

**Academy Independent School District  
Academy Middle School  
2022-2023 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 **Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right.***

***LEAD!***

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 8
  - School Processes & Programs 10
  - Perceptions 12
- Priority Problem Statements 13
- Comprehensive Needs Assessment Data Documentation 14
- Goals 15
  - Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence. 16
  - Goal 2: Academy ISD community and parents will partner in educational improvement efforts. AISD will maintain open lines of communication with all stakeholders. 20
  - Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness. 22
- RDA Strategies 23
- Targeted Support Strategies 24
- Additional Targeted Support Strategies 25
- Title I Personnel 26
- Plan Notes 27
- Addendums 28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

**Grade**

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
<b>Total:</b>	<b>400</b>	<b>430</b>

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- 2017-  
2019 2018

The average daily attendance rate increased for 2019- 2020

Staff Information-

<b>Academy Middle School Teacher Experience</b>																			
	<b>2020-2021</b>																		
<b>Beginning</b>	13.6																		
<b>1-5</b>	55.6																		
<b>6-10</b>	2.6																		
<b>11-20</b>	14.5																		
<b>21-30</b>	10.2																		
<b>30+</b>	3.4																		

<b>Academy Middle School Teacher Population</b>																			
	<b>2020-2021</b>																		
<b>Ethnicity</b>																			
<b>African American</b>	0																		
<b>Hispanic</b>	4.8																		
<b>White</b>	95.2																		
<b>Other</b>	0																		

**In 2020-2021, 69.2% of teachers had less than 5 yrs 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 2020-2021**

African American	5.9
Hispanic	23.5
White	66.6
American Indian	0
Asian	0.7
2 or more races	2.8

The special population included:

<b>Special Populations</b>	<b>2020-2021</b>
English Learners	6.2
At-Risk	10.9

<b>Special Populations</b>	<b>2020-2021</b>
Economically Disadvantaged	32.7
GT	12.6
Sped	9.2

### **Demographics Strengths**

According to the 2021 TAPR reports students are performing at the below percentage.

#### **Math**

Hispanic- 45% Meet or above

African American- 32% Meets or Above

White- 49% Meets or Above

2 or More Races- 36% Meets or Above

Economically Disadvantaged- 41% Meets or Above

#### **Reading**

Hispanic- 48% Meets or Above

African American- 32% Meets or Above

White- 50% Meets or Above

2 or More Races- 36% Meets or Above

Economically Disadvantaged- 36% Meets or Above

In Conclusion:

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

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is an achievement gap between EB students and all other demographic groups. **Root Cause:** Lack of teacher training to provide language support for those students.



# Student Learning

## Student Learning Summary

### Reading

All Students- 64% met or exceeded their growth target.

African American- 55%

Hispanic- 61%

White- 65%

2 or More Races- 63%

Economically Disadvantaged- 62%

### Math

All students- 54% met or exceeded their growth target.

African America- 48%

Hispanic- 52%

White- 55%

2 or more - 63%

Economically Disadvantaged- 54%

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

All 77% Approaches or Higher, 47% Meets or Higher, 20% Masters

African American- 71% Approaches or Higher, 35% Meets or Higher, and 13% Masters

Hispanic- 77% Approaches or Higher, 45% Meets or Higher, and 16% Masters

White- 78% Approaches or Higher, 49% Meets or Higher, and 21% Masters

Economically Disadvantaged 73% Approaches or Higher, 38% Meets or Higher, and 14% Masters

Categories	Reading	Math
	Approaches/Meets/Masters	Approaches/Meets/Masters
All	75%/48%/23%	79%/46%/17%
African American	68%/32%/24%	72%/32%/8%
Hispanic	73%/48%/17%	83%/45%/16%
White	77%/50%/24%	79%/49%/18%
Economically Disadvantaged	69%/36%/16%	76%/41%/11%
2 or More Races	55%/36%/18%	73%/36%/27%

### Student Learning Strengths

- 78% or more of all our students are performing at approaches or above in reading and math
- 47% 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:** 53% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Gaps in instruction due to COVID, lack of targeted intervention and using data to inform instruction.

# 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, 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. 6th grade utilizes Bee Bucks reward system. 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 EB students and all other demographic groups. **Root Cause:** Lack of teacher training to provide language support for those students.

**Problem Statement 2:** 53% of all students are not performing at Meets or Above on State Assessments **Root Cause:** Gaps in instruction due to COVID, lack of targeted intervention and using data to inform instruction.

# 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 be 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
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- 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**

- 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 2021 baseline.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment, Common Assessments, and MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize TEKS resource system when planning and provide opportunities during lessons for use of academic language</p> <p><b>Strategy's Expected Result/Impact:</b> Students meet and mastering the curriculum and closing achievement gaps across all demographics.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths and weaknesses, in specific instructional areas and measure growth in Reading, Math, and Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal setting and progress towards the goal</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will write 2 - 3 times weekly in all classes using constructed responses in their content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased writing fluency and proficiency. Improve students' creative processes through use of outdoor learning space.</p> <p><b>Staff Responsible for Monitoring:</b> All classroom teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will read independently 10- 15 min daily self-selected text to build reading stamina.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading comprehension and fluency. Improve students' creative processes through use of outdoor learning space.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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 as well as providing language support in all content areas.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**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:**


2.4


- **TEA Priorities:**


Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





**Performance Objective 2:** Students in all demographics will increase the number of students meeting or exceeding growth by 5% from the 2021 baseline as stated in the 2020-2021 TAPR Report.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of what is expected, which will in turn move more students to meet their expected goal.</p> <p><b>Staff Responsible for Monitoring:</b> Math and Reading Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will work towards their growth goals by working on their strengths and weaknesses through Progress Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth on common assessments, STAAR, and MAP middle of year and end of year assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Excel Teachers, Classroom Teachers, and Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of below-level reading math students will show growth on common assessments, STAAR assessments, benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, RTI team, and Campus Leadership Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Sixth-grade math and ELAR as well as 7th grade ELAR will be doubled blocked, and will include Built in intervention time to allow for teachers to pull students into small groups and provide intervention and acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students in each demographic group meeting or exceeding growth goal.</p> <p><b>Staff Responsible for Monitoring:</b> 6th,7th -grade math and ELAR teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></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 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			
<p><b>Strategy 1:</b> Clear communication between school and home: Remind 101, information posted on social media, Blackboard, campus website, Monthly Bumble Bee Buzz updates.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are informed and are able to use the information to support their child at home.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Group Parent Data Meeting Beginning, Middle and End of the year to review MAP assessment data as well as STAAR testing, dyslexia and TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and school home connection</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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:** Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

**Performance Objective 1:** Referrals will decrease by 5% from the 21-22 baseline.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Character Strong will be incorporated in excel 1 time weekly to engage students in discussions to assist with relationship building and social and emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Build Relationship and strengthen the school community</p> <p><b>Staff Responsible for Monitoring:</b> AMS Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 disruptions are prevented.</p> <p><b>Strategy's Expected Result/Impact:</b> A common understanding of what is expected and decreased referral or behavior incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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>				

# RDA Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	2	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths and weaknesses, in specific instructional areas and measure growth in Reading, Math, and Science.
1	2	4	Sixth-grade math and ELAR as well as 7th grade ELAR will be doubled blocked, and will include Built in intervention time to allow for teachers to pull students into small groups and provide intervention and acceleration.



## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All students screened using the MAP assessment at the beginning, middle, and end of year to determine strengths and weaknesses, in specific instructional areas and measure growth in Reading, Math, and Science.
1	2	4	Sixth-grade math and ELAR as well as 7th grade ELAR will be doubled blocked, and will include Built in intervention time to allow for teachers to pull students into small groups and provide intervention and acceleration.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	4	Sixth-grade math and ELAR as well as 7th grade ELAR will be doubled blocked, and will include Built in intervention time to allow for teachers to pull students into small groups and provide intervention and acceleration.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
No Title 1 Staff			

# Plan Notes

CAC Meeting October 8, 2022

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 and Math

Issues with learning

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

# Addendums



**Academy Middle School**  
*Parent and Family Engagement Policy*  
2022-2023



At Academy Middle School, we are committed to promoting a positive learning community through engaging instruction, building relationships, and inspiring all students to meet their highest potential and become lifelong learners.

**Communication:** Parents are communicated with using a variety of different methods. Some of them may include: campus fliers, campus marquee, campus newsletter, social media accounts, online school website, Blackboard automated phone calls, and Remind 101.

We strongly encourage parents to communicate with staff members. They may be reached via phone calls, notes, as well as emails. We believe that through strong, clear communication our students are able to be the most successful. Written materials will be sent home in both English and Spanish. If there is another language that an item needs to be translated into, please let us know and we will try our best to ensure this is done for you.

**Parent and Family Learning:** We are here to support you through understanding what the Texas academic standards are, and also provide you information about STAAR and Academy ISD assessments. We will also share with you how to monitor your child's progress and ways to work with teachers as a team to help your student. Parents are able to access their child's curriculum by using the TEKS Resource Parent Portal. Additionally, parents can actively monitor their student's grades through the Parent Portal. Additional classes will be provided to support your student at home, such as how to remain current with the ever changing world of technology and ways to support your children with literacy. We understand that many parents are unable to attend at the select dates, so we will make an effort to provide these information meetings at a variety of dates. If you have any suggestions about our learning topics, please contact Ms.Hargrave, AMS counselor. If you would like to have a meeting about your child's education to make suggestions, please email Mr. Ramsey, AMS Principal, at [cole.ramsey@academyisd.net](mailto:cole.ramsey@academyisd.net).

**Annual Title Meeting:** Our annual Title I meeting is held in September and October of every school year. This meeting is offered at two dates, one in the morning and one during the evening, to allow parents an opportunity to attend if unable on one of the dates. All parents and family members are invited to attend. During this time, we want to share with you what Title I is and how these funds are used to ensure students are successful. We also discuss the Parent and Family Engagement Policy, the Home-School Compact, "Parents Right to Know" and a variety of ways you can be involved to support your child's education. The curriculum we use, academic assessments, and what our current data is will be provided as well.

**Title I Program Evaluation:** Several times a year our Site Based Decision Making committee evaluates our Title I program and progress. The SBDM, which must include at least one parent, provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you are interested in serving on SBDM, please contact AMS principal, Mr. Ramsey. Since we know not all parents are able to serve on this committee, we provide an annual meeting that evaluates the plan and gains parents input on changes for the upcoming year. Please know, that if the CIP is for some reason not satisfactory to parents, parent comments about the CIP may be submitted to Mr. Ramsey.

**Parent and Family Engagement Policy and Home-School Compact:** Every Spring we must review the Family Engagement Policy and Home-School Compact. We meet together to discuss and make changes to these documents for the next school year. During this time, we would greatly appreciate your support and input! Parents and family members are a crucial, required part of this process. Both of these documents are posted on our campus website so that parents, family members, and the community have access to them. Our website will allow you to translate any posted information into any of the 107 different languages. The parent policy is also made available during the Annual Title I meeting and is included in our Bumblebee Basics.

**Volunteers:** For Volunteer opportunities, please contact the AMS office at 254-982-4620.

**Staff Awareness:** Academy Middle School staff members receive annual training about the value of parent and family contributions at school. We discuss how to build community and work with parents as equal partners to make sure that all students are successful in their learning. Our staff is kept up to date on our various parent programs, their role in the implementation and coordination of the programs, and how they can encourage parent and family participation.

# Our Goals for Student Achievement

## Campus Goals

1. Academy ISD will meet or exceed all State and Federal Standards for Academy Excellence.
2. Academy ISD Community and Parents will partner in Educational Improvement Efforts. AISD will maintain open lines of Communication with all Stakeholders.
3. Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

## Our Responsibility to Our Students

To enable our students to meet the state's academic achievement standards, our school provides high quality curriculum and instruction to our students in supportive and effective classroom environments. Our teachers regularly engage in a deep study of the standards and receive ongoing professional development to refine their instructional practices. We support our students and work hard to provide a welcoming, safe school environment.

## Building Partnerships

Academy Middle School is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. Please consider joining the staff and fellow parents through some of the following events and programs:

- Academy Busy Bees (volunteer group)
- Parent Advisory Council
- Volunteering

If you would like to volunteer, please contact our volunteer coordinator at [heather.meyer@academyisd.net](mailto:heather.meyer@academyisd.net) or 254-982-4620.

## Communication About Student Learning

Academy Middle School is committed to frequent two-way communication with families about their children's learning. Some of the ways that parents and teachers communicate include:

- Progress reports and report cards
- Grade checks through Parent Portal
- Newsletters, updates on the school website, and emails
- Academy Middle School Facebook page & Academy Middle School grade level Remind accounts

For questions about your child's progress, please contact the teacher by email or call 254-982-4620 to leave a message. The teacher will return your call during a conference period or after school when he/she is not instructing students.

# Academy Middle School

# School-Parent Compact

2022-2023



## What is a School-Parent Compact?

This school-parent compact offers ways that we can work together to help our students achieve the state's high standards. It provides strategies to help connect learning at school and at home. It is a commitment made amongst teachers, parents and students to share the responsibility for improving student achievement.

## Jointly Developed

This school-parent compact is the result of continuous collaboration between our parents, families and staff. Our Site Based Decision Making Committee and our Parent Advisory Council meet several times a year to share ideas and work toward common goals. In the spring of each year, we hold a Title I meeting to review and revise this compact based on the school's academic goals and students' needs.

## TEACHER COMMITMENTS

*To support student achievement goals, I will...*



- Develop learning goals with students and send home materials to help parents support the learning goals at home.
- Involve students in daily reading activities and provide parents with resources to practice reading skills at home with their child.
- Share with parents math problem solving strategies used in the classroom and send home resources to support them.  
Provide a positive, safe, and effective learning environment for all students.  
Connect students with after-school activities that support their learning.

***To support effective communication, I will...***

Assist parents in understanding opportunities to volunteer and participate in their child's class.  
Initiate timely communication with parents when there is a concern regarding their child's progress, behavior, etc.  
Respond to emails, phone calls, notes in the communication folder, etc.

***To support student achievement goals, I will...***

Provide a quiet time each day for completion of homework and/or reading.  
Talk with my child each day about school and their success; set high expectations for his or her academic achievement.  
Read daily with my child and talk about what was read. Practice math facts/concepts with my child.  
Include my child in opportunities for real world application of problem-solving skills such as cooking, paying bills, etc.  
Participate in school events, workshops, and meetings.

***To support effective communication, I will...***

Initiate communication with school staff when there is a question or concern.  
Review communication flyers sent home.  
Respond to emails, phone calls, and or notes.  
Participate in parent-teacher conferences and other meetings about my child and his/her progress.

***To support achievement goals, I will...***

Follow school expectations, participate in classroom activities, and take responsibility for my learning.  
Complete all assignments, including homework, to the best of my ability.  
Set high academic expectations for myself.  
Read every day for at least 20 minutes and talk with someone about what I have read.  
Practice math facts and concepts using flashcards, online tools, games, etc.

***To support effective communication, I will...***

Talk with my parent(s) about school each day.  
Ask questions when I don't understand something or need additional help.  
Seek help from my parents, teachers, and other school staff when there is a problem or concern.  
Speak positively with others and take turns both talking and listening.

**STUDENT COMMITMENTS**

**PARENT COMMITMENTS**