

Academy Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B

Board Approval Date: November 20, 2019
Public Presentation Date: November 20, 2019

Mission Statement

Academy ISD Mission

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

Vision

Academy ISD Vision

*Inspiring students to **Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right. LEAD!***

Value Statement

Academy ISD

Belief Statements

We believe students are our top priority.

- · All of our time, energy and resources should be focused on the primary objective of educating students.

We believe students are capable of high achievement.

- · Each student should be held to a higher standard that will encourage growth beyond their current level of performance.

We believe in the value of each employee.

- · The role of Educator is of high importance as they are responsible for teaching, mentoring, and encouraging each student.

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

- · Each part of the system has an equally important and vital role to play.

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

- · Our education system will focus on all of these areas equally.

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

- · Environmental decisions within the district will be based on this belief statement.

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

AI SD DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERAL = B

85 out of 100 (This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.)

CHANGE OVER TIME

Overall grade of AISD to showcase improvement over time =

2017-18 B 84 out of 100

2018-19 B 85 out of 100

OVERALL PERFORMANCE DETAILS

DOMAIN 1: STUDENT ACHIEVEMENT = B

85 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

DOMAIN 2: SCHOOL PROGRESS = B

80 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

DOMAIN 3: CLOSING THE GAPS = B

84 out of 100

The Closing the Gaps domain tells us how well dierent populations of students in a district are performing.

HOW ARE SCORES CALCULATED?

DOMAIN 1: STUDENT ACHIEVEMENT

STAAR Performance = 85 (40% weight)

College, Career, and Military Readiness = 80 (40% weight)

Graduation Rate = 95 (20% weight)

Total = 85 (100% weight)

DOMAIN 2: SCHOOL PROGRESS

Academic Growth = 69

Relative Performance = 80 (100% weight) *The higher score of Academic Growth or Relative Performance

Total = 80 (100% weight)

DOMAIN 3: CLOSING THE GAPS

Grade Level Performance = 75 (50.0% weight)

Academic Growth/Graduation Rate = 100 (10.0% weight)

English Language Proficiency = 100 (10.0% weight)

Student Achievement = 50 (30.0% weight)

Total = 84 (100% weight)

TELPAS: Texas English Language Proficiency Assessment System

Composite Scores 2019

Grade Level	# Beginning	# Intermediate	# Advanced	# Advanced High
K	0	0	5	5
1	0	3	1	1
2	0	3	5	0
3	0	2	3	1
4	1	2	8	2
5	0	0	4	4
6	0	0	3	0
7	0	1	8	0

Grade Level	# Beginning	# Intermediate	# Advanced	# Advanced High
8	1	0	4	3
9	0	1	1	0
10	0	1	0	0
11	0	0	1	0
12	0	0	0	1

Demographics

Demographics Summary

AISD Annual Student Enrollment (as reported by October Snapshot each year)

2014-2015	1360
2015-2016	1411
2016-2017	1523
2017-2018	1559
2018-2019	1652
2019-2020	1740

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Strengths

AISD Distinction Designations 2018-2019

Intermediate

- Academic Achievement in Science
- Top 25% - Comparative Academic Growth
- Top 25% - Comparative Closing the Gaps
-

Middle School

- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness
-

High School

- Academic Achievement in English/Language Arts/Reading
- Academic Achievement in Science

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Multiple data points indicate low student performance in math. **Root Cause:** Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners.

Problem Statement 2: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. **Root Cause:** Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students

with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Strengths

2018-2019 TEA Overall District Performance

District	Student Enrollment	Rating
Belton ISD	11,861	(B) 88 of 100
Manor ISD	9,445	(B) 85 of 100
Temple ISD	8,698	(B) 81 of 100
Salado ISD	1,948	(B) 89 of 100
Jarrell ISD	1,894	(B) 84 of 100
Cameron ISD	1,779	(B) 86 of 100
Lorena ISD	1,724	(A) 94 of 100
Academy ISD	1,641	(B) 85 of 100
Troy ISD	1,539	(A) 92 of 100
Lago Vista ISD	1,529	(A) 91 of 100
Rockdale ISD	1,501	(B) 86 of 100
McGregor ISD	1,424	(B) 88 of 100
Franklin ISD	1,247	(A) 95 of 100
Lexington ISD	1,023	(B) 88 of 100
Rogers ISD	867	(A) 90 of 100
Holland ISD	656	(A) 94 of 100

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. **Root Cause:** Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students

with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

Problem Statement 2: Multiple data points indicate low student performance in math. **Root Cause:** Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners.

Priority Problem Statements

Problem Statement 1: Multiple data points indicate low student performance in math.

Root Cause 1: Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners.

Problem Statement 1 Areas: Student Academic Achievement - District Processes & Programs

Problem Statement 2: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers.

Root Cause 2: Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

Problem Statement 2 Areas: Student Academic Achievement - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- 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
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: December 10, 2015

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


Performance Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Evaluation Data Source(s) 1: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Routine Data Analysis: -unit assessments -benchmarks -progress monitoring -STAAR -EOY, MOY, EOY universal screener</p>	2.4, 2.5, 2.6	District/Campus Administration; C&I Dept; Interventionists;	<p>Increased academic performance</p> <p>Reduction of failing grades each 6 weeks</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) All campuses implement TEKS Resource System curriculum and follow scope & sequence	2.4, 2.5, 2.6	Routine monitoring by District/Campus Administration; C&I Dept	Classroom observation & walkthrough data will show evidence of TEKS Resource System implementation PLC/Data planning meetings will show campus-wide attendance and participation				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) All campuses implement Response to Intervention (RtI) program.	2.4, 2.5, 2.6	District/Campus Administration; C&I Dept; Interventionists; Reading Specialists/Dyslexia Teachers	Classroom observation & walkthrough data will show evidence of effective small group instruction Increased academic performance Fluid Tier 1, 2, 3 groups				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Multiple data points indicate low student performance in math. Root Cause 1: Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners.
School Processes & Programs
Problem Statement 2: Multiple data points indicate low student performance in math. Root Cause 2: Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners.

Goal 2: Goal 2: AISD community and parents will become a full partner in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.

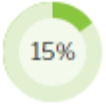
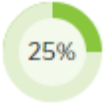

Performance Objective 1: The participation and support of parents and community members will increase during a variety of opportunities, including Volunteers, Open House, Parent Conference, and special program meetings/presentations.

Evaluation Data Source(s) 1: Sign-in sheets will show increased participation.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) District/Campuses will use social media, websites, School Messenger, Remind101, and/or newsletters to keep all stakeholders informed of school activities and events.</p>	3.1, 3.2	District/Campus Administration	Improved community-wide relationships and partners in education.				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Campuses will offer multiple opportunities for parent involvement, including parent-teacher conferences, open house, special presentations & events, Title I meeting, and book fairs.</p>	3.1, 3.2	District/Campus Administration	Improved parent relations.				
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Campuses will promote two-way communications between home/school through phone calls, email, letters, progress reports, parent conferences, Parent Portal, School-Parent-Student Compact, and Child Nutrition Dept's MySchoolBucks online program.</p>	3.1, 3.2	District/Campus Administration	Improved parent relations.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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


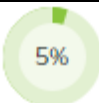
Performance Objective 1: Discipline referrals and incidents of violence will be reduced by 10%.







Evaluation Data Source(s) 1: There is a reduction in both incidents noted and discipline referrals.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) (TCA) Take Care of Academy - District's positive approach to influence/impact culture & climate - Best is the Standard.</p> <p>This updated belief system could encompass all program elements from Capturing Kids' Hearts, but at no charge to the district.</p> <p>Social Contracts become TCA Contracts</p> <p>Increased time for professional development to focus on C&I</p>	2.4, 2.5, 2.6	SRO District/Campus Administration Busy Bee Volunteers	<p>Purposeful actions/language by all students & staff to positively impact District culture & climate</p> <p>Reduction in bullying/harassment claims</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Utilize and monitor district-controlled filtering software to limit student exposure to inappropriate material on the Internet.</p>		District/Campus Administration; C&I Dept; Technology Dept	<p>Increased parental trust</p> <p>Reduction in discipline referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>3) Implement age-appropriate prevention programs, including</p> <ul style="list-style-type: none"> -child abuse & sexual abuse -dropout -pregnancy -tobacco, alcohol, drugs -anti-vaping <p>During Red Ribbon Week, provide age-appropriate anti-drug and alcohol literature & lessons through PE classes/Library rotation/Homeroom</p>	2.6	District/Campus Administration; Counselors; Coaches; Library-Media Specialists	Reduction in discipline referrals				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>4) Continue to evaluate evolving needs for additional security/surveillance cameras, perimeter fencing, and increased safety/directional signage on campuses and school grounds.</p>		District/Campus Administration; Maintenance & Operation Departments; SRO; Technology Dept	Improved safety & security measures				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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
- School Board Meetings
- Annual Title I Meeting
- Parent-Teacher Conferences
- Busy Bees Parent Volunteer Program

Questions, concerns, and/or comments may be directed to Mrs. Darla Nolen, AISD Assistant Superintendent, at 254-982-4304.

3.2: Offer flexible number of parent involvement meetings

TITLE I PARENTAL INVOLVEMENT MEETING

Fall Meeting Agenda

Monday, October 21, 2019

AIS Library

Plan Notes

District Improvement Committee Assignments

2019-2020 Chair: Darla Nolen

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

*Glenell Bankhead Jarrod Newman Callie Poncik

Amanda Liebman RJ Bacon Stacy Shackelford

Kelli Schwake Melinda Chavez Krista Jones

Dana Coleman Julie Rex Jana Warren

Mara Counts

Goal 2: The AISD community and parents will become a full partner in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.

*Andrea Chaney Jared Hunt Jodi Brazeal

Jennifer Burnett Cyndi Mauldin Heather Theis

Amy Contrucci Brent Peters Erin Timberlake

Stacy Justice Tonya Drake Kristi Smith

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

*Dan Wills Stephen Schiller Brian Nolen

Tim Butler Cole Ramsey Sara Sanders

Terry Day Logan Chaney Kacee Nabours

Amanda Husley

Academy 2018-2028

Academy ISD's 10 Year Strategic Plan

Academy ISD Belief Statements

Ø We believe students are our top priority.

Ø We believe students are capable of high achievement.

Ø We believe in the value of each employee.

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

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

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

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

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.

Academy ISD Vision

Inspiring students to Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right. LEAD!

Motto

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

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Darla Nolen	Assistant Superintendent
Administrator	Logan Chaney	AHS Principal
Administrator	Cole Ramsey	AHS Assistant Principal
Classroom Teacher	Krista Jones	AHS Teacher
Administrator	Glenell Bankhead	AMS Principal
Administrator	Erin Timberlake	AMS Assistant Principal
Classroom Teacher	Julie Rex	AMS Teacher
Classroom Teacher	Mara Counts	AMS Teacher
Administrator	Dana Coleman	AIS Principal
Administrator	Jana Warren	AIS Assistant Principal
Classroom Teacher	Brent Peters	AIS Teacher
Classroom Teacher	Melinda Chavez	AIS Teacher
Administrator	Andrea Chaney	AES Principal
Non-classroom Professional	Kelli Schwake	AES Counselor
Classroom Teacher	Stacy Shackelford	AES Teacher
Administrator	Terry Day	Bell County Alternative Campus Principal
Community Representative	Jodi Brazeal	Community Member
Community Representative	Tim Butler	Community Member
Business Representative	Cyndi Mauldin	Business Owner
Parent	Jennifer Burnett	AISD Parent
Parent	Stephen Schiller	AISD Parent
District-level Professional	Dan Wills	AISD SRO/Truancy/Safety & Security

Committee Role	Name	Position
District-level Professional	Brian Nolen	AISD Operations/Transportation Director
District-level Professional	Jared Hunt	AISD Director of Athletics
District-level Professional	Jarrold Newman	AISD Director of Technology
District-level Professional	Callie Poncik	AISD Director of Secondary Curriculum & Instruction
District-level Professional	Heather Thies	AISD Director of Child Nutrition
District-level Professional	Tonya Drake	AISD Lead Nurse/SHAC
District-level Professional	Amanda Liebman	AISD Director of Librarian Services
District-level Professional	Sara Sanders	ESL/Bilingual/LPAC
District-level Professional	Amy Contrucci	Counselor/CCMR
Classroom Teacher	RJ Bacon	AHS Special Education Teacher
Non-classroom Professional	Stacy Justice	Secondary PEIM\$
Non-classroom Professional	Kristi Smith	Elementary PEIM\$
Paraprofessional	Amanda Husley	Secondary Paraprofessional/AMS Campus Secretary
Paraprofessional	Kacee Nabours	Elementary Paraprofessional/AES Campus Secretary