

Academy Independent School District

District Improvement Plan

2024-2025



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?

2024-2025 Academy ISD Student Enrollment

Campus	AISD Total Enrollment
AECC	159
AES	258
AIS	436
AMS	411
AHS	559
BCAS	
Total	1823
	as of 8-26-2024

Official TEA Snapshot enrollment data will be captured on October 31, 2024

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

2022-23 Student Information (TAPR) ACADEMY ISD (014901)

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,830	100.0%	5,504,150	100.0%	1,835	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	14	0.8%	17,201	0.3%	17	0.9%	25,110	0.5%
Pre-Kindergarten	47	2.6%	243,493	4.4%	47	2.6%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%

Pre-Kindergarten: 4-year Old	47	2.6%	203,294	3.7%	47	2.6%	203,749	3.7%
Kindergarten	118	6.4%	367,180	6.7%	118	6.4%	367,633	6.7%
Grade 1	149	8.1%	399,048	7.2%	149	8.1%	399,419	7.2%
Grade 2	140	7.7%	395,639	7.2%	140	7.6%	395,969	7.2%
Grade 3	137	7.5%	393,583	7.2%	137	7.5%	393,871	7.1%
Grade 4	142	7.8%	393,765	7.2%	143	7.8%	394,020	7.1%
Grade 5	135	7.4%	395,111	7.2%	135	7.4%	395,384	7.2%
Grade 6	133	7.3%	399,341	7.3%	133	7.2%	399,557	7.2%
Grade 7	133	7.3%	409,362	7.4%	133	7.2%	409,566	7.4%
Grade 8	153	8.4%	425,589	7.7%	153	8.3%	425,758	7.7%
Grade 9	150	8.2%	477,875	8.7%	150	8.2%	478,101	8.7%
Grade 10	136	7.4%	436,752	7.9%	137	7.5%	437,002	7.9%
Grade 11	117	6.4%	385,894	7.0%	117	6.4%	386,246	7.0%
Grade 12	126	6.9%	364,317	6.6%	126	6.9%	366,512	6.6%
Ethnic Distribution:								
African American	110	6.0%	705,310	12.8%	110	6.0%	706,775	12.8%
Hispanic	486	26.6%	2,915,219	53.0%	488	26.6%	2,921,416	52.9%
White	1,109	60.6%	1,410,571	25.6%	1,112	60.6%	1,416,240	25.7%
American Indian	6	0.3%	17,920	0.3%	6	0.3%	17,976	0.3%
Asian	19	1.0%	280,306	5.1%	19	1.0%	280,742	5.1%
Pacific Islander	5	0.3%	8,696	0.2%	5	0.3%	8,718	0.2%
Two or More Races	95	5.2%	166,128	3.0%	95	5.2%	166,565	3.0%
Sex:								
Female	887	48.5%	2,688,496	48.8%	889	48.4%	2,693,780	48.8%
Male	943	51.5%	2,815,654	51.2%	946	51.6%	2,824,652	51.2%
Economically Disadvantaged								
Economically Disadvantaged	791	43.2%	3,415,987	62.1%	791	43.1%	3,421,217	62.0%
Non-Educationally Disadvantaged	1,039	56.8%	2,088,163	37.9%	1,044	56.9%	2,097,215	38.0%
Section 504 Students	208	11.4%	407,619	7.4%	208	11.3%	407,904	7.4%
EB Students/EL	122	6.7%	1,269,408	23.1%	122	6.6%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	17	0.9%	87,162	1.5%				

>>Attendance & Dropouts

2022-23 Attendance & Dropout Rates (TAPR) ACADEMY ISD (014901)

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.3%	93.3%	93.2%	92.1%	93.6%	94.6%	96.6%	89.8%	93.5%	91.6%	92.1%	93.5%

2020-21	95.0%	94.1%	93.4%	93.4%	91.6%	94.0%	95.1%	99.2%	88.0%	93.3%	92.1%	92.3%	92.4%
Chronic Absenteeism													
2021-22	25.7%	25.8%	22.4%	27.5%	28.1%	19.9%	14.3%	13.3%	50.0%	20.2%	30.6%	26.7%	15.3%
2020-21	15.0%	17.8%	19.3%	21.6%	24.8%	17.5%	12.5%	0.0%	50.0%	13.3%	26.6%	23.6%	18.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	0.6%	0.0%	1.1%	0.5%	-	*	*	0.0%	0.0%	0.8%	4.3%
2020-21	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.9%	0.9%	2.9%	0.8%	0.9%	0.0%	*	*	0.0%	2.0%	2.3%	0.0%
2020-21	2.4%	2.3%	1.0%	2.9%	0.0%	1.2%	0.0%	*	*	0.0%	3.0%	1.4%	0.0%

2022-23 Graduation Profile (TAPR) ACADEMY ISD (014901)

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	103	100.0%	368,686	100.0%
By Ethnicity:				
African American	7	6.8%	45,227	12.3%
Hispanic	19	18.4%	191,125	51.8%
White	71	68.9%	103,171	28.0%
American Indian	1	1.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	1	1.0%	569	0.2%
Two or More Races	4	3.9%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	22	21.4%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	1.0%	14,179	3.8%
Foundation H.S. Program (DLA)	80	77.7%	302,917	82.2%
Special Education Graduates	11	10.7%	32,447	8.8%
Economically Disadvantaged Graduates	32	31.1%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	3.9%	40,398	11.0%
At-Risk Graduates	44	42.7%	159,689	43.3%

CTE Completers	47	45.6%	107,502	29.2%
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>>Enrollment in CCMR

2022-23 College, Career, and Military Readiness (CCMR) (TAPR) ACADEMY ISD (014901)

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	69.7%	54.4%	42.9%	31.6%	66.2%	*	-	*	*	63.6%	56.3%	*
2020-21	65.2%	64.1%	50.9%	44.4%	44.4%	56.8%	-	-	*	*	68.8%	46.9%	*

>>Enrollment in Advanced/Dual-Credit Courses:

2022-23 Other Postsecondary Indicators (TAPR) ACADEMY ISD (014901)

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	35.2%	32.3%	15.2%	25.7%	36.1%	60.0%	*	*	14.3%	10.5%	23.7%	21.1%
	2020-21	42.5%	34.5%	31.5%	31.3%	24.8%	34.2%	16.7%	*	*	33.3%	18.5%	23.6%	0.0%
English Language Arts	2021-22	16.6%	12.3%	10.8%	0.0%	5.2%	13.2%	20.0%	*	*	0.0%	2.7%	4.5%	0.0%
	2020-21	16.3%	12.5%	9.1%	6.3%	4.1%	11.6%	0.0%	*	*	0.0%	1.9%	6.3%	0.0%
Mathematics	2021-22	19.9%	15.9%	9.7%	6.1%	3.1%	12.1%	0.0%	*	*	0.0%	2.9%	3.8%	0.0%
	2020-21	19.3%	15.8%	6.5%	3.4%	1.1%	8.6%	0.0%	*	*	10.0%	0.0%	2.6%	0.0%
Science	2021-22	21.1%	18.7%	21.3%	9.4%	19.4%	24.1%	40.0%	*	*	0.0%	11.4%	16.3%	23.5%
	2020-21	20.6%	18.4%	21.0%	19.4%	15.8%	22.9%	0.0%	*	*	33.3%	19.1%	15.0%	0.0%
Social Studies	2021-22	22.8%	16.1%	8.4%	3.2%	4.2%	10.3%	0.0%	*	*	0.0%	2.8%	1.5%	0.0%
	2020-21	22.8%	16.7%	7.4%	6.5%	4.0%	9.2%	0.0%	*	*	0.0%	1.9%	6.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.8%	48.2%	66.7%	33.3%	52.7%	-	-	*	*	12.5%	42.4%	*
	2019-20	46.1%	45.3%	43.0%	*	40.9%	45.9%	-	*	*	20.0%	7.7%	17.2%	-

2022-23 Staff Information (TAPR) ACADEMY ISD (014901)

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	241.1	100.0%	763,729.4	100.0%
Professional Staff:	143.4	59.5%	489,326.8	64.1%
Teachers	116.8	48.5%	371,646.7	48.7%
Professional Support	10.8	4.5%	82,878.8	10.9%
Campus Administration (School Leadership)	12.8	5.3%	25,300.5	3.3%
Central Administration	3.0	1.2%	9,500.8	1.2%
Educational Aides:	35.1	14.6%	86,185.9	11.3%
Auxiliary Staff:	62.5	25.9%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	36.0	14.9%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	4.0	3.4%	44,033.4	11.8%
Hispanic	5.0	4.2%	110,015.9	29.6%
White	107.8	92.3%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%

Teachers by Sex:				
Males	30.0	25.7%	90,752.5	24.4%
Females	86.8	74.3%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	92.7	79.4%	268,238.6	72.2%
Masters	24.1	20.6%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.1	6.1%	36,179.6	9.7%
1-5 Years Experience	51.5	44.1%	97,667.0	26.3%
6-10 Years Experience	14.8	12.7%	76,209.5	20.5%
11-20 Years Experience	26.6	22.8%	101,173.2	27.2%

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	13.7	11.8%	49,550.0	13.3%
Over 30 Years Experience	3.0	2.6%	10,867.4	2.9%
Number of Students per Teacher	15.7	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.5	6.1
Average Years Experience of Principals with District	4.0	5.3
Average Years Experience of Assistant Principals	2.8	5.2
Average Years Experience of Assistant Principals with District	2.3	4.4
Average Years Experience of Teachers:	9.5	11.0
Average Years Experience of Teachers with District:	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,815	\$53,300
1-5 Years Experience	\$48,866	\$56,516
6-10 Years Experience	\$53,805	\$59,732
11-20 Years Experience	\$56,760	\$63,389
21-30 Years Experience	\$61,171	\$67,076

21-30 Years Experience	\$51,171	\$57,070
Over 30 Years Experience	\$64,044	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$53,005	\$60,717
Professional Support	\$64,680	\$72,022
Campus Administration (School Leadership)	\$73,791	\$85,167
Central Administration	\$118,660	\$112,702
Instructional Staff Percent:	64.9%	65.1%
Turnover Rate for Teachers:	28.7%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	1.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

>>Teacher-Student Class Size Ratios

2022-23 Student Information (TAPR) ACADEMY ISD (014901)

Class Size Information	District	State
Elementary:		
Kindergarten	23.5	18.7
Grade 1	21.0	19.1
Grade 2	22.8	19.1
Grade 3	22.3	19.3
Grade 4	20.0	19.4
Grade 5	22.0	20.8
Grade 6	20.7	19.2
Secondary:		
English/Language Arts	12.8	16.2
Foreign Languages	17.4	18.8

Foreign Languages	17.4	18.8
Mathematics	14.8	17.5
Science	18.3	18.5
Social Studies	14.4	18.9

>>Student Mobility & Attrition Rates

2022-23 Student Information (TAPR) ACADEMY ISD (014901)

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

Mobility (2021-22):					
Total Mobile Students	222	13.1%	893,031	16.8%	
By Ethnicity:					
African American	16	0.9%	176,665	3.3%	
Hispanic	69	4.1%	462,284	8.7%	
White	112	6.6%	180,620	3.4%	
American Indian	1	0.1%	3,221	0.1%	
Asian	1	0.1%	38,716	0.7%	
Pacific Islander	0	0.0%	2,067	0.0%	
Two or More Races	23	1.4%	29,458	0.6%	
Count and Percent of Special Ed Students who are Mobile	29	13.4%	131,925	18.6%	
Count and Percent of EB Students/EL who are Mobile	10	10.2%	191,469	17.1%	
Count and Percent of Econ Dis Students who are Mobile	79	13.0%	604,295	18.7%	
Student Attrition (2021-22):					
Total Student Attrition	112	11.5%	751,495	18.1%	

>>Special Education & all other special programs

2022-23 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	92	5.0%	302,409	5.5%	92	5.0%	302,615	5.5%
Foster Care	11	0.6%	13,415	0.2%	11	0.6%	13,453	0.2%

Homeless	31	1.7%	72,534	1.3%	31	1.7%	72,654	1.3%
Immigrant	6	0.3%	122,390	2.2%	6	0.3%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	1,830	100.0%	3,555,650	64.6%	1,835	100.0%	3,563,890	64.6%
Military Connected	247	13.5%	199,203	3.6%	247	13.5%	199,325	3.6%
At-Risk	718	39.2%	2,935,164	53.3%	718	39.1%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	115	6.3%	1,278,846	23.2%	115	6.3%	1,279,697	23.2%
Career and Technical Education	459	25.1%	1,459,380	26.5%	459	25.0%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	457	86.4%	1,203,083	72.3%	457	86.2%	1,203,363	72.2%
Gifted and Talented Education	143	7.8%	453,585	8.2%	143	7.8%	453,689	8.2%
Special Education	227	12.4%	693,061	12.6%	232	12.6%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	227		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	113	49.8%	305,800	44.1%				
Students with Physical Disabilities	41	18.1%	138,820	20.0%				
Students with Autism	35	15.4%	107,586	15.5%				
Students with Behavioral Disabilities	33	14.5%	130,018	18.8%				
Students with Non-Categorical Early Childhood	5	2.2%	10,836	1.6%				

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2022-2023 AISD turnover rate for teachers was 28.7% versus State rate of 21.4% which continues to lag behind the state rate. **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and most recent 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

2022-23 and 2023-24 - The issuance of 23-24 A-F Ratings remains pending and subject to change based on judicial rulings (as of 8-26-2024).

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

Change Over Time

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

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

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

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

Student Achievement Calculation

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

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

School Progress Calculation

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

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

Closing the Gaps Calculation

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

Student Learning Strengths

Academy High School STAAR EOC

AISD EOC State, Region, District Comparison 2019, 2021, 2022, 2023								
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, 2023								
2023 State	72	52	13		2023 State	94	70	38
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
2023 Region 12	73	51	12		2023 Region 12	94	70	35
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
2023 AISD	84	63	12		2023 AISD	96	70	25
English II	% Approaches	% Meets	% Masters		Biology	% Approaches	% Meets	% Masters
2019 State	67	51	8		2019 State	93	75	47
2021 State	70	57	11		2021 State	88	69	43
2022 State	71	57	9		2022 State	82	57	23
2023 State	74	54	9		2023 State	88	56	21
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
2023 Region 12	75	55	8		2023 Region 12	88	54	18
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
2023 AISD	90	76	14		2023 AISD	91	55	10
Algebra I	% Approaches	% Meets	% Masters					
2019 State	84	62	39					
2021 State	72	41	23					
2022 State	74	46	30					
2023 State	79	43	23					
2019 Region 12	80	54	32					
2021 Region 12	72	38	20					

AISD EOC State, Region, District Comparison 2019, 2021, 2022, 2023											
2022 Region 12	73	43	25								
2023 Region 12	78	40	19								
2019 AISD	83	44	29								
2021 AISD	65	28	14								
2022 AISD	70	35	21								
2023 AISD	77	29	16								

Academy Middle School STAAR 6th-8th

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022											
Grade 6 Math	% Approaches	% Meets	% Masters	Grade 7 Math	% Approaches	% Meets	% Masters	Grade 8 Math	% Approaches	% Meets	% Masters
2019 State	82	52	26	2019 State	82	52	26	2019 State	82	52	26
2021 State	66	34	14	2021 State	54	25	11	2021 State	60	35	10
2022 State	72	37	15	2022 State	59	29	12	2022 State	70	38	13
2023 State	75	40	16	2023 State	63	37	11	2023 State	76	46	17
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
2023 Region 12	74	36	13	2023 Region 12	64	36	10	2023 Region 12	74	41	12
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
2023 AISD	89	61	22	2023 AISD	77	41	3	2023 AISD	82	57	28
Grade 6 Rdng	% Approaches	% Meets	% Masters	Grade 7 Rdng	% Approaches	% Meets	% Masters	Grade 8 Rdng	% Approaches	% Meets	% Masters

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
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
2023 State	77	52	22		2023 State	78	55	27		2023 State	83	58	28
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
2023 Region 12	75	48	18		2023 Region 12	77	51	23		2023 Region 12	83	55	24
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
2023 AISD	88	65	19		2023 AISD	92	76	42		2023 AISD	87	64	32
					Grade 8 Writing	% Approaches	% Meets	% Masters		Grade 8 Science	% Approaches	% Meets	% Masters
					2019 State	68	38	14		2019 State	81	54	25
					2021 State	61	31	9		2021 State	67	42	23
					2022 State	N/A	N/A	N/A		2022 State	73	43	22
					2023 State					2023 State	74	47	17
					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
					2023 Region 12					2023 Region 12	72	42	13
					2019 AISD	73	41	13		2019 AISD	87	61	31
					2021 AISD	62	36	8		2021 AISD	90	62	29

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
					2022 AISD	N/A	N/A	N/A		2022 AISD	82	49	25
					2023 AISD					2023 AISD	77	52	19
										Grade 8 SS	% Approaches	% Meets	% Masters
										2019 State	81	55	33
										2021 State	56	27	13
										2022 State	59	29	17
										2023 State	62	33	16
										2019 Region 12	63	29	15
										2021 Region 12	57	25	11
										2022 Region 12	55	25	14
										2023 Region 12	56	27	12
										2019 AISD	83	48	26
										2021 AISD	76	36	17
										2022 AISD	55	17	11
										2023 AISD	57	25/8	

Academy Elementary School STAAR 3rd-5th

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
Grade 3 Math	% Approaches	% Meets	% Masters		Grade 4 Math	% Approaches	% Meets	% Masters		Grade 5 Math	% Approaches	% Meets	% Masters
2019 State	82	52	26		2019 State	82	52	26		2019 State	82	52	26
2021 State	61	30	14		2021 State	58	35	21		2021 State	59	43	24
2022 State	70	42	21		2022 State	69	41	23		2022 State	76	47	24

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
2023 State	73	45	19		2023 State	71	48	22		2023 State	80	51	21
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
2023 Region 12	71	41	16		2023 Region 12	66	42	17		2023 Region 12	79	48	18
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
2023 AISD	71	37	15		2023 AISD	71	47	19		2023 AISD	90	58	19
Grade 3 Rdnng	% Approaches	% Meets	% Masters		Grade 4 Rdnng	% Approaches	% Meets	% Masters		Grade 5 Rdnng	% 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
2023 State	76	50	20		2023 State	77	48	22		2023 State	81	57	28
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
2023 Region 12	75	47	16		2023 Region 12	77	44	17		2023 Region 12	80	53	24
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
2023 AISD	84	55	16		2023 AISD	81	46	21		2023 AISD	89	64	33

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
					Grade 4 Writing	% Approaches	% Meets	% Masters		Grade 5 Science	% Approaches	% Meets	% Masters
					2019 State	68	38	14		2019 State	81	54	25
					2021 State	53	26	8		2021 State	61	30	12
					2022 State	N/A	N/A	N/A		2022 State	66	37	17
					2023 State					2023 State	65	36	16
					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
					2023 Region 12					2023 Region 12	63	32	13
					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
					2023 AISD					2023 AISD	74	40/14	
14													

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2022-2023 AISD turnover rate for teachers was 28.7% versus State rate of 21.4% which continues to lag behind the state rate. **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and most recent 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): 2022-2023 AISD turnover rate for teachers was 28.7% versus State rate of 21.4% which continues to lag behind the state rate. **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and most recent 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): 2022-2023 AISD turnover rate for teachers was 28.7% versus State rate of 21.4% which continues to lag behind the state rate. **Root Cause:** Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and most recent 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: 2022-2023 AISD turnover rate for teachers was 28.7% versus State rate of 21.4% which continues to lag behind the state rate.

Root Cause 1: Key findings include teachers feeling undervalued, underpaid, and overworked. A statewide report and most recent 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 2025, 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
 RTI records
 HB1416 documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Reading Academies, PLC meetings, curriculum planning, and progress monitoring data meetings to analyze and adjust instruction as needed, particularly for at-risk, EL/EBs, Sp Ed, and migrant students, to ensure that all students fully benefit from a free appropriate public education.</p> <p>Strategy's Expected Result/Impact: Increase student academic growth, including growth towards HB3 Early Literacy, Early Math, CCMR goals, subpops of Sp Ed, and EB students. Reduction of failing grades each 9 weeks Identify and address pandemic-related learning gaps Use New Generation System (NGS database) Priority for Service (PFS) report to identify and recruit every eligible migrant student residing in AISD.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Reading Academy Facilitator C&I Department Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education, - 289 ESSA, - 244 Perkins Career and Technical Education (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	May

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: AHS and AMS will continue to monitor CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention and training of CTE teachers.</p> <p>Strategy's Expected Result/Impact: Increase student participation and learning in CTE classes Every high school student has access to a CTE class with 90% of students participating in a CTE class Evaluate the need to increase the number of CTE teachers in relation to the increase in number of CTE students</p> <p>Staff Responsible for Monitoring: District/Campus Administration AHS and AMS Counselors CTE teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund, - 244 Perkins Career and Technical Education (CTE)</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement math instructional supports in K-12 to include:</p> <p>K-5 Math instructional coaching supported by ESC 12 Middle School advanced math High school Algebra 1</p> <p>Strategy's Expected Result/Impact: An increase in math MAP/STAAR testing among all students and subpops, Sp Ed, and EB students Reduction in math failing grades</p> <p>Staff Responsible for Monitoring: C&I Department District/Campus Administration Teachers</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 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.

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

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

HB3 Goal





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

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

College, career, and military readiness (CCMR):

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Tier 1 instruction using differentiated teaching strategies for all levels of students, including those who are at-risk of failure in core subject areas.</p> <p>Strategy's Expected Result/Impact: Small group instruction in core subject areas will be flexible, focused, and individualized.</p> <p>Improve 9 weeks grades and reduce failure rates</p> <p>Teachers participate in specific PLCs/PD trainings for differentiation such as technology use in the classroom and emergent bilingual language acquisition skills</p> <p>Increased academic growth on TEKS-specific objectives/areas</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department including Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased industry based certification passing and completing rates.</p> <p>Staff Responsible for Monitoring: District Administration AMS/AHS Administration AMS/AHS Counselors CTE Coordinator</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>				

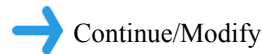
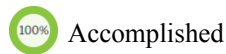
Goal 2: Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.

Performance Objective 1: By May 2025, 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 campus 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>Strategy 1: 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>Strategy's Expected Result/Impact: Improved community-wide relationships with parents and community members</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Office Staff District Webmaster Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May



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 2025 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.

Evaluation Data Sources: Parent survey results regarding access and awareness to their student's academic progress

Strategy 1 Details	Reviews			
<p>Strategy 1: District/Campuses will use a variety of communication methods to inform stakeholders of educational awareness opportunities and involvement.</p> <p>Strategy's Expected Result/Impact: Improve parent's understanding of their student's educational improvement & growth as well as how to effectively monitor academic progress monitoring data.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Faculty & Staff District Webmaster</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <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 1: By May 2025, social and emotional supports, including individual and group counseling, and integration of trauma-informed care practices 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
 Counselor training and participation in professional learning
 Increased officer presence on campuses with 1 SRO for each campus.
 Online surveys

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

Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2025, age-appropriate content-specific prevention and awareness programs will be shared on campuses to reduce incidents in</p> <ul style="list-style-type: none"> -child abuse & sexual abuse (teacher awareness training) -dating violence (teacher awareness training) -dropout prevention (greater focus on identified at-risk individuals) -pregnancy prevention (AIM for Success @AMS) -tobacco, alcohol, drugs (Red Ribbon Week) -anti-vaping (increased signage, assembly) - coordinated health care plan (student fitness assessment data & success of methods of physical activity) - middle school and high school education about Fentanyl <p>During October's Red Ribbon Week, students will participate in anti-drug and alcohol literature/lessons through PE classes, Library rotation, guest speakers, and/or Excel/TCA/Homeroom classes.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and incidents of violence Reduction in ISS and DAEP placements</p> <p>Staff Responsible for Monitoring: Campus Administration SHAC Committee Counselors Librarian Teachers Students</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate and develop a list of priorities regarding the needs for surveillance cameras, radios, severe weather detection systems, perimeter fencing, and safety/directional signage around campuses and school grounds.</p> <p>Strategy's Expected Result/Impact: Improve staff & student safety Increase visibility of external security measures Update building security measures as outlined by the district safety and security committee</p> <p>Staff Responsible for Monitoring: SRO- Deputy Cox and SRO/Attendance Officer/Community Liaison -Deputy Matamoros District/Campus Administration Technology Department Operations Department Teachers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: By May of 2025, Academy ISD will begin the implementation of the The Texas Way, a collaborative campaign to improve the level of sportsmanship in UIL events, decrease the number of ejections at UIL events, and strengthens communities and the relationships between coaches, athletes, officials, and fans.</p> <p>Strategy's Expected Result/Impact: Improved staff and UIL participant safety Improved fan experience</p> <p>Staff Responsible for Monitoring: Athletic Director Coaches Campus Administrators District Administrators</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 2: By May 2025, 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>Strategy 1: Identify and evaluate evolving needs for training and implementation of Stop the Bleed, CPR, Epi Pens, and Standard Response Protocols (SRPs) by holding district-wide trainings and review of current district safety & security procedures and resources, including distribution of National Child Identification Program's inkless fingerprinting kits for parents of students in grades PreK-8th.</p> <p>Strategy's Expected Result/Impact: Increased security at all campus facilities, continued committee feedback on district needs, and planning for future security improvements. Ensure every campus and facility is both safe and supportive for students and staff.</p> <p>Staff Responsible for Monitoring: District/Campus safety & security teams SROs Cox & Matamoros</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

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

 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 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 sustainability of SMART Tag.

Evaluation Data Sources: Technology program reports
 Purchase Orders
 2 step verification
 SMART tag usage rates, replacement badges, and app reports
 Securely reports

Strategy 1 Details	Reviews			
<p>Strategy 1: As AISD moves toward one-to-one device implementation for all secondary students, the district-wide filtering software (Securly) will be used to monitor and limit student exposure to inappropriate internet content.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals Increased parental trust and understanding of technology use/purpose in student learning</p> <p>Staff Responsible for Monitoring: SROs District/Campus Administration Technology Department Teachers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and assess the full Districtwide implementation of SMART Tag on all AISD route busses. The electronic system is designed to ensure authorized ridership and improve the safety and security of students who utilize school bus transportation to and from school.</p> <p>Strategy's Expected Result/Impact: Provide live monitoring of where and when students load onto and unload off of their school bus to keep transportation, administrators and parents informed.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Transportation Department SROs Bus Drivers</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$931,305.00

Total FTEs Funded by SCE: 7.5

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) \$ 500.00 11-6112-00-041-x24000 Substitute Teachers - MS (Comp Ed) \$ 500.00 11-6112-00-101-x24000 Substitute Teachers - IS (Comp Ed) \$ 5,000.00 11-6112-00-102-x24000 Substitute Teachers - ECC (Comp Ed) \$ 1,000.00 11-6119-00-101-x24000 Salary or Wages / Teachers - IS (Comp Ed) \$141,434.00 11-6129-00-041-x24000 Salary Support Personnel - MS (Comp Ed) \$20,941.00 11-6129-00-101-x24000 Salary Support Personnel - IS (Comp Ed) \$ 23,788.00 11-6129-00-102-x24000 Salary Support Personnel - ECC (Comp Ed) \$ 96,121.00 11-6129-00-103-x24000 Salary Support Personnel - ES (Comp Ed) \$ 20,160.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AECC Support Personnel	Instructional Aide	1
AECC Support Personnel	Instructional Aide	1
AECC Support Personnel	Instructional Aide	1
AES Support Personnel	Instructional Aide	1
AES Support Personnel	Instructional Aide	1
AIS Support Personnel	Instructional Aide	1
AIS Teacher	Teacher	0.5
AMS Support Personnel	Instructional Aide	1

Title I

1.1: Comprehensive Needs Assessment

Monday September 23, 2024

District Education Improvement Committee Meeting

11:30 a.m.

AHS

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 pertinent stakeholders.

Additionally, AES, AIS, and AECC parents discussed Campus Plans and Parent & Family Engagement Policy during Parent Conferences October 11, 2024.

2.2: Regular monitoring and revision

AISD serves three campuses, including an Early Childhood Center with PreK students, with Title funds. 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.

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>
B. Ashby	Enrichment Aide	AES Enrichment Aide	1
B. McItyre	Instructional Aide	ECC Instructional Aide	1
D. Barabas	Instructional Aide	AIS Enrichment Instruction	.6
H. McNamara	Instructional Aide	ECC Instructional Aide	1
H. Parker	Instructional Coach	AES Instructional Coach	.5
J. Wall	Instructional Aide	AIS Instructional Aide	1
M. Johnson	Instructional Aide	ECC Instructional Aide	1
S. Garcia	Instructional Aide	ECC Technology	1

District Education Improvement Committee

Committee Role	Name	Position
Parent	Cayleigh Ripley	AECC Parent
Business Representative	Nichole Guajardo	Business Representative
Administrator	Marcie Beck	AIS Principal
District-level Professional	Jarrod Newman	Network Administrator
Classroom Teacher	Doug Robinson	CTE Teacher
Non-classroom Professional	Amy Hodges	AISD Lead Counselor
Administrator	Byron Bundy	AHS Assistant Principal
Administrator	Kasey Pruett	AMS Assistant Principal
Paraprofessional	Derrick Robinson	AISD Paraprofessional
Business Representative	Andrew Voelter	Business Representative
Non-classroom Professional	Tonya Drake	District RN
Business Representative	Travis Wilson	Business Representative
Classroom Teacher	Tara Robinson	AECC Teacher
Classroom Teacher	Bethany Lindberg	AES Teacher
Community Representative	Sherry Moore	Community Representative
Parent	Andra Wilborn	AMS Parent
Classroom Teacher	Joey Hogan	AMS Teacher
Administrator	Kaci Kleypas	AMS Assistant Principal
Community Representative	Cheri Kasa	Community Representative
Parent	Brittany White	AHS Parent
Classroom Teacher	Krista Jones	AHS Teacher
Administrator	Meagan Pruett	AHS Principal
District-level Professional	Jacki Wright	Director of Marketing and Communications
District-level Professional	Callie Poncik	Director of K-12 Instructional Supports
Non-classroom Professional	Josh Cox	AISD School Resource Officer
District-level Professional	Sara Sanders	Director of Special Programs
District-level Professional	Brian Nolen	Director of Operations & Transportation

Committee Role	Name	Position
Administrator	Jana Warren	BCAS Director
Administrator	Kelli Schwake	AECC Principal
Administrator	Andrea Chaney	AES Principal
Administrator	Cole Ramsey	AMS Principal
Administrator	Logan Chaney	Executive Director of Administration
Administrator	Calvin Itz	Assistant Superintendent
Administrator	Darla Nolen	Superintendent

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
Sub-Total					\$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
Sub-Total					\$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
Sub-Total					\$0.00
289 ESSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$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
Sub-Total					\$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:

PFS Criteria Summary	
RECENT QUALIFYING MOVE	
+	
FAILING OR MOST AT RISK OF FAILING	
Grade Level	Grade Level
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. Must have at least one of the following designations: - LEP/EL - Over age - Retained	Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period); Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing
	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

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

School District: Academy
Region: 12

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023


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

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

<p><u>Goal(s):</u></p> <p>To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><u>Objective(s):</u></p> <p>Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.</p>
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Required Strategies		Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Timeline	Person(s) Responsible	Documentation	Documentation
September - May	NGS Data Specialist	Copies of e-mails attached and sent to Superintendents	
August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.			


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


LEA Signature



Date Completed


ESC Signature


Date Received


PFS Signature


Date Completed


PFS Signature


Date Completed