



Academy Intermediate Campus Improvement Plan

2017-2018

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

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 (SAC)

Elected Members

Monica Jahns, 3rd Grade teacher
Christy Powell, 4th Grade teacher
Erin Timberlake, 5th Grade teacher
Katie Vansa, AIS Receptionist

Parents

Sheila Egger
Jaclyn Mock

Community

Brenda Buckley
Joy Cason

Business

Wendy Davis

Nancy Sykes, Counselor
Dana Coleman, Principal

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

Academy Intermediate School conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, and attendance rates. 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). Campus 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 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.
- 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.

- 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 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 STAAR prep for all core areas.
- Continue using Istation for Reading and Math.
- Continue voluntary after school program for students in grades 3-5.
- Continue Imagine learning for English as a Second Language (ESL) students.
- Continue to improve RTI system based on data.
- Continue professional development based on needs assessment.
- Continue Eduhero for mandatory professional development courses.
- Continue technology integration with Ipads for teachers.
- Continue Capturing Kids Hearts initiative.
- Continue Ipad distribution in grades 3-5.
- Continue Leveled Literacy Intervention in grades 3-5.
- Continue T-TESS for Teacher appraisal system.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Students At-Risk	65	61	86	62	45	65	62	50	62	NA	63	60
Students Not At-Risk	91	87	89	92	86	81	94	97	99	NA	97	99

STAAR Data	2014	2015	2016	2017
Performance/Group				
Reading/English Language Arts				
All Students	79%	85%	80%	81%
African American	*	*	64%	62%
Hispanic	67%	72%	71%	70%
White	82%	88%	84%	87%
Economically Disadvantaged	69%	76%	67%	72%
Writing				
All Students	81%	87%	78%	78%
African American	*	*	*	*
Hispanic	58%	63%	81%	69%
White	87%	92%	79%	86%
Economically Disadvantaged	71%	77%	65%	73%
Mathematics				
All Students	81%	84%	84%	89%
African American	*	*	71%	85%
Hispanic	64%	84%	81%	87%
White	85%	84%	85%	91%
Economically Disadvantaged	70%	66%	74%	85%
Science				
All Students	@ AMS	@ AMS	87%	92%
African American			100%	80%
Hispanic			88%	82%
White			88%	96%
Economically Disadvantaged			82%	84%

Goal 1: Academy Intermediate 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.

Data 2016-2017	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	85	78	89	69	79	***	82	53	100	83	84

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1) Campus staff will disaggregate and analyze STAAR, STAR, unit assessments and benchmark data for each testing area and focus on objective weaknesses below 80% mastery for all students including, at-risk, ESL, dyslexia, GT, and special education.	Core subject teachers, Elementary Curriculum Director Principal	Every 3 weeks	State and Local Funds	Eduphoria data	Improved six weeks grades Reduced failure rate on STAAR
2) Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan.	Core subject teachers, Elementary Curriculum Director, Principal	Every 6 weeks	State and Local Funds	Lesson Plans in Forethought	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.

<p>3) We will use EDUPHORIA to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.</p>	<p>Core subject teachers, Elementary Curriculum Director, Principal</p>	<p>After each unit assessment</p>	<p>State and Local Funds</p>	<p>Spiral Review part of lessons plans in Forethought</p>	<p>Improved performance on concept specific aligned assessment</p> <p>Student success as evidenced by walkthrough documentation.</p>
<p>4) Utilize Lead4Ward to assist in analyzing assessment data.</p>	<p>Elementary Curriculum Director, Principal</p>	<p>After each unit assessment</p>	<p>State and Local Funds</p>	<p>Principal & Curr. Director meetings</p>	<p>Improved performance on concept specific aligned assessment</p>
<p>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</p>	<p>Core subject teachers, Elementary Curriculum Director, Principal, PAC</p>	<p>At Spring PAC meeting</p>	<p>State and Local Funds</p>	<p>Principal will require appropriate individualized professional development plans for each instructor. PAC minutes</p>	<p>Teachers will improve their content knowledge and or instructional effectiveness.</p> <p>Teachers will seek professional growth opportunities as a result of the two “Comp Days”</p>

school calendar to allow teachers to attend professional development sessions of individual interest during the summer.					
6) Establish a walkthrough process for T-TESS, utilizing Eduphoria.	Principal	As appropriate	State and Local Funds	Documentation in Strive	Board Policy is followed regarding evaluation process
7) Strategies to improve the Reading Intervention and Dyslexia Program: * Review / revise 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	State and Local Funds	Minutes from annual 504 meetings	Improved performance of our dyslexic students
8) Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development	504 Coordinator Principal	Throughout the school year	State and Local Funds	504 documentation is complete and current	504 students received appropriate accommodations in the classroom and on testing

<p>opportunities for each campus coordinator.</p> <ul style="list-style-type: none"> * Conduct a folder review for each 504 student to ensure accommodation compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations. 					
<p>9) Strategies to improve the State Comp Ed – “At-Risk” program</p> <ul style="list-style-type: none"> * Offer tutorial including extended day. * Counseling services. * Utilize Study Island for grades 3-5. * Accelerated Reader for grades 3-5 * GAP time (Intervention time) for struggling learners 	<p>Core subject teachers, Principal, Elementary Curriculum Director Counselor, Librarian</p>	<p>Daily</p>	<p>Federal, State (SCE funds) and local funds SCE funds: After school tutorials - \$3000 Salaries and Benefits - \$90.035</p>	<p>Periodic examination of student participation in various programs offered</p>	<p>Closing the achievement gap on standardized testing between At-Risk and non-At-Risk students</p>
<p>10) Strategies to improve the GT program:</p> <ul style="list-style-type: none"> * GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and 	<p>Core subject teachers, Principal, Elementary Curriculum Director GT Coordinator, Counselor</p>	<p>Every six weeks and at the end of each unit. Annually</p>	<p>State and Local Funds</p>	<p>The GT Coordinator working with the principal and counselor will ensure that the GT plan is compliant with State regulations and is relevant to our expectations.</p> <p>GT certifications of staff members is documented.</p>	<p>GT students will excel in the GT pull out program.</p> <p>GT teachers can demonstrate that they have completed required training.</p> <p>GT students will meet or exceed proficient performance on the State assessment and local assessments.</p>

focus on objectives not. Mastered. * Review and revise GT plan as needed					
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Goal 1: Academy Intermediate 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: 6th grade orientation. Intercampus meetings for transitioning students Open house for all incoming students.	Core subject teachers Principal	Annually, before Nov. 1	State and Local Funds	Orientations and Open Houses are scheduled on school calendar.	Improved six weeks grades Reduced failure rate
2) Utilize inclusion and resource services to increase student achievement.	Core subject teachers SPED teacher Principal	Daily	State and Local Funds	Resource and Inclusion schedule will reflect services provided to students.	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.
3) Continue STAAR prep program for core classes for all campuses.	Core subject teachers Principal	weekly	State and Local Funds	Eduphoria data	Improved STAAR scores
4) Provide students opportunity to monitor personal assessment performance and growth.	Core subject teachers, Principal, Elementary Curriculum Director	Every six weeks	State and Local Funds	Principal will document these opportunities.	Improved student performance on STAAR and local assessments.

5) Study Island for 3-5 (All Core Subjects)	Core subject teachers Principal	Daily, Weekly	State and Local Funds	Study Island Usage reports	Improved performance on STAAR
6) Mentoring Minds 3-5 (All Core Subjects)	Core subject teachers, Elementary Curriculum Director, Principal	Daily, Weekly	State and Local Funds	Principal will have documentation to demonstrate the program's schedule.	Improved performance on STAAR and on EOY STAR reports

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

Objective 3: Academy Intermediate 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) 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 PAC	Annually	State and Local funds	All strategies are budgeted and available to school board.	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.
2) Ensure paraprofessionals are appropriately trained.	Elementary Curriculum Director, Principal	ongoing	State and Local funds	Professional development certificates	Effective GAP and Inclusion program as determined through staff survey
3) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Principal Technology Director	ongoing	State and Local funds Title IV - \$10,000	Ongoing inventory of technology	Integration of technology as evidenced by walkthrough documentation
4) Review federal program budget and services with PAC.	Principal PAC	Annually before May 30	Local funds	PAC minutes	Improved effectiveness and efficiency of federal programs and their expenditures.

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

Objective 4: Academy Intermediate 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.	Core subject teachers Principal	Every 3 weeks	State and Local funds	ESL plan is in place and all campuses have properly endorsed ESL teachers.	Closing of the gap between ESL and non-ESL students on all assessments
2) Strategies to improve special education: * Inclusion model of instruction. * Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.	Core subject teachers SPED teacher Principal	Throughout school year	State and Local funds	Principals can produce schedules which reflect the inclusion model of special education instruction.	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 97.0% in 2017 to 97.5% in 2018.

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, Asst. Superintendent	Annually	Local funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances
Student recognition at awards ceremonies	Principal, Counselor, Teachers	Annually	Local funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for each absence	Receptionist Principal	Daily	Local funds	Log sheets of calls	Improved attendance of chronically absent students
Written notification after 3rd absence	PEIMS Principal	As needed	Local funds	Record of letters mailed to students	Improved attendance of chronically absent students
Campus principals will enforce attendance policies	Principal	Ongoing	Local funds	Documentation of communication with parents.	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, Elementary Curriculum Director	Annually, Daily	State and Local funds	Program is budgeted and training scheduled on calendar	Reduction in discipline referrals
Implement Conflict resolution	Counselor Teachers Principal	Daily	Local funds	Documentation of resolution meetings	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Technology Director, Principal	Daily	State and Local funds	Software is budgeted.	Reduction in discipline referrals

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 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) Provide character education through the following: * Red Ribbon Week * Outside speakers * School Health Advisory Committee (SHAC)	Principal Counselor	Sept.-May	State and Local funds	SHAC minutes Scheduled on school calendar	Reduction in discipline referrals
2) Deter presence of drugs and weapons on district campus through the following: * Student Code of Conduct * Extracurricular Code of Conduct * Drug dog services	Principal	Ongoing	State and Local funds	Code of Conduct approved by board of trustees.	No drugs or weapons referrals during the school year

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	Daily	State and Local funds	Completed crisis plan is available to campuses.	Incidents of violence will remain at 0.
2) Develop campus specific crisis plans and conduct monthly safety drills.	Principal	Monthly	State and Local funds	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	When appropriate	State and Local funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
Child Abuse training- EduHero (TEA)	Principal	Annually	State and Local funds	Training Logs	Child abuse and sexual abuse is addressed and reported appropriately

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 campus 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
1) Campuses will use social media, School Messenger, school website, Remind, and newsletters to keep community informed of school activities and events.	Principal Designated teachers	Daily	State and Local funds	School activities and events are up to date on school website. Remind accounts for parents established.	Increased community support at campus activities
2) Community forums to obtain input regarding school issues	Principal	Annually	State and Local funds	Scheduled community forums.	The participation of parents and community members as district partners will improve.
3) Create and utilize committees to discuss ways to improve community opportunities at our campus.	Principal Administrative Intern	Ongoing	State and Local funds	Minutes from meetings, more events on calendar	The participation of parents and community members as district partners will improve.
4) Effectively utilize Principal Advisory Council	Principal	October/May	State and Local funds	PAC minutes	The participation of parents and community members as district partners will improve.

5) Public meetings for campus TAPR reports	Principal	Once final TAPR is released	State and Local funds	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
7) Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Teachers Principal Counselor	Ongoing Every 3 weeks	State and Local funds	Parent Logs, report cards	The participation of parents and community members as district partners will improve.
8) 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 Principal	At each meeting	State and Local funds	Parent signatures in ARD paperwork	The participation of parents and community members as district partners will improve.

Goal 5: Academy Intermediate will utilize appropriate technology.

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. This report will be disseminated to campuses so they can keep their campus on track to achieving this goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
1) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Technology Director Principal	Sept-May	State and Local funds Title IV - \$10,000	Documentation that 3:1 is achieved.	Students and teachers have access to appropriate technology.
2) Campus staff will receive appropriate technology training	Elementary Curriculum Director Principal	Aug.-June	State and Local funds	Sign in sheets	Students and teachers have access to appropriate technology.