



Academy ISD District Improvement Plan

2017-2018

10/25/2017

Date of School Board Approval

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

Academy Independent School District 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.

Superintendent's Advisory Committee (SAC)
 Alex Remschel, Chairperson – Assistant Superintendent

Elected Members

Stacy Cospers– AES Teacher
 Stacy Shackelford– AES Teacher
 Melinda Chavez- AIS Teachert
 Corrie Ganger- AIS Teacher
 Thomas Pickerill – AMS Teacher
 Evan Ward – AMS Teacher
 Missy Dolgener – AHS Teacher
 Brian Pursche – AHS Teacher

Alex Remschel – Asst. Supt.
 Mistie Dakroub – AHS Principal
 Stephen Ash – AMS Principal

Parents

Leah Loesch
 Sheila Stanfield

Business

Cindy McCray
 Jodi Brazeal

Community

Randy Hendricks
 Richard Smith

Superintendent

Kevin Sprinkles

Non-Voting Appointee

Dana Coleman– AIS Principal
 Stephen Ash- AMS Principal

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 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 content mastery to provide instructional support for struggling learners – MS and HS.
- Continue TxEIS parent connection.
- Continue Odysseyware for credit recovery at AHS.
- 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 STAAR prep for all core areas at each campus.
- Continue using Istation for Reading and Math.
- Continue self-contained classrooms for students in grades PreK-2.
- 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 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 1:1 Ipads for students at the high school
- 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.
- Continue T-PESS for Campus Principal appraisal system.
- Create a master facilities plan for the district.

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.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title I, Part A</i> \$97,295
<i>Title I, Part C (Migrant)</i> N/A
<i>Title II, Part A (TPTR)</i> \$22,329
<i>Title IV</i> \$10,000
<i>Carl Perkins</i> \$39,978
State Programs/Funding Source
<i>Career/Technology Education</i> \$780,652
<i>State Compensatory Education</i> \$780,620
<i>Gifted/Talented</i> \$49,769
<i>Special Education</i> \$736,823
<i>Bilingual/ESL Program</i> \$37,674
<i>High School Allotment</i> \$118,402
Local Programs/Funding Source
<i>Grants</i>

Goal 1: All district campuses 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	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	ELL	Spec. Ed.
% Met Standard All Subjects	81%	69%	86%	71%	74%	88%	79%	73%	61%	44%

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) District staff will disaggregate and analyze 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, Principal, Directors of Curriculum and Instruction.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC’s meetings and data from discussions and data analysis.	Improved six weeks grades Reduced failure rate Improved performance on State assessments.
3					

2) Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan.	Core subject teachers, Principal, Directors of Curriculum and Instruction.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC's meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment
3) Campuses 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.	Core subject teachers, Principal, Directors of Curriculum and Instruction.	Every six weeks and at the end of each unit.	State and Local Funds	Eduphoria data will be discussed at PLC's. Principal and Directors of C&I will confirm Eduphoria usage.	Improved performance on identified deficient objectives.
4) Utilize Lead4Ward to assist in analyzing assessment data.	Core subject teachers, Principal, Directors of Curriculum and Instruction.	Every six weeks and at the end of each unit.	State and Local Funds	Lead4Ward will be a part of the PLC discussions.	Improved lesson planning and data disaggregation
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	Core subject teachers, Principal, Directors of Curriculum and Instruction. Superintendent Calendar Committee	By August 1 st 2018.	Federal, State and Local Funds. (Title II A-\$6220)	Each principal will require appropriate individualized professional development plans for each instructor. The calendar will be developed to include the two "Comp Days"	Teachers will improve their content knowledge and or instructional effectiveness. Teachers will seek professional growth opportunities as a result of the two "Comp Days"

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.					
6) Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades.	Principal, Superintendent and School Board	Weekly	State and Local Funds	Principal will monitor to ensure 22:1	Improved student performance due to smaller class size.
7) Establish a walkthrough process for T-TESS, utilizing Eduphoria.	Core subject teachers, Principal, Directors of Curriculum and Instruction.	Daily, Weekly	State and Local Funds	Principals and Directors of C&I are using Eduphoria to conduct walkthroughs.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to provide valuable feedback to instructors regarding walkthroughs.
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	Core subject teachers, Principal, Directors of Curriculum and Instruction. Language Specialist	Every six weeks and at the end of each unit. Annually	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is individualized	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant

<p>language specialist for dyslexia pullout program</p> <ul style="list-style-type: none"> * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Language! - program for Dyslexia Pull out program 				and research based.	assessments will improve.
<p>9) Strategies to improve the 504 program:</p> <ul style="list-style-type: none"> * 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 compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations. 	<p>Core subject teachers, Principal, Directors of Curriculum and Instruction.</p> <p>Counselors</p> <p>District 504 Coordinator</p>	<p>Every six weeks and at the end of each unit.</p> <p>Annually</p>	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.	504 Identified students' performance of the State assessment and other district metrics will improve.
<p>10) Strategies to improve the State Comp Ed – “At-Risk” program: (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> * Offer tutorial including extended day. * Summer school for credit for grades 6-12. * Odysseyware lab for high school students 	<p>Core subject teachers, Principal, Directors of Curriculum and Instruction.</p> <p>Counselors</p> <p>Superintendent</p>	Daily	<p>Federal, State (Compensatory Education Funds) and Local Funds</p> <p>(SCE Funds: After school</p>	<p>Superintendent has appropriately budgeted Compensatory education funds to support programs for at-risk students.</p> <p>Principals will</p>	<p>At Risk students will improve their performance on the State assessments and district assessments.</p> <p>The drop our rate at Academy ISD will be reduced.</p>

<p>needing credit recovery.</p> <ul style="list-style-type: none"> * Content mastery for grades 6-12. * At-Risk instructional aide for grades K-4. * Extended Reading for grade 6. * Counseling services for grades preK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * Utilize Study Island for grades K-12. * Accelerated Reader for grades K-12 * STAAR/EOC Prep program for grades 9-12. * GAP-Time for struggling learners grades K-5. 	<p>Librarian</p>		<p>tutorials-\$19,000 Alternative School-\$75,000 CEI/OddyseyWare/Study Island/\$46,100 Abstinence Program-\$2,000 Accelerated Reader Program-\$23,000 Salaries and Benefits-\$343,776)</p> <p>(Title I Part A Funds-\$56,652)</p>	<p>ensure that the compensatory education programs are supporting the intended population of students.</p>	
<p>11) Strategies to improve the GT program:</p> <ul style="list-style-type: none"> * District-wide 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 	<p>Core subject teachers, Principal, Directors of Curriculum and Instruction.</p> <p>GT Coordinator</p> <p>Counselors</p>	<p>Every six weeks and at the end of each unit.</p> <p>Annually</p>	<p>State and Local Funds</p>	<p>The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations.</p> <p>Principals can</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</p>

<p>data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.</p>				<p>demonstrate the GT certifications of staff members.</p>	<p>State assessment and local assessments.</p>
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Goal 1: All district campuses 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, etc.)	Evidence of Implementation	Evidence of Impact
1) Provide early school transition and campus to campus transition: Pre-K & Kindergarten Roundup. 6th grade orientation. 9th grade orientation. Intercampus meetings for transitioning students Open house for all incoming students.	Teachers, Principals and Directors of Curriculum and Assessment.	Annually, before Nov. 1, 2017.	State and Local Funds	Orientations and Open Houses are scheduled on school calendar.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
2) Utilize content mastery at MS and HS to increase student achievement.	Teachers, Principals and Directors of Curriculum and Assessment.	Daily	Federal, State and Local Funds (Title II-\$16,109. Title I Part A-\$30,536.)	Logs will reflect the usage of content mastery by students.	Improved student performance on the State Assessment of students who participated in content mastery.
3) Continue STAAR prep program for core classes for all campuses.	Teachers, Principals and Directors of Curriculum and Assessment.	Weekly	Local and State Funds	STAAR Prep classes will be listed in master schedules.	Improved student performance on the State Assessment.

4) Provide students opportunity to monitor personal assessment performance and growth.	Teachers, Principals and Directors of Curriculum and Assessment.	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
5) Study Island for K-12 (All Core Subjects)	Teachers, Principals and Directors of Curriculum and Assessment.	Daily, Weekly	Local and State Funds	Logs will verify student participation.	Improved student performance on the State Assessment and local assessments.
6) Mentoring Minds 1-8 (All Core Subjects)	Teachers, Principals and Directors of Curriculum and Assessment.	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

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

Objective 3: The district and all campuses 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, etc.)	Evidence of Implementation	Evidence of Impact
1)Develop a district Equity Plan	Teachers, Principals, Asst. Supt., Superintendent, Superintendent’s Advisory Council	Annually by Nov. 1, 2017	Local and State Funds	Equity Plan is submitted to the State.	Student Performance in our highest poverty and minority campuses will improve.
2) Strategies to recruit and retain highly qualified staff: *Continue to provide December gift certificates. *Continue student to teacher ratios below the state average. *Staff appreciation dinner and awards ceremony. *Include staff in the development of campus professional development plans. *Continue “buy-back” policy for unused state leave days. *Conduct annual certification audit. * Assess and revise	Superintendent, School Board	Annually by August 1, 2018	Local and State Funds	All strategies are budgeted and listed on district’s board agenda calendar.	District will see an increase in the retention of high quality staff members.

teacher salary schedule as appropriate					
3) Ensure paraprofessionals are appropriately trained.	Principals, Asst. Supt.	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
4) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Principals, Asst. Supt. Technology Director	Annually before June 1, 2018	Federal, Local and State Funds (Title IV-\$10,000.)	Purchases of student computer workstations are included in district budget.	Improved student access to technology in the district.
5) Board review of federal programs annually.	Superintendent, School Board	Annually before May 30, 2018	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
6) Hold public hearing on federal program budget annually.	Superintendent, School Board	Annually before May 30, 2018	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
7) Review federal program budget and services with PACs and SAC.	Superintendent, Principals, Superintendent's Advisory Council, Principal's Advisory Council	Annually before May 30, 2018	Local Funds	SAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

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

Objective 4: The district will meet or exceed the state standard for SAT / ACT testing.

Summative Evaluation: Reviewing TAPR data will determine if the state standard was met or exceeded on the SAT/ACT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Offer dual credit opportunities to grades 9-12.	Principal, Superintendent	Annually	Local Funds	Interlocal agreement with Temple College.	Students will receive college credit through dual credit courses.
2) Provide AP opportunities for students.	Teachers, Principal, Superintendent	Annually	Local and State Funds	AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
3) Encourage 9-11 grade students to take PSAT.	Counselor, Principals, Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in PSAT	Students will be better prepared for the SAT/ACT
4) Disseminate information regarding registration timelines, scholarship deadline, fees waivers, tutorial resources.	Counselor, Principal, Teachers	Weekly	Local Funds	Counselor documentation of timelines met.	Students will receive scholarship and financial aid for college.

5) Continue serving as host testing site for SAT / ACT	Principal, Counselor, Teachers	Annually	Local Funds	The SAT/ACT tests are scheduled at our site on the district events calendar.	Higher AISD student participation on SAT/ACT.
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Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than “Met Standard”.

Objective 5: The district 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, etc.)	Evidence of Implementation	Evidence of Impact
1) Strategies to improve ESL program: * Review and revise the district ESL plan as needed. * 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 each campus. * Ensure properly endorsed ESL teachers on each campus.	ESL Teachers, General Ed Teachers, Principals, Asst. Supt., Counselors	Throughout school year	State and Local Funds	ESL plan is in place and all campuses have properly endorsed ESL teachers.	Improved performance for ESL students on the State assessment and on six weeks grades, resulting in improved PBMAS performance.

<p>2) Strategies to improve the CTE program:</p> <ul style="list-style-type: none"> * Review / revise the “coherent sequence of courses” as needed. * Develop student career plans. * Integration and coordination between regular education and CTE teachers. * Reference special education modification in CTE lesson plans. * Conduct CTE surveys to plan for program improvements. * Develop strategies to implement ACHIEVE Texas 	<p>CTE Teachers, Principals, Asst. Supt., Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.</p>	<p>Students will follow a well-planned coherent sequence of CTE courses resulting in an improved AISD CTE program, resulting in better PBMAS performance.</p>
<p>3) Strategies to improve special education:</p> <ul style="list-style-type: none"> * Inclusion model of instruction. * Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. * Assess PBMAS indicators and develop appropriate strategies for indicators exceeding a 2 intervention level. 	<p>Special Education Teachers, Principals, Asst. Supt., Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Principals can produce schedules which reflect the inclusion model of special education instruction.</p>	<p>Improved special education performance on the State assessment, resulting in better performance on the PBMAS.</p>

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 1: The student attendance rate will improve from 96.1% in 2017 to 97.0% 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, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.
Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for each absence	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.

Saturday School make-up	Principal, Counselors	Throughout school year	Local Funds	Log of Saturday School attendance	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 2: The district dropout rate will be 0%.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals, Counselors, Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins-\$39,978)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Principals, Counselors, Teachers	Throughout school year	State and Local Funds	Counselor logs and Pregnancy-related services logs.	Pregnancy related dropout rate will decrease.
Utilize Saturday school make-up	Principals, Counselors, Teachers	End of semesters	State and Local Funds	Documentation of Saturday School attendance.	Dropout rate will decrease.
Continue Summer school for credit recovery	Principals, Counselors, Teachers	End of school year	State and Local Funds	Budget reflects funding for program and is scheduled on the campus calendar.	Dropout rate will decrease.

Continue Odysseyware program for credit recovery	Principals, Counselors, Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and documentation demonstrates student attendance.	Dropout rate will decrease.
Support and continue "Choices" Alternative Education Program	Principals, Counselors, Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and attendance logs.	Dropout rates will decrease.

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, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Capturing Kid's Hearts- Program and Teacher Training.	Principals, Counselors, Directors of Curriculum and Instruction.	Annually, Daily.	State and Local Funds	Program is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Implement Conflict resolution	Principals, Teachers and Counselors.	Daily	Local Funds	Principal and counselor documentation of resolution meetings.	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals, Technology Director, Asst. Supt.	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	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 decrease from 12 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, etc.)	Evidence of Implementation	Evidence of Impact
1) Provide character education through the following: * Tobacco awareness information in Health/PE classes. * Red Ribbon Week * Outside speakers * School Health Advisory Committee (SHAC) * Aim for Success – MS	Principals, Counselor, Teachers, Directors of Curriculum and Instruction.	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on school calendar. SHAC minutes.	Tobacco, alcohol and drug offenses will be decreased.
2) Deter presence of drugs and weapons on district campus through the following: * Student Code of Conduct * Extracurricular Code of Conduct * Drug dog services * Student drug testing program	Principals, Asst. Supt.	Daily, Monthly	State and Local Funds	Code of Conduct approved by board of trustees. Scheduled drug dogs and drug testing.	Tobacco, alcohol and drug offenses will be decreased.

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

Objective 3: Incidents of violence will decrease from 1 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, etc.)	Evidence of Implementation	Evidence of Impact
1) Implement the district crisis management plan including: * Suicide prevention * Violence prevention (including Teen Dating Violence Policy)	Principals, Counselor, Asst. Supt.	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
2) Provide ID badges for all AISD employees.	Asst. Supt., Technology Director.	Annually and as needed.	State and Local Funds	Documentation of ID badges provided to all employees.	Incidents of violence will be decreased to 0.
3) Develop campus specific crisis plans and conduct monthly safety drills.	Principals, Counselors, Teachers, Asst. Supt.	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.

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, etc.)	Evidence of Implementation	Evidence of Impact
1) Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals, Counselor, Asst. Supt.	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
2) Child Abuse training- EduHero (TEA)	Principals, Asst. Supt.	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 Superintendent 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, etc.)	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, Teachers, Counselors	Daily	State and Local Funds.	School activities and events are up to date on school website. Remind accounts for parents established.	The participation of parents as district partners will improve.
2) The district will improve the district website and brochure, and ensure information is current.	Assistant Superintendent	Annually, Monthly.	State and Local Funds.	School activities and events are up to date on school website. Brochure is updated .	The participation of parents and community members as district partners will improve.
3) Community forums to obtain input regarding school issues	Principals, Asst. Supt., Superintendent	Annually	State and Local Funds.	Scheduled community forums.	The participation of parents and community members as district partners will improve.

4) Effectively utilize Principal Advisory Councils and Superintendent Advisory Council	Principals, Superintendent	Each semester	State and Local Funds.	PAC and SAC minutes.	The participation of parents and community members as district partners will improve.
5) Public meetings for district and campus TAPR reports	Principals, Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
6) Public meeting to review proposed budget for all Title programs	Superintendent	Annually	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.	Principals, Teachers, Counselors.	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	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	Principals, Teachers, Asst. Supt.	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

Goal 5: AISD 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, etc.)	Evidence of Implementation	Evidence of Impact
1) The district will develop a replacement schedule for district technology devices, to include laptops, desktops and iPads.	Technology director, Asst. Supt., Superintendent	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
2) The high school will continue with its 1:1 iPad initiative.	Principal, Asst. Supt. Technology Director, Superintendent	Annually	State and Local Funds	All high school students have a device.	Students and teachers have access to appropriate technology.
3) Achieve and maintain a student to workstation ratio of 3:1 (Title I)	Technology Director, Principals, Asst. Supt., Superintendent	Annually	Federal, State and Local Funds (Title IV-\$10,000)	Documentation that 3:1 is achieved.	Students and teachers have access to appropriate technology.
4) District staff will receive appropriate technology training	Asst. Supt., Directors of Curriculum and Instruction, Technology Director	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.

