



Academy ISD Campus Improvement Plan 2017-2018

Date of School Board Approval

District Philosophy

The Academy School System wishes to have a unified educational system so that the student will become more involved in the process of clear and critical thinking skills. The district believes that our students should be afforded the opportunity at every level to develop their abilities to the maximum capacity; intellectually, physically, morally, and socially, so that they might become more responsible members of society in whatever career, profession, or job they choose. This will be in accordance with the policies of the Texas Education Agency and with the support and involvement of the community.

District Mission Statement

The mission of the Academy Independent School District is to motivate students to learn the behaviors, skills, and understanding necessary for academic and social success. The school shall strive to develop students' higher level thinking skills, problem solving and coping behaviors; to help students define their values and goals; and to cause students to respect themselves and the rights of others.

Motto

Academy ISD...Where Success Begins.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.

4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

Principal's Advisory Committee (PAC)

Elected Members

Amber Pugh
Kelli Schwake
Jana Jeske
Ashley Champ
Jennifer Burnham
Virginia Hodges

Parents

Brian Lambert
Katie Golden

Community

Nancy Poncik
Jennifer Henager
Karen Tyrdy

Business

Joshua Patton
Amy Adcock

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Academy Independent School District conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2016-2017 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2017-2018 district and campus improvement plans include all identified priority needs.

**ACADEMY ISD NEEDS ASSESSMENT
2017-2018**

- Close the testing achievement gap between the white subgroup and the other accountable subgroups.
- Continue to improve achievement for Special Education and LEP students as testing standards become more rigorous.
- Ensure that students identified as having reading difficulties or limited English proficiency are systematically assessed and monitored annually to determine academic progress.
- Ensure that each campus reviews the crisis management plan at the beginning of each school year and conducts two crisis management drills each year.
- Ensure that each campus develops strategies to provide “targeted” (objective specific) remediation.
- Conduct annual certification audit to facilitate compliance with federal requirements.
- Continue capital maintenance plan to cover 3 to 5 years.
- Continue “walkthrough” process to facilitate instructional improvement in the classrooms.
- Continue benchmark- testing to facilitate remediation efforts and pedagogical adjustment.
- Continue to implement the strategic plan to achieve top State rating for each campus and the district.
- Continue inclusion/resource model for special education students.
- Continue TxEIS parent connection.
- Continue School Messenger / Remind for parent communication system for entire district.
- Continue use of social media for campuses & district for parent communication.
- Continue to ensure access to special education services via reliable and appropriate transportation.
- Continue to ensure adequate transportation for special education multi-district classrooms and extended school year activities.
- Continue using Istation for Reading and Math.
- Continue self-contained classrooms for students in grades PreK-2.
- Continue Imagine learning for English as a Second Language (ESL) students.
- Continue to improve district-wide RTI system based on data.
- Continue professional development based on needs assessment at each campus.

- Continue Eduhero for mandatory professional development courses.
- Continue technology integration with Ipads for teachers.
- Continue Capturing Kids Hearts initiative in district.
- Continue Ipad distribution in grades K-8.
- Continue Leveled Literacy Intervention in grades K-5.
- Continue T-TESS for Teacher appraisal system.

Goal 1: Academy Elementary School will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

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

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1) Campus staff will disaggregate and analyze TPRI, STAR, STAAR, unit assessments and benchmark data for each testing area and focus on objective weaknesses below 80% mastery for all students including, at-risk, ESL, migrant, CTE, dyslexia, GT, and special education.	Core subject teachers, Curriculum Director Principal	Every 3 weeks			Improved six weeks grades Eduphoria Data Reduced failure rate
2) Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan.	Core subject teachers, Curriculum Director, Principal	Every 6 weeks		Lesson Plans in Forethought	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.
3) Campuses will use EDUPHORIA to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety	Core subject teachers, Curriculum Director, Principal	After each unit assessments for Grade 2, TPRI tests given (K-2)		Spiral review of lesson plans in Forethought	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.

of resources will be used to develop objective specific assessments.					
4) Utilize Lead4Ward to assist in analyzing assessment data.	Elementary Curriculum Director, Principal	After each unit assessment (2)		Curriculum Director & Principal meetings	Improved performance on concept specific aligned assessment
5) Ensure professional development plans are meaningful and relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan. Each PAC will include professional development needs in the campus plans. Each campus principal will submit a “needs driven” professional development plan to the superintendent for budgetary considerations. The district will provide 2 comp days in the school calendar to allow teachers to attend professional development sessions of individual interest during the summer.	PAC	Spring PAC meeting		PAC minutes	Appropriate Staff Development

6) Establish a walkthrough process for T-TESS, utilizing Eduphoria.	Principal	As Appropriate		Documentation in Strive	Board policy is followed regarding evaluation process
8) Strategies to improve the Reading Intervention and Dyslexia Program: * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Utilize district language specialist for dyslexia pullout program * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Language! - program for Dyslexia Pull out program	District Language Specialist	As Appropriate		Minutes from annual 504 meetings	Improved performance of our dyslexic students
9) Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation	504 Coordinator, Principal	Throughout school year		504 documentation is complete and current	504 students received appropriate accommodations in classroom and on testing

<p>compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.</p>					
<p>10) Strategies to improve the State Comp Ed – “At-Risk” program: * At-Risk instructional aide for grades K-2. * Counseling services for grades preK-2. * Use SCE funds for class size reduction. * Utilize Study Island for grades K-2. * Accelerated Reader for grades K-2</p>	Principal	Sept-May		Periodic examination of student participation in various programs offered.	Closing the achievement gap on standardized testing between at-risk and non-At-risk students
<p>11) Strategies to improve the GT program: * GT curriculum is aligned with state standards. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.</p>	GT Coordinator and Principal	Sept-May		GT lesson plans	GT projects completed and shared. All GT students master objectives on STAAR.

Goal 1: Academy Elementary campus will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
1) Provide early school transition and campus to campus transition: Pre-K & Kindergarten Roundup. Intercampus meetings for transitioning students Open house for all incoming students.	Core subject teachers Principal	Every 3 weeks			Improved six weeks grades Reduced failure rate
2) Utilize inclusion and resource services to increase student achievement.	Core subject teachers Sped teacher Principal	Every 3 weeks			Improved performance on concept specific aligned assessment. Student success as evidenced by walkthrough documentation
3) Study Island for K-12 (All Core Subjects)	Classroom teachers, Principal	Sept-May		Study Island Usage reports	Improved performance on STAR and EOY assessments
4) Mentoring Minds 1-2 (All Core Subjects)	Core subject teachers, Elementary Curriculum Director, Principal	Sept-May	IMA		Improved performance on EOY STAR reports

Goal 1: Academy Elementary campus will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

Objective 3: Academy Elementary will satisfy all federal requirements.

Summative Evaluation: The district’s federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
1) Develop a district Equity Plan	Principal	Every 3 weeks			Improved six weeks grades Reduced failure rate
2) Strategies to recruit and retain highly qualified staff: *Continue student to teacher ratios below the state average. *Include staff in the development of campus professional development plans.	Principal	Every 3 weeks			Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.
3) Ensure paraprofessionals are appropriately trained.	Elementary Principal Director, Principal	ongoing		Paraprofessional certificates a	Effective GAP and Inclusion program as determined through staff survey
4) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Principal, Technology Director	ongoing	Local	Ongoing inventory of technology	Integration of technology as evidenced by walkthrough documentation
7) Review federal program budget and services with PACs and SAC.	Principal	Sept-May		PAC minutes	

Goal 1: Academy Elementary will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

Objective 4: Academy Elementary will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
1) Strategies to improve ESL program: * Encourage parents to participate in LPAC meetings. * LPAC training for all committee members. * Provide all district correspondence in English and Spanish as needed. * Teacher training for TELPAS as necessary. * Provide interpreter for meetings with parents. * Ensure properly endorsed ESL teachers on each campus.	Core subject teachers Principal	Every 3 weeks		LPAC meetings	Improved six weeks grades Reduced failure rate
2) Strategies to improve special education: * Inclusion model of instruction. *Resource model of instruction.	Core subject teachers SPED teacher Principal				Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance.

Objective 1: The student attendance rate will improve from 96.1% in 2016 to 97.0% in 2017.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principal, Assistant Superintendent	As needed			100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Student incentive parties and recognition at awards ceremonies	Principal, counselor	Through-out school year			
Phone contact for each absence	Receptionist, Principal	Daily		Log sheets of calls	Improved attendance of chronically absent students
Written notification after 3rd absence	PEIMS Principal	As needed		Record of letters mailed to students	Improved attendance of chronically absent students
Campus principals will enforce attendance policies	Principal	Ongoing			Improved attendance of chronically absent students

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 1: Discipline referrals (as determined by incident total) will decrease from 192 to 150.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Utilize Capturing Kid's Hearts- Program and Teacher Training.	Principal Counselor	First grading period Monitor: End of each grading period	TABC Local Law Enforcement Regional agencies		Reduction in PEIMS and discipline referrals
Implement Conflict resolution	Counselor	Sept-May			Reduction in PEIMS and discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Technology Director	Ongoing			No discipline referrals due to students accessing inappropriate material

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 2: Tobacco, alcohol, and drug offenses (as determined by incident total) will remain to 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
1) Provide character education through the following: * Red Ribbon Week * Outside speakers * School Health Advisory Committee (SHAC)	Principal Counselor	Sept-May	TABC Local Law Enforcement Regional agencies		Reduction in PEIMS and discipline referrals

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 3: Incidents of violence will remain at 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
1) Implement the district crisis management plan including: * Suicide prevention * Violence prevention (including Teen Dating Violence Policy)	Principal Counselor	First grading period Monitor: End of each grading period	TABC Local Law Enforcement Regional agencies		Reduction in PEIMS and discipline referrals
2) Develop campus specific crisis plans and conduct monthly safety drills.	Principal	Monthly		Spreadsheet documenting when drills are conducted.	Students understand what they are supposed to do in case of emergency.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 4: Child Abuse & Sexual Abuse will be addressed and reported appropriately.

Summative Evaluation: Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Child abuse/sexual abuse reported in accordance with district crisis management plan	Principal Counselor Nurse	When appropriate		Principal will have a report of any incident reported.	
Child Abuse training- EduHero (TEA)	Principal	June- August before school		Spreadsheet showing documentation that course was completed. Certificates from teachers	Teachers understand what child abuse and what it looks like.

Goal 4: The AISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1: The participation of parents and community will improve in each of the following: Volunteers, Open House, and special program meetings / presentations.

Summative Evaluation: The Principal Advisory Council will evaluate whether the district has met the desired improvement outcome of this objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Effectively utilize Principal Advisory Councils	Principal	October/May		PAC minutes	Follow up reporting at next PAC about what was implemented and what the impact of that campus was.
Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Teachers Principal Counselor	Ongoing Every 3 weeks		Parent Logs, report cards	Results on parent survey
Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Sped teachers Principal	At each meeting		Parent signatures in ARD paperwork	Parents understand their student's academic needs and their learning.

Goal 5: Academy Elementary will utilize appropriate technology at all campuses.

Objective 1: AISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.

Summative Evaluation: The network Administrator will provide the district with two semester technology reports that will determine if the district is achieving its goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
1) The district will develop a replacement schedule for district technology devices, to include laptops, desktops and iPads.	Principal Technology Director	Sept-May		Inventory of devices	
2) Campus staff will receive appropriate technology training	Elementary Curriculum Director, Principal	Aug-June		Sign in sheets	Improved classroom instruction as evidenced by walkthrough documentation.
3) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Technology Director, Principal	Sept-May		Inventory of devices	Improved performance on EOY assessments.