Academy Independent School District

Academy Middle School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

*Inspiring students to **L**ove learning, **E**xcel in All We Do, **A**chieve goals through collaboration, and **D**o What is Right.*

LEAD!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2020-2021 Academy Middle School is comprised of 430 students. The grade level breakdown is listed below.

In 2020-2021, Academy Middle School is comprised of 430 students. Out of our total number, 81 of them are remote.

In 2020-2021, Academy Middle School is comprised of 430 students. The grade level breakdown is below.

Grade	2019-2020	2020-2021
Sixth	143	149
Seventh	131	145
Eight	126	136
Total:	400	430

The ethnic distribution is listed below.

Ethnic Distribution	2019-2020	2020-2021
African American	56	42
Hispanic	133	100
White	454	365
American Indian	50	31
Asian	8	6
2 or more races	146	127

The special population included:

Special Populations	2019-2020	2020-2021
English Learners	27	31
At-Risk	66	47
Economically Disadvantaged	223	182
GT	63	53
Sped	44	42

2018-2019   2017-2018

Campus Mobility in 2019- 2020 -- The economically disadvantaged population has decreased from 223 to 182 students in the past year.

The average daily attendance rate increased for 2019- 2020

Staff Information-

Academy Middle School Teacher Experience		
	2018- 2019	2017-2018
Beginning	0	0
5-Jan	41.3	33.9
10-Jun	3	4.4
20-Nov	13.3	26.5
Over 20	42.4	35.2

Academy Middle School Teacher Population		
Ethnicity	2018- 2019	2017-2018
African American	4	0
Hispanic	5	5.6
White	91	94.4
Other	0	0

In 2018- 2019, Academy Middle School had 25 teachers. More than 55% had taught more than 10 years. 41% of the staff had less than five years of experience. The average number of students per teacher was 15.2.

Sixth	128	120
Seventh	126	119
Eight	126	104

The ethnic distribution is listed below.

Ethnic Distribution	2018- 2019	2017- 2018
African American	6.1	6.7
Hispanic	20.8	20.7
White	68.3	66.8
American Indian	1.8	1.5
Asian	0.8	0.9
2 or more races	2.1	3.2

The special population included:

Special Populations	2018- 2019	2017- 2018
English Learners	4.7	5.2
At-Risk	10.8	33.8
Economically Disadvantaged	46.4	39.9
GT	14.5	9.9
Sped	6.9	7.0

Campus Mobility in 2018- 2019 was 13.2 Percent. The economically disadvantaged population has increased from 137 to 176 students in the past year.

The average daily attendance rate increased from 96.3 to 96.6.

Zero students dropped out in the 2018- 2019 school year.

Staff Information

Academy Middle School Teacher Experience

	2018- 2019	2017- 2018
Beginning	0	0
1-5	41.3	33.9
6-10	3.0	4.4
11-20	13.3	26.5
Over 20	42.4	35.2

Academy Middle School Teacher Population

Ethnicity	2018- 2019	2017- 2018
African American	4.0	0
Hispanic	5.0	5.6
White	91.0	94.4
Other	0	0

In 2018- 2019, Academy Middle School had 25 teachers. More than 55% had taught more than 10 years. 41% of the staff had less than five years of experience. The average number of students per teacher was 15.2.

Demographics Strengths

According the the 2019 TAPR reports students are performing at the below percentage.

Math

Hispanic- 56% Meet or above

African American- 38% Meets or Above

White- 64% Meets or Above

2 or More Races- 64% Meets or Above

Economically Disadvantaged- 45% Meets or Above

Reading

Hispanic- 31% Meets or Above

African American- 29% Meets or Above

White- 56% Meets or Above

2 or More Races- 45% Meets or Above

Economically Disadvantaged- 32% Meets or Above

In Conclusion:

- Al demographic groups are performing higher in math than in reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an achievement gap between white students and all other demographic groups. **Root Cause:** Lack of data analysis ,differentiation of teaching at all levels, and targeted interventions.

Problem Statement 2: 40% of students in all demographic groups are not meeting or exceeding growth according the 2019 TPR report. **Root Cause:** Lack of targeted

interventions

Student Learning

Student Learning Summary

Reading

All Students- 68% of students received 1-3 points for growth measure. The following data is broken into sub-groups for growth.

African American- 58%

Hispanic- 61%

White- 73%

2 or More Races- 61%

Economically Disadvantaged- 62%

Math

All students- 69% of students received 1-3 points for growth measure. The following data is broken into sub-groups for growth.

African America- 60%

Hispanic- 60%

White- 73%

Economically Disadvantaged- 64%

Overall Performance- All Grades/All Subjects for Approaches, Meets, and Masters

All 84% Approaches or Higher, 54% Meets or Higher, 25% Masters

African American- 69% Approaches or Higher, 27% Meets or Higher, and 3% Masters

Hispanic- 76% Approaches or Higher, 42% Meets or Higher, and 16% Masters

White- 88% Approaches or Higher, 59% Meets or Higher, and 30% Masters

Economically Disadvantaged 78% Approaches or Higher, 42% Meets or Higher, and 15% Masters

Categories	Reading Approaches/Meets/Masters	Math Approaches/Meets/Masters
All	82%/54%/28%	88%/56%/22%
African American	61%/26%/4%	83%/26%/4%
Hispanic	71%/43%/22%	80%/47%/13%
White	87%/59%/32%	90%/61%/27%
Economically Disadvantaged	77%/44%/19%	84%/44%/13%
2 or More Races	88%/50%/25%	88%/75%/13%

'20-'21 TAPR will be released in November '21

Student Learning Strengths

- 80% or more of all our students are performing at approaches or above in reading and math
- 54% or more of all our students combined are performing at the level of the meet or above in reading and in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 46% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Gaps in instruction due to COVID

School Processes & Programs

School Processes & Programs Summary

Academy Middle School offers ELAR, math, science, and social studies classes for grades 6th- 8th.

Electives include:

6th Grade- Band, and STEM, PE

7th/8th- Grade- Band, ART, Theater, STEM, Investigating Careers, PE, Athletics, and Tech Lab.

Double Block Classes:

6th /7th Grade provides double block ELAR classes to allow for more time on reading and writing.

6th Grade provides double block Math classes to provide additional time to refine math skills.

Curriculum

AMS utilizes the TEKS Resource System as our scope and sequence. Students are assessed using common assessments provided through the TEKS Resource System and student data is analyzed using eduphoria online data management system as well as MAP universal screener. Various resources included state-adopted textbooks are utilized to support teachers in planning for each unit of study.

Positive Behavior and Support Systems

AMS uses positive support systems (Character Strong) to ensure students understand and follow school-wide expectations.   Students identified in need of social-emotional or behavioral support are identified as T2 students are supports systems are provided.

School Processes & Programs Strengths

Positive Behavior Supports are a campus strength. All staff utilize Bee Bucks to affirm students and recognize good behavior. Students use Bee Bucks to purchase treats, supplies, and fun opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an achievement gap between white students and all other demographic groups. **Root Cause:** Lack of data analysis ,differentiation of teaching at all levels, and targeted interventions.

Problem Statement 2: 46% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Gaps in instruction due to COVID

Perceptions

Perceptions Summary

Our teachers believe in building relationships with students and are open to trying new things. In 2021-2022 our campus started Character Strong during excel.   Our belief is if we build relationships with students we can in turn grow them academically.

This approach has lowered our discipline referrals and increased student/teacher relationships.

In a review of referral data, we have found respect to the biggest reason for a teacher to write a referral.   Our goal is to make sure everyone understands what respect looks like and sounds like.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

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

Performance Objective 1: Students in all demographics will perform at meets or masters with a 10% increase from the 2019 baseline.

  HB3 Goal

  Evaluation Data Sources: STAAR Assessment, Common Assessments, and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize and follow the scope and sequence from the TEKS Resource System when planning and preparing for lessons.	Formative			Summative
Strategy's Expected Result/Impact: Students meet and mastering the curriculum **Staff Responsible for Monitoring:** Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	Apr	June
	75%			

Strategy 2 Details	Reviews			
Strategy 2: After common assessments teachers will meet in PLC to analyze assessment data to determine how students performed in each demographic area, identify areas of strength, weakness, and develop a reteach plan.	Formative			Summative
Strategy's Expected Result/Impact: All students will grow in each demographic area. **Staff Responsible for Monitoring:** classroom teacher **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	Apr	June
	60%			

Strategy 3 Details	Reviews			
Strategy 3: All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.	Formative			Summative
Strategy's Expected Result/Impact: Goal setting and progress towards the goal **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**	Nov	Feb	Apr	June
	60%			

Strategy 4 Details	**Reviews**			
Strategy 4: Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement and decreased failure rate on state assessments **Staff Responsible for Monitoring:** classroom teacher and administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Results Driven Accountability**	50%			

Strategy 5 Details	**Reviews**			
Strategy 5: Students will write 2 - 3 times weekly in all classes using constructed responses in their content area.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased writing fluency and proficiency. **Staff Responsible for Monitoring:** All classroom teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	40%			

Strategy 6 Details	**Reviews**			
Strategy 6: Students will read independently 10- 15 min daily self-selected text to build reading stamina.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase reading comprehension **Staff Responsible for Monitoring:** ELAR teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	60%			

Strategy 7 Details	**Reviews**			
Strategy 7: Staff development opportunities will be provided before school and throughout the school year to support teachers in effective planning practices including using TEKS Resource System, lesson plan expectations, the pacing of the lesson, and resource implementation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the effectiveness of teachers which in turn increases the effectiveness of student performance. **Staff Responsible for Monitoring:** Admin and District Resource Staff **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	60%			

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

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

Performance Objective 2: Students in all demographics will increase the number of students meeting or exceeding growth by 10% from the 2019 baseline as stated in the 2018- 2019 TPR Report.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment Data, Common Assessment Data, Benchmark Data, and MAP Data.

Strategy 1 Details	Reviews			
Strategy 1: Students in math and reading will track progress on common assessments using a data tracking sheet and a target goal. Goals will be based on growth from their 2021 assessment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased understanding of what is expected, which will in turn move more students to meet their expected goal. **Staff Responsible for Monitoring:** Math and Reading Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning	50%			

Strategy 2 Details	Reviews			
Strategy 2: All students will work towards their growth goals by working on their strengths and weaknesses through Education Galaxy.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student growth on common assessments, STAAR, and MAP middle of year and end of year assessment. **Staff Responsible for Monitoring:** Excel Teachers, Classroom Teachers, and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	60%			

Strategy 3 Details	Reviews			
Strategy 3: A tutor will be utilized to pull small group math for 6th - 8th grade. Dyslexia teacher will continue to work with identified students to build their reading skills	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An increased number of below-level reading math students will show growth on common assessments, STAAR assessments, benchmark assessments. **Staff Responsible for Monitoring:** Administrator, RTI team, and Campus Leadership Team **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	60%			

Strategy 4 Details		Reviews			
Strategy 4: Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration. **Strategy's Expected Result/Impact:** Increased number of students in each demographic group meeting or exceeding growth goal. **Staff Responsible for Monitoring:** 6th-grade math teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**		Formative			Summative
		Nov	Feb	Apr	June
		60%			

Strategy 5 Details		Reviews			
Strategy 5: Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs and ensure all students are on track to meet the 90% attendance rule. **Strategy's Expected Result/Impact:** High levels of attendance for face to face and remote learning. **Staff Responsible for Monitoring:** Campus Principal, PEIMS staff, and Counselor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**		Formative			Summative
		Nov	Feb	Apr	June
		60%			

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

Goal 2: Academy ISD community and parents will partner in educational improvement efforts. AISD will maintain open lines of communication with all stakeholders.

Performance Objective 1: Parents and teachers will work together to meet the needs of all students.

HB3 Goal

**Evaluation Data Sources:** Increased student performance

Strategy 1 Details	Reviews			
Strategy 1: Clear communication between school and home: Remind 101, information posted on social media, Blackboard, campus website, Monthly Bumble Bee Buzz updates as well as the Bumblebee Stinger.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents are informed and are able to use the information to support their child at home. **Staff Responsible for Monitoring:** All staff **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%			
Strategy 2 Details	Reviews			
Strategy 2: Back to School Night Offered in-person to share grade level information in including homework expectations, remind codes, arrival/dismissal procedures, school supplies, and more	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased collaboration between school and home. **Staff Responsible for Monitoring:** Grade level teachers **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%			
Strategy 3 Details	Reviews			
Strategy 3: Group Parent Data Meeting Beginning, Middle, and End of the year to review MAP assessment data and explain to parents what the data means and next steps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parent involvement and school home connection **Staff Responsible for Monitoring:** Admin and Instructional Staff **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%			

Strategy 4 Details	Reviews			
Strategy 4: Collaboration and Communication with Busy Bees to support teachers and the needs they have in the classroom. **Strategy's Expected Result/Impact:** teacher feel supported by parents and the community **Staff Responsible for Monitoring:** campus principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**	Formative			Summative
	Nov	Feb	Apr	June
	60%			

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: Referrals will decrease by 10% from the 20-21 baseline.

> **Evaluation Data Sources:** Six weeks referral data, grade-level discipline spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: All teachers hold students and themselves accountable for how to treat each other.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong relationships between students and staff with an understanding of core values. **Staff Responsible for Monitoring:** classroom teacher and students. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Feb	Apr	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Character Strong will be incorporated in excel 1 time weekly to engage students in discussions to get to know each other on a deeper level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build Relationship and strengthen the school community **Staff Responsible for Monitoring:** AMS Staff **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June
	60%			

Strategy 3 Details	Reviews			
Strategy 3: Positive Behavior Supports will be utilized campus-wide to reinforce good behavior (Bee Bucks), teach common expectations, refine arrival, dismissal, and hallway expectations (E-hall pass) procedures, and ensure all students understand what is expected and support to ensure violence is prevented.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: A common understanding of what is expected and decreased referral or behavior incidents. **Staff Responsible for Monitoring:** PBIS Team develops and refines expectations **ESF Levers:** Lever 1: Strong School Leadership and Planning	60%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.
1	2	5	Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs and ensure all students are on track to meet the 90% attendance rule.
2	1	4	Collaboration and Communication with Busy Bees to support teachers and the needs they have in the classroom.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths, weaknesses, and measure growth in reading, math, and 8th science.
1	1	4	Students Success Plans created for all students who are at-risk of failing reading, math, science, or social studies for the six weeks or semester.
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.
1	2	5	Monitor attendance to ensure students are placed in the most appropriate setting for their academic needs and ensure all students are on track to meet the 90% attendance rule.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	4	Sixth-grade math will be doubled blocked to allow for teachers to pull students into small groups and provide intervention and acceleration.

Title I Personnel

Name	Position	Program	FTE
No Title 1 Staff			

Plan Notes

CAC Meeting October 19, 2021

Math - GAP is with Economically Disadvantaged, Students are scoring higher in Math than in Reading

There is an achievement gap between white students and all other sub populations

Reading -

Growth - 68% of all students grew in some way in 2018-2019

Issues with learning

- Learning gaps due to Covid
- Class sizes

Discussed MAP testing and how it is a great measure to show growth. Discussed how Education Galaxy is used for intervention.

Addendums