (1-5)
Bachelors	83%
Masters	14%
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 Intermediate 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 Intermediate is a neighborhood school which lends itself to being a strong part of the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 57% of teachers at Academy Intermediate (based on 21-22 TAPR data) have 5 years or less teaching experience. **Root Cause:** There has been a teacher retention problem throughout the nation due to multiple reasons.

Problem Statement 2 (Prioritized): Many students at Academy Intermediate 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.

Student Learning

Student Learning Summary

2024 Spring MAP MATH DATA:

Grade	Lo%ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile> 80		Grade level Mean RIT	Norm Mean RIT
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	AIS	National
3		15%		15%		26%		38%		16%		
4		11%		16%		25%		24%		24%		
5		10%		14%		23%		34%		19%		

2024 Spring MAP READING DATA:

Grade	Lo%ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile> 80		Grade level Mean RIT	Norm Mean RIT
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	AIS	National
3		16%		14%		19%		31%		20%		197.1
4		13%		16%		26%		29%		16%		
5		7%		14%		29%		28%		22%		

All data, with exception of table above, is based upon AES as 1-5 was combined.

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

Academy Elementary's EB (Emergent Bilingual) population has increased over the years. AES served 39 students in 23-24.

Academy Elementary's Gifted and Talented population has increased to a total number of 51 students in 23-24.

Student Learning Strengths

- 22% of 3rd-5th grade students performed at the Masters level in Reading.
- 20% of 3rd-5th grade students performed at the Masters level in Math.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): 30% (Third Grade) and 29% (Fourth Grade) of students scored in the Low to Low Average range on the MAP Reading Assessment. **Root Cause:** Teacher would benefit from support to better understand phonics in the primary grade levels as well as guided reading and how to appropriately meet each students' needs in the subject of Reading.

School Processes & Programs

School Processes & Programs Summary

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

Teachers display the student expectations/learning targets for each subject. When there is an upcoming new unit of instruction, teachers meet with administrators and instructional coaches to analyze the TEKS and specificity to which they are to be taught. Each grade level is allocated a dedicated 60 minute block daily to provide reading and math interventions. During this time, designated students work with teachers to receive interventions in the classroom. In addition, staff also utilizes supplemental intervention programs (Leveled Literacy Intervention, iXL, and more) as prescribed remediation for struggling learners. EL students participate in programs to help increase their language skills. Many grade level teachers are trained in gifted and talented education and engage in professional development surrounding the best ways to meet the needs of these learners.

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Emergent Bilingual student group continues to read below grade level. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered English strategies across content areas.

Perceptions

Perceptions Summary

Discipline data is as follows for Academy Elementary (1-5):

23-24 Discipline Referrals
152 referrals

Academy Elementary provides a variety of opportunities to foster the whole child. Our school counseling program focuses on providing tools for teachers to implement within their classrooms which address the social and emotional needs of all students. Additionally, classroom guidance lessons are held each month to focus on the established character trait. 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.

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 AIS 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, Musical Performances, Parent Teacher Conferences, Thanksgiving family lunch, Christmas, Valentines, and End of Year Parties, Honeybee Relays. 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Volunteerism has decreased over the past several years.   **Root Cause:** Families are quite busy with jobs and outside organized sports, etc.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students at Academy Intermediate 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.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 30% (Fourth grade) of students scored in the Low to Low Average range on the MAP Math Assessment.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 30% (Third Grade) and 29% (Fourth Grade) of students scored in the Low to Low Average range on the MAP Reading Assessment.

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Students will actively engage in rigorous instruction in order to develop deeper understandings of TEKS objectives.

Evaluation Data Sources: 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			
Strategy 1: Utilize small group instruction and explicit intervention strategies to specifically meet the needs of those most at risk of not meeting state academic standards.	**Formative**			**Summative**
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in student growth and overall academic achievement **Staff Responsible for Monitoring:** District/Campus Administration Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Time will be scheduled, throughout the year, for teacher collaboration and professional development in effective lesson planning, knowledge of TEKS, and disaggregation of data.	**Formative**			**Summative**
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will initiate conversations on high yield teaching strategies, review of student data, and how to design differentiated instruction to meet student needs in all content areas. **Staff Responsible for Monitoring:** District/Campus Administration Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will routinely 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).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in MAP data, MAP Reading Fluency data, and reading levels **Staff Responsible for Monitoring:** Campus Leadership Team Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will routinely use research-based math strategies, with an emphasis on the concrete-representational-abstract process, to strengthen math instruction and meet the needs of all sub-populations (to include SPED and EB students).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in academic performance and growth percentages, MAP percentiles and growth levels, CUA and Formative assessment data **Staff Responsible for Monitoring:** Campus Leadership Team Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 5 Details	Reviews			
Strategy 5: Students will have scheduled usage times for IXL math and reading, teachers and students will set goals and track progress, and teachers will assign explicit TEKS-based activities to meet individual students' needs. **Strategy's Expected Result/Impact:** Increase in students' math fluency and problem solving skills Increase in students' reading fluency and comprehension skills **Staff Responsible for Monitoring:** Campus Leadership Classroom Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Staff will regularly evaluate instruction, monitor student progress, and review data (such as MAP, F&P, running records, formative and summative assessment data) in order to make timely instructional adjustments for all learners, with an emphasis on struggling learners. **Strategy's Expected Result/Impact:** Increase in MAP growth percentages, CUAs, and Formative Assessment data **Staff Responsible for Monitoring:** Campus Leadership Team Classroom Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Offer a variety of campus events (ie. Meet the Bees, Open House, Parent Conference Day, Book Fairs, Class field trips, Honeybee Relays, student musical performances, class parties, UIL events, Student Showcase, Bee of the Month, etc.) throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased parent involvement Improved student attendance Positive School Climate Improved community awareness **Staff Responsible for Monitoring:** Campus Leadership Team Classroom Teachers Parent Volunteers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Remind 101, Facebook, Parentlink, weekly campus and teacher newsletters, and Facebook Live! morning announcements to increase communication with parents and the AISD community while showcasing what happens within our campus community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased number of people in attendance at school events Improved attendance Improved community awareness **Staff Responsible for Monitoring:** Leadership Team Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Design a comprehensive process for ensuring parents and community members are aware of opportunities to support our campus in a variety of ways such as Bee Keepers, being a room parent, tutoring, etc. **Strategy's Expected Result/Impact:** Increased parent involvement Increased community engagement **Staff Responsible for Monitoring:** Campus Leadership Team Campus Liaison	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Design and implement a parent involvement policy and school-parent compact to be shared at a public hearing. **Title I:** 4.1, 4.2	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Design and implement Bee Council, a student leadership opportunity. **Strategy's Expected Result/Impact:** Increased student involvement Positive school culture Increased community involvement **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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

Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

Performance Objective 1: All students and staff will feel safe, valued, and cared for at Academy Intermediate.

Evaluation Data Sources: Attendance reports
Discipline reports

Strategy 1 Details				Reviews			
Strategy 1: Students will be taught conflict resolution strategies, specific character traits, mental health awareness, drug/ violence prevention, self-regulation and anti-bullying strategies through the use of Character Strong and other research-based programs. .				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Positive feedback from all stakeholders Positive campus culture **Staff Responsible for Monitoring:** Campus Leadership Team Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: All students and staff will participate in regular safety and security drills and trainings.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of safety processes and procedures by staff and students				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Staff AISD SRO							

Strategy 3 Details				Reviews			
Strategy 3: Design and implement a comprehensive Positive Behavior Interventions and Supports system campus-wide.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals Positive feedback from all stakeholders Positive campus culture				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership Team Campus staff **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 4 Details	Reviews			
Strategy 4: Create and implement consistency guidelines for disciplinary consequences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Streamlined processes Increase level of trust **Staff Responsible for Monitoring:** Campus Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**Mar**	**May**

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

State Compensatory

Budget for Academy Intermediate

Total SCE Funds: $222,049.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

11-6112-00-001-x24000 Substitute Teachers - HS (Comp Ed) $ 500.00 11-6119-00-101-x24000 Salary or Wages / Teachers - IS (Comp Ed) $141,434.00 11-6129-00-101-x24000 Salary Support Personnel - IS (Comp Ed) $ 23,788.00

Personnel for Academy Intermediate

Name	Position	FTE
B. Johnson	Teacher	0.5
Dawn Barabas	Instructional Assistant	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

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

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.

2.5: Increased learning time and well-rounded education

Students have increased learning time through support efforts from Character Strong and 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. Campus tutorials and intervention is provided to students identified in need.

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

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

Title I Personnel

Name	Position	Program	FTE
D. Barabas	Instructional Aide	AIS	.5
J. Wall	Instructional Aide	AIS	.60