Academy Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 27, 2021
Public Presentation Date: October 27, 2021

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 **L**ove learning, **E**xcel in All We Do, **A**chieve goals through collaboration, and **D**o 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.

<u>We believe all students have equal worth and deserve to be treated with respect and dignity.</u>

- · A diverse environment will prepare students by educating them on the existence and importance of different cultures, opinions and beliefs.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

OPTIONAL Summary Overview/Next Steps:

Moving forward in order to catch students up, AISD must make significant changes, including

- rigorous instructional materials designed and implemented to support accelerated instruction and intervention;

- support teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year;

- more time for students most at-risk, including targeted tutoring and supports during the school day; and

- work to empower parents as their child's first teacher.

Demographics

Demographics Summary

2021-2022 Academy ISD Student Enrollment

Campus	AISD Total Enrollment
AES	462
AIS	385
AMS	412
AHS	491
BCAS	10
Total:	**1760**
	as of 9/22/2021

Official TEA Snapshot enrollment data will be submitted on Friday, October 29, 2021.

Student Learning

Student Learning Summary

ACADEMY ISD STAAR SCORES 2021 - The Assessment Administered During a Pandemic															
	reading	state	math	state	science	state	soc st	state	writing	state	EOC		STATE		
3rd grade											**English I**				
approaches	68%	68%	60%	61%							approaches	70%	66%		
meets	35%	38%	21%	30%							meets	51%	50%		
masters	15%	19%	6%	14%							master	12%	12%		
4th grade											**English II**				
approaches	56%	63%	70%	58%					44%	53%	approaches	86%	70%		
meets	26%	36%	39%	35%					15%	26%	meets	74%	57%		
masters	11%	18%	23%	21%					2%	8%	master	15%	11%		
5th grade											**Algebra**	Combined District Alg		high school	middle school
approaches	81%	72%	94%	69%	84%	61%					approaches	65%	72%	48%	96%
meets	48%	45%	67%	43%	51%	30%					meets	28%	41%	7%	67%
masters	35%	30%	41%	24%	20%	12%					master	14%	23%	0%	40%
6th grade											**Biology**				
approaches	69%	61%	82%	66%							approaches	86%	81%		
meets	41%	31%	55%	34%							meets	57%	54%		
masters	18%	14%	26%	14%							master	19%	22%		
7th grade											**US History**				
approaches	68%	68%	60%	54%					62%	61%	approaches	90%	88%		
meets	41%	44%	17%	25%					36%	31%	meets	62%	69%		
masters	22%	25%	0%	11%					8%	9%	master	34%	43%		
8th grade															
approaches	87%	72%	79%*	60	90%	67%	76%	56%							
meets	59%	45%	44%*	35	62%	42%	36%	27%							
masters	25%	21%	7%*	10	29%	23%	17%	13%							

Student Learning Strengths

EOC - ENGLISH 1

Group	% Approaches	% Meets	% Masters
2019 State	63	49	12
2021 State	66	50	12
2019 Region 12	61	47	9
2021 Region 12	67	50	10
2019 AISD	68	55	11
2021 AISD	70	51	12

EOC - ENGLISH 2

Group	% Approaches	% Meets	% Masters
2019 State	67	51	8
2021 State	70	57	11
2019 Region 12	67	50	6
2021 Region 12	72	58	8
2019 AISD	78	62	10
2021 AISD	86	74	15

EOC - ALGEBRA 1

Group	% Approaches	% Meets	% Masters
2019 State	84	62	39
2021 State	72	41	23
2019 Region 12	80	54	32
2021 Region 12	72	38	20
2019 AISD	83	44	29
2021 AISD	65	28	14

EOC - BIOLOGY

Group	% Approaches	% Meets	% Masters
2019 State	88	63	26
2021 State	81	54	22
2019 Region 12	87	60	22
2021 Region 12	82	53	20
2019 AISD	91	59	12
2021 AISD	86	57	19

EOC - US HISTORY

Group	% Approaches	% Meets	% Masters
2019 State	93	75	47
2021 State	88	69	43
2019 Region 12	92	73	43
2021 Region 12	90	71	42
2019 AISD	93	73	39
2021 AISD	90	62	34

3rd READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	68	38	19
2019 Region 12	73	04	24
2021 Region 12	67	36	17
2019 AISD	82	43	25
2021 AISD	68	35	15

3rd MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26

Group	% Approaches	% Meets	% Masters
2021 State	61	30	14
2019 Region 12	76	44	21
2021 Region 12	61	27	12
2019 AISD	89	49	22
2021 AISD	60	21	6

4th READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	63	36	18
2019 Region 12	70	37	18
2021 Region 12	61	33	15
2019 AISD	78	43	27
2021 AISD	56	26	11

4th MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26
2021 State	58	35	21
2019 Region 12	70	41	23
2021 Region 12	58	33	20
2019 AISD	77	51	26
2021 AISD	70	39	23

4th WRITING

Group	% Approaches	% Meets	% Masters
2019 State	68	38	14
2021 State	53	26	8
2019 Region 12	59	26	7

Group	% Approaches	% Meets	% Masters
2021 Region 12	50	23	6
2019 AISD	66	40	12
2021 AISD	44	15	2

5th READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	72	45	30
2019 Region 12	75	46	24
2021 Region 12	72	43	28
2019 AISD	81	50	25
2021 AISD	81	48	35

5th MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26
2021 State	69	43	24
2019 Region 12	81	51	31
2021 Region 12	72	43	24
2019 AISD	94	72	47
2021 AISD	94	67	41

5th SCIENCE

Group	% Approaches	% Meets	% Masters
2019 State	81	54	25
2021 State	61	30	12
2019 Region 12	70	43	20
2021 Region 12	62	29	11
2019 AISD	90	69	37

Group	% Approaches	% Meets	% Masters
2021 AISD	84	51	20

6th READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	61	31	14
2019 Region 12	64	32	14
2021 Region 12	61	29	12
2019 AISD	79	47	25
2021 AISD	69	41	18

6th MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26
2021 State	66	34	14
2019 Region 12	79	43	17
2021 Region 12	69	36	14
2019 AISD	89	53	24
2021 AISD	82	55	26

7th READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	68	44	25
2019 Region 12	72	43	25
2021 Region 12	68	42	23
2019 AISD	73	49	28
2021 AISD	68	41	22

7th MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26
2021 State	54	25	11
2019 Region 12	72	39	15
2021 Region 12	55	24	9
2019 AISD	78	36	7
2021 AISD	60	17	0

7th WRITING

Group	% Approaches	% Meets	% Masters
2019 State	68	38	14
2021 State	61	31	9
2019 Region 12	65	35	12
2021 Region 12	61	28	6
2019 AISD	73	41	13
2021 AISD	62	36	8

8th READING

Group	% Approaches	% Meets	% Masters
2019 State	75	48	21
2021 State	72	45	21
2019 Region 12	76	50	24
2021 Region 12	72	43	19
2019 AISD	83	61	30
2021 AISD	87	59	25

8th MATH

Group	% Approaches	% Meets	% Masters
2019 State	82	52	26

Group	% Approaches	% Meets	% Masters
2021 State	60	35	10
2019 Region 12	76	50	24
2021 Region 12	64	37	9
2019 AISD	87	61	16
2021 AISD	79	44	7

8th SCIENCE

Group	% Approaches	% Meets	% Masters
2019 State	81	54	25
2021 State	67	42	23
2019 Region 12	78	44	19
2021 Region 12	69	42	21
2019 AISD	87	61	31
2021 AISD	90	62	29

8th SOCIAL STUDIES

Group	% Approaches	% Meets	% Masters
2019 State	81	55	33
2021 State	56	27	13
2019 Region 12	63	29	15
2021 Region 12	57	25	11
2019 AISD	83	48	26
2021 AISD	76	36	17

District Processes & Programs

District Processes & Programs Strengths

Looking forward - STAAR Redesign - implemented in the 2022–23 school year

Spring/Summer 2022 District-wide Professional Development on the 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.

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 and At-Risk students.

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
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement 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

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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- TTESS data
- T-PESS 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 2022, 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
Intervention and Tutorial attendance records

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in PLC, curriculum, and data meetings to analyze and adjust instruction as needed, particularly for at-risk, EL/EBs, SpEd, and migrant students, to ensure that all students fully benefit from a free public education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student academic growth, including growth towards HB3 Early Literacy, Early Math, and CCMR goals Reduction of failing grades each 6 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. **Staff Responsible for Monitoring:** District/Campus Administration C&I Department, including Instructional Coaches & Interventionists Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: All campuses will implement TEKS Resource System and follow scope & sequence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom observation & walkthrough data, along with lesson plans, will show evidence of teaching required grade level TEKS. PLC and curriculum planning meetings will show campus-wide teacher participation ESC12 professional support services for Gen Ed and SpEd staff **Staff Responsible for Monitoring:** District/Campus Administration C&I Department Teachers **Title I Schoolwide Elements:** 2.4, 2.6	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: AES and AIS campuses will continue to implement multi-tiered systems of support (MTSS) for RtI instructional implementation to help students who are having difficulty with academics or behavior. AMS campus will begin implementation of RtI, including	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Tier 1 classroom-wide support for all students; Tier 2 targeted support to address a student's gaps in skills; and Tier 3 intensive support provided in smaller groups and more often. **Strategy's Expected Result/Impact:** RtI implementation will result in early screening and delivery of supports to students quickly, including struggling learners. Classroom observation & walkthrough data will show evidence of Guided Reading and Guided Math, as well as effective small group instruction during Intervention Increased student academic growth Deepen teacher understanding of progress monitoring/data to make informed decisions about student movement between Tier 1, Tier 2, and Tier 3 groups 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 **Staff Responsible for Monitoring:** District/Campus Administration C&I Department Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: AHS will evaluate 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. **Strategy's Expected Result/Impact:** Increase student participation and learning in CTE classes Increase the number of CTE teachers **Staff Responsible for Monitoring:** District/Campus Administration AHS Counselors CTE teachers **Title I Schoolwide Elements:** 2.5, 2.6	**Nov**	**Feb**	**Apr**	**June**

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: 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):
  * 60% of all high school seniors graduating without the need for remediation and achieving (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			
Strategy 1: Improve Tier 1 instruction using differentiated teaching strategies for students who are at-risk of failure in core subject areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Small group instruction in core subject areas will be flexible, focused, and individualized. Improved 6 weeks grades Reduced failure rates Increased academic growth on TEKS-specific objectives/areas **Staff Responsible for Monitoring:** District/Campus Administration C&I Department, including Instructional Coaches and Interventionists Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: By May 2022, 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 Busy Bee Volunteers, extracurricular activities, Open House/Meet the Teacher, Freshman Orientation, 6th grade Orientation, Parent Conferences, Bee Pups, Watch Dogs, Book Fairs, Booster Club, Field Day, Field Trip and/or special holiday program meeting/presentation.

HB3 Goal

Evaluation Data Sources: Positive interactions/response(s) to social media
Visitors to AISD websites
Campus Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: District/Campuses will use social media, websites, Blackboard, Google Classroom, Remind 101, take-home folders, letters to parents, and/or emails to keep all stakeholders informed of school news and events.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved community-wide relationships with parents and community members **Staff Responsible for Monitoring:** District/Campus Administration Campus Office Staff District Webmaster Teachers **Title I Schoolwide Elements:** 3.2				
0% No Progress	100% 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 1: By May 2022, social and emotional supports, including individual and group counseling, will reduce discipline referrals and incidents of violence by 2% as measured in PEIMS.

HB3 Goal

Evaluation Data Sources: Teacher lesson plans - Excel - Character Strong (6th-12th grades) daily lessons - Purposeful People (PreK-5th grades)
PEIMS reports
Increased officer presence on campuses

Strategy 1 Details	Reviews			
Strategy 1: Increase student and staff participation in the District's initiative, Take Care of Academy (TCA), in order to positively influence and impact overall district and campus culture/climate.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. STOPit is an important step in our continued effort to provide a positive school climate and a safe learning environment for students and staff. Provide a common language and theme for all district stakeholders to know what it means to Take Care of Academy. **Staff Responsible for Monitoring:** District/Campus Administration Counselors Teachers Students Parents **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduction in discipline referrals Increased parental trust and understanding of technology use/purpose in student learning **Staff Responsible for Monitoring:** Network Administrator / Cybersecurity Coordinator Campus Administration Teachers **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 3 Details	Reviews			

Strategy 3: By May 2022, age-appropriate content-specific prevention and awareness programs will be shared on campuses to reduce incidents in
-child abuse & sexual abuse (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)
 	
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/Homeroom classes.
 	
    Strategy's Expected Result/Impact: Reduction in discipline referrals, including DAEP placements
    Staff Responsible for Monitoring: Campus Administration
    Counselors
    Librarian
    Teachers
    Students
    Title I Schoolwide Elements: 2.6
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Continue to evaluate evolving needs for security personnel, surveillance cameras, radios, severe weather detection systems, perimeter fencing, and safety/directional signage around campuses and school grounds.
    Strategy's Expected Result/Impact: Improve staff & student safety
    Increase visibility of external security measures and personnel
    Staff Responsible for Monitoring: Officer Wills
    Attendance Officer/Community Liaison (Board-approved new position)
    District/Campus Administration
    Technology Department
    Operations Department
    Teachers
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $400,199.00
Total FTEs Funded by SCE: 12
Brief Description of SCE Services and/or Programs

11-6112-00-001-x24000 Substitute Teachers - HS (Comp Ed) $ 1,200.00 11-6112-00-041-x24000 Substitute Teachers - MS (Comp Ed) $ 1,500.00 11-6112-00-101-x24000 Substitute Teachers - IS (Comp Ed) $ 720.00 11-6112-00-102-x24000 Substitute Teachers - ES (Comp Ed) $ 1,500.00 11-6119-00-001-x24000 Salary or Wages / Teachers - HS (Comp Ed) $ 8,000.00 11-6119-00-041-x24000 Salary or Wages / Teachers - MS (Comp Ed) $ 102,485.00 11-6119-00-101-x24000 Salary or Wages / Teachers - IS (Comp Ed) $46,350.00 11-6119-00-102-x24000 Salary or Wages / Teachers - ES (Comp Ed) $44,805.00 11-6119-00-102-x34000 Salary or Wages / Teachers - ES (HQ Pre-K Comp Ed) $ 56,238.00 11-6129-00-001-x24000 Salary Support Personnel - HS (Comp Ed) $18,536.00 11-6129-00-041-x24000 Salary Support Personnel - MS (Comp Ed) $20,000.00 11-6129-00-101-x24000 Salary Support Personnel - IS (Comp Ed) $ 41,000.00 11-6129-00-102-x24000 Salary Support Personnel - ES (Comp Ed) $ 57,865.00

Personnel for District Improvement Plan

Name	Position	FTE
AES substitute teacher	Substitute	1
AES Support Personnel	Instructional Aide	1
AES Teacher(s)	Teacher	1
AHS substitute teacher	Substitute	1
AHS Support Personnel	Instructional Aide	1
AHS Teacher(s)	Teacher	1
AIS substitute teacher	Substitute	1
AIS Support Personnel	Instructional Aide	1
AIS Teacher(s)	Teacher	1
AMS substitute teacher	Substitute	1
AMS Support Personnel	Instructional Aide	1
AMS Teacher(s)	Teacher	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment started on June 7, 2021 with stakeholder meeting at AHS

CNA continued during Back to School PD days August 3-18, 2021

CNA continued during Leadership meetings in September

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

District Improvement Plan developed with stakeholders on Wednesday, September 22, 2021

Campus Improvement Plans developed with stakeholders on Monday and/or Tuesday, October 18-19, 2021

2.3: Available to parents and community in an understandable format and language

District and Campus Improvement Plans available to parent and community in paper format and online at https://www.academyisd.net/Domain/35.

Versions are available in both English and Spanish.

2.5: Increased learning time and well-rounded education

AM / PM Tutorials K-12

AES - Hive Intervention

AIS - Excel Intervention

AMS - TCA Intervention

AHS - TCA Intervention

2.6: Address needs of all students, particularly at-risk

Response to Intervention K-5th (Tier 3)

Small Group Reading Instruction with identified At-Risk students (Tier 2)

Small Group Math Instruction with identified At-Risk students (Tier 2)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

AISD PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

AISD is committed to providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, family, and the community. Everyone gains if the school and home work together to promote high achievement for our children. Parents play an important role, and AISD recognizes and encourages parents in the four key roles that they play in their children's learning:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child receive fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The District Education Improvement Committee (DEIC) is composed of parents, community members, business representatives, and campus/district personnel. The DEIC has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments from meetings, parent-teacher conferences, and other campus events are used in the development and revision of this policy.

Academy Independent School Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, the Academy Independent School District requires each campus to have a Parent/Student Compact. This Compact is reviewed each year by campus improvement committees, and it is in the student handbook for the school official, parent and student to sign and return to the home campus. The Compact outlines school, parent, and student responsibilities necessary for effective learning to take place.

Types of Parental Involvement

The Superintendent, in coordination with the Principal, provides technical assistance and other support necessary to help the school plan and implement effective parental and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to build upon relationships to strengthen ties between home and school.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year:

- Academy ISD District Education Improvement Committee
- Academy ISD Education Foundation
- School Board Meetings
- Annual Title I Meeting
- Parent-Teacher Conferences
- Athletic Booster Club
- Busy Bees Parent Volunteer Program

Title I Personnel

Name	Position	Program	FTE
A. Copeland	Instructional Aide	ES SpEd	1
A. Crawford	Teacher	HS Credit Recovery	.5
B. Ashley	Instructional Aide	MS SpEd	1
D. Deleon	Instructional Aide	MS Content Mastery	.5
D. Deleon	Instructional Aide	MS SpEd	.5
D. Edds	Instructional Aide	IS Accelerated Instruction	1
D. Mooney	Instructional Aide	IS SpEd	1
H. Sanchez	Teacher	IS SpEd	1
J. Carter	Instructional Aide	ES Accelerated Instruction	1
J. McDonald	Teacher	ES SpEd	1
J. Williams	Instructional Aide	IS SpEd	1
K. Mitchell	Teacher	ES SpEd	1
M. O'Flaherty	Instructional Aide	HS SpEd	1
N. Sandoval-Amonett	Teacher	IS Lifeskills	1
P. Holwerda	Teacher	HS Credit Recovery	.5
S. Garcia	Instructional Aide	ES Accelerated Instruction	1

Plan Notes

Academy 2018-2028

Academy ISD's 10 Year Strategic Plan

Academy ISD Belief Statements

- We believe students are our top priority.

-We believe students are capable of high achievement.

-We believe in the value of each employee.

-We believe education is a shared responsibility between students, staff, families, and community.

-We believe core academics, character development, extracurricular activities, and career & technology education are crucial components of a well-rounded education.

-We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.

-We believe all students have equal worth and deserve to be treated with respect and dignity.

<u>Motto</u>

Academy ISD…Where Success Begins

TEA's Strategic Plan - goals of 60x30TX

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan

includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals.

TEA Strategic Priority 2: Build a Foundation of Reading and Math

TEA Strategic Priority 3: Connect High School to Career and College.

TEA Strategic Priority 4: Improve Low-Performing Schools

The goal of the **TEA's Effective Schools Framework (ESF)** is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs each school.

TEA Effective Schools Framework – Lever 1: Strong School Leadership and Planning

TEA Effective Schools Framework – Lever 2: Effective, Well-supported Teachers

TEA Effective Schools Framework - Lever 3: Positive School Culture

TEA Effective Schools Framework – Lever 4: High-Quality Curriculum

TEA Effective Schools Framework – Lever 5: Effective Instruction

Addendums