

**Academy Independent School District
Academy Early Childhood Center
2024-2025 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy Early Childhood Center is a rural campus that serves students in early childhood special education, pre-kindergarten, and kindergarten. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 167 students.

Academy Early Childhood Center has a changing student population, encompassing many cultures and a variety of ethnic groups.

DEMOGRAPHICS	SY 2022-2023	SY 2023-2024
African American	5.4%	9.3%
Hispanic	33.5%	23.8%
White	54.4%	48.8%
Indian	2.2%	0%
Asian	1.6%	1.7%
Pacific Islander	0%	.6%
Two or More Races	7.5%	7.5%
Economically Disadvantaged	59%	43.6%
At-Risk	15.7%	29%
EL	8.2%	7.6%
Gifted and Talented	0%	0%
Special Education	12.9%	13.4%
Dyslexia	0%	0%
Homeless	6.5%	1.7%
TOTAL STUDENTS	183	161

AVERAGE CLASS SIZE	SY 2022-2023	SY 2023-2024
Pre-K	24	16
Kindergarten	24	16
ECSE	12	14

Based on feedback from all campus stakeholders, student data results, and research-based instructional strategies the campus identified the strengths and needs for continued growth.

The staff serves a diverse population of students from various cultures and ethnic backgrounds, and has a total school population of approximately 167 students. With the Academy Early Childhood Center being a campus of 167, a large percentage of the students are economically disadvantaged. Currently 41.3% of the students are economically disadvantaged. As Academy ISD continues to experience growth, a more diverse population will be served. Academy Early Childhood Center currently serves Pre-kindergarten and to be enrolled in Pre-kindergarten, students must meet the qualifications to attend. Qualifications include; Active Military, Homeless, ESL, Foster Care, Star of Texas Award, and Educationally Disadvantage. Since the campus is made up of 11 total classrooms, 2 being Pre-kindergarten, the percentage of economically disadvantaged is higher due to it being a qualifier for Pre-kindergarten. All of our teachers implement strategies to serve students from all backgrounds and will continue to modify and adjust instruction to meet the needs of all students.

Demographics Strengths

- The staff is committed to upholding the mission and vision of the Academy Independent School District.
- Academy Early Childhood Center has streamlined the process to appropriately serve the sub populations of special education, gifted and talented, and dyslexia students in order to provide appropriate instruction and intervention.
- Academy Early Childhood Center is a neighborhood school which lends itself to being a strong part of the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students at Academy Early Childhood Center struggle to have prior background knowledge needed in school due to lack of exposure. **Root Cause:** This could be attributed to a 41.3% economically disadvantaged rate.

Student Learning

Student Learning Summary

Kindergarten BOY MAP Data 22-23

BOY MAP	Low	Low Average	Average	High Average	High
Math	8%	24%	22%	26%	23%
Reading	6%	22%	31%	27%	14%

Kindergarten BOY MAP Data 23-24

BOY MAP	Low	Low Average	Average	High Average	High
Math	4%	9%	24%	31%	32%
Reading	0%	12%	27%	34%	27%

Kindergarten BOY MAP Data 24-25

BOY MAP	Low	Low Average	Average	High Average	High
Math	9%	14%	25%	27%	27%
Reading	2%	17%	27%	34%	21%

Pre-Kindergarten CIRCLE BOY 22-23

CIRCLE	On Track	Needs Support
Rapid Vocabulary	46%	54%
Phonological Awareness	50%	50%
Math	76%	24%
Social Emotional Behaviors	98%	2%

Pre-Kindergarten CIRCLE BOY 23-24

CIRCLE	On Track	Needs Support
Rapid Vocabulary	34%	66%
Phonological Awareness	43%	58%
Math	63%	37%
Social Emotional Behaviors	87%	13%

Pre-Kindergarten CIRCLE BOY 24-25

CIRCLE	On Track	Needs Support
Rapid Vocabulary	38%	63%
Phonological Awareness	13%	87%
Math	55%	45%
Social Emotional Behaviors	58%	43%

Student Learning Strengths

- 55% of Kindergarten students were in the High Average to High Percentile in BOY MAP Reading.
- 54% of Kindergarten students were in the High Average to High Percentile in BOY MAP Math.
- 55% of Prekindergarten students were On Track in BOY Math
- 58% of Prekindergarten students were On Track in BOY for Social Emotional Behaviors

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 23% of students scored in the Low to Low Average range on the MAP math assessment. **Root Cause:** Teachers have limited understanding of small group

instruction and how to appropriately respond to data in order to quickly intervene.

Problem Statement 2: 87% of students scored in the Needs Support range on the CIRCLE phonological awareness assessment. **Root Cause:** Teachers have little understanding and experience in phonics instruction to appropriately meet students' needs in reading.

School Processes & Programs

School Processes & Programs Summary

Academy Early Childhood Center follows the TEKS Resource System (TRS), which is aligned with the Texas Essential Knowledge and Skills (TEKS) and the Pre-kindergarten Guidelines. The staff utilizes the AISD lesson plan components, TRS assessments, MAP universal screener and CIRCLE screener to meet the high standards of rigor and relevance required for students to be successful in mastering the TEKS/Guidelines. Administrators protect weekly Professional Learning Community (PLC) time to discuss lesson plans, decipher data, curriculum and instruction. Teachers focus on designing and implementing research-based strategies to strengthen the instructional core. When students need additional academic or behavioral support, the RTI committee meets, offers suggestions, and reconvenes to monitor student progress.

Teachers display the student expectations/learning targets for each subject. When there is an upcoming new unit of instruction, teachers meet with administrators to analyze the TEKS and specificity to which they are to be taught. Each grade level is allocated a dedicated 30 minute block daily to provide reading and math interventions. During this time, designated students work with teachers or instructional assistants to receive interventions in the classroom. Grade level teachers are training in gifted and talented education and engage in professional development surrounding the best ways to meet the needs of these learners.

School Processes & Programs Strengths

- Academy Early Childhood Center engages in professional learning to develop the capacity of all teachers across the campus.
- The RTI process is used to identify student needs and provide research based intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Emergent Bilingual student group continues to read below grade level. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered English strategies across content areas.

Perceptions

Perceptions Summary

Academy Early Childhood Center provides a variety of opportunities to foster the whole child. Our school counseling program focuses on providing tools for teachers to implement within their classrooms which address the social and emotional needs of all students. Additionally, classroom guidance lessons are held each month to focus on the established character trait. The character strong program is used by classroom teachers and the counselor. The character traits taught to our students include the following: school pride, responsibility, gratitude, caring, respect and courtesy, good citizenship, fairness, and courage. During these lessons students are taught ways to apply these skills within their classroom and outside of the school environment. Specific individual student needs are met by providing small group intervention focused on specific social and emotional needs. Mindfulness strategies are also taught to AECC students. This provides students with tools that they can use independently when struggling with their emotions.

Academy Early Childhood Center strives to ensure the safety of all students and staff. Safety drills are conducted monthly to assure that all staff and students are proficient in carrying out safety protocols and procedures in a timely manner. Safety bags are provided to teachers which include material needed during a crisis situation. Weekly door sweep checks are conducted by the campus SRO and administrator.

Family and community involvement is encouraged throughout the school year. A variety of events are available for families and community members such as Meet The Teacher, Open House, Parent Teacher Conferences, MAP night, EL night, and Honeybee Relays.

Perceptions Strengths

Academy Early Childhood Center has created strong relationships with all stakeholders.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

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

Performance Objective 1: Students will actively engage in rigorous instruction in order to develop understanding of PreK Guidelines and TEKS objectives.

Evaluation Data Sources: Measurement of Academic Progress (MAP) Math and Reading and CIRCLE (Universal screeners), lesson plans, T-TESS Walkthroughs/ Observations, formative assessments, progress monitoring, reading fluency.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prepare all students to show growth in academic progress, including utilizing small group instruction and RtI strategies to particularly meet the needs of those at risk of not meeting state academic standards.</p> <p>Strategy's Expected Result/Impact: Increase in student growth and overall academic achievement.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will use Heggerty and Benchmark phonics when teaching reading. Staff will use a variety of instructional strategies such as independent reading, balanced literacy instruction, guided reading, literacy stations, and phonics instruction to enhance reading instruction and experience in real world situations to enhance learning for all subpopulations (to include SPED and EL students).</p> <p>Strategy's Expected Result/Impact: Increase MAP and CIRCLE date, reading levels and phonics skills.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will use research-based math strategies to meet the needs of all math learners. AISD will partner with Region 12 to coach and model researched math strategies. The strategies will be geared towards all learners and include the use of hands-on activities and manipulatives to teach math.</p> <p>Strategy's Expected Result/Impact: Increase MAP math and CIRCLE percentiles and growth levels.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Instruction provided by paraprofessionals will enhance learning for students identified as at-risk in reading and math for grades PreK and Kindergarten during small group instruction within the classroom. Small group instruction could include intervention (RtI), guided math, guided reading and literacy station groups. Staff will evaluate the effectiveness, monitor progress and review data (such as MAP, CIRCLE, F&P, running records, formative assessments) to adjust for more specialized instruction for struggling learners. Staff will provide clear communication, support and follow through on the RtI process, appropriate interventions and monitoring practices for students.</p> <p>Strategy's Expected Result/Impact: Increase in MAP, CIRCLE, and F&P data</p> <p>Staff Responsible for Monitoring: Classroom teachers, Paraprofessionals, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 1: Improve and increase partnerships with parents, community organizations, and businesses.

Evaluation Data Sources: District/Campus Administrators, Counselor, Classroom Teachers, Parent Volunteers

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain and offer campus events during various times to increase parent and student participation. This is to include meet the teacher, open house, class field trips, book fair, parent/teacher conferences, monthly campus newsletter, along with increased use of social media outlets to publicize education efforts.</p> <p>Strategy's Expected Result/Impact: Positive school climate Increase parent involvement Improve student attendance</p> <p>Staff Responsible for Monitoring: District/Campus Administrator Classroom teachers Parent Volunteers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AECC will design and implement a parent involvement policy, home-school compact, and public hearing to increase positive interactions during parent/teacher conferences and campus activities and procedures.</p> <p>Strategy's Expected Result/Impact: Distribution of home-school compact and policy.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Students in Academy ISD will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.

Performance Objective 1: All students and staff will feel safe, valued, and cared for at Academy Early Childhood Center.

Evaluation Data Sources: Attendance Reports
Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will wear ID badges with safety protocols attached while on campus and participate with students in regular safety and security drills to ensure a well-rounded educational experience on campus.</p> <p>Strategy's Expected Result/Impact: Students will participate cooperatively with adult instruction</p> <p>Staff Responsible for Monitoring: District/Campus Administrator Classroom teachers Paraprofessionals Office Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All visitors will sign in at the office in an efficient manner and wear visitor badge during campus visit to maintain a safe school environment.</p> <p>Strategy's Expected Result/Impact: Observation</p> <p>Staff Responsible for Monitoring: Principal Office Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided social and emotional supports through weekly SEL lesson, including individual and group counseling.</p> <p>Strategy's Expected Result/Impact: Teachers will be given weekly SEL lessons to teacher.</p> <p>Staff Responsible for Monitoring: Teacher School Counselor Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Academy Early Childhood Center

Total SCE Funds: \$127,866.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

11-6112-00-102-x24000 Substitute Teachers - ECC (Comp Ed) \$ 1,000.00 11-6129-00-102-x24000 Salary Support Personnel - ECC (Comp Ed) \$ 96,121.00

Personnel for Academy Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AECC Support Personnel	Instructional Aide	1
AECC Support Personnel	Instructional Aide	1
AECC Support Personnel	Instructional Aide	1

Title I

1.1: Comprehensive Needs Assessment

SBDM meeting with staff and stake holder reviewing campus data.

Sign-in sheet

Meeting minutes

Agenda

Presentation

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus plans were developed in conjunction with stakeholders Friday, October 11, 2024. The all ECC appropriate members were accounted for.

Documentation-Sign in sheet

2.2: Regular monitoring and revision

AISD is a Title I Schoolwide program. Schoolwide programs use all available funds on the education needs of all students. In AISD, Schoolwide programs provide many services to students that include tutorials, parent involvement, homelessness, and more.

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

The campus improvement plan will be posted in both English and Spanish on the district website.

2.4: Opportunities for all children to meet State standards

ECC does not have the requirements for STAAR. The early literacy and early math assessment are regularly monitor in rigorous course work and by teacher. Campus plans are reviewed and revised as needed.

2.5: Increased learning time and well-rounded education

All EB and At-risk students are identify mid term. The ECC will implement strategies to address learning deficiency. The campus counselor will provide well rounded education social emotional learning through weekly lessons to focus on discipline, friendship, motivation and all types of social emotional feelings.

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

Students identified as At-Risk for academic failure are provided protected time in the master schedule with classroom teacher to address's targets instructional areas that are concern. This is built into the master schedule to accommodate students daily for 30 minutes in reading and math intervention.

3.1: Annually evaluate the schoolwide plan

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

4.1: Develop and distribute Parent and Family Engagement Policy

Policy is available on the campus website in English and Spanish. Each year the campus teams refine and revise as needed.

4.2: Offer flexible number of parent involvement meetings

AISD require flexible number of parent involvement meeting:

Parent Behavior Strategies and Tactic,

Assessment Awareness Night,

Screenagers

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
B. McIntyre	Instructional assistant	ECC	1
Makayla Johnson	Instructional assistant	ECC	1
Suzanne Garcia	Instruction assistant	computer lab	1