

Academy Independent School District
Academy Early Childhood Center
2025-2026 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.	13
Goal 2: Academy ISD will enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.	15
Goal 3: Academy ISD will ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning.	16
State Compensatory	18
Budget for Academy Early Childhood Center	18
Personnel for Academy Early Childhood Center	18
Title I	19
Title I Personnel	20
Campus Funding Summary	21
Addendums	22

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	SY 2024-2025
African American	5.4%	9.3%	7.2%
Hispanic	33.5%	23.8%	26.95%
White	54.4%	48.8%	59.88%
Indian	2.2%	0%	0%
Asian	1.6%	1.7%	1.80%
Pacific Islander	0%	.6%	.6%
Two or More Races	7.5%	7.5%	3.6%
Economically Disadvantaged	59%	43.6%	48.5%
At-Risk	15.7%	29%	11.4%
EL	8.2%	7.6%	4.8%
Gifted and Talented	0%	0%	0%
Special Education	12.9%	13.4%	16.77%
Dyslexia	0%	0%	0%
Homeless	6.5%	1.7%	0%
TOTAL STUDENTS	183	161	167

AVERAGE CLASS SIZE	SY 2022-2023	SY 2023-2024	SY 2024-2025
Pre-K	24	16	20
Kindergarten	24	16	15
ECSE	12	14	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 159 students. With the Academy Early Childhood Center being a campus of 167, a large percentage of the students are economically disadvantaged. Currently 48.5% 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 12 total classrooms, 3 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 48.5% 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%

CIRCLE	On Track	Needs Support
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%

Pre-Kindergarten CIRCLE BOY 25-26

CIRCLE	On Track	Needs Support
Rapid Vocabulary	46%	54%

CIRCLE	On Track	Needs Support
Phonological Awareness	38%	62%
Math	66%	34%
Social Emotional Behaviors	94%	6%

For the 25-26 school year, kindergarten will be transitioning into a new universal screener for TEKSReady and CircleKPM. The campus improvement plan for 26-27 will reflect the EOY data at the end of the current school year for 25-26.

Student Learning Strengths

- Pre-Kindergarten social emotional data shows that 94% students are on track for the beginning of year universal screener. This is 36% higher than 24-25.
- For the 25-26 school year, kindergarten will be transitioning into a new universal screener for TEKSReady and CircleKPM. The campus improvement plan for 26-27 will reflect the EOY data at the end of the current school year for 25-26.

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: 62% 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, CIRCLEKPM universal screener, TEKSReady 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 counselor provides daily SEL lessons for every classroom and teachers have a dedicated 10 minute block at the beginning of the day to implement the SEL Lessons. 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, 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 and growth with TEKSReady, CircleKPM and Reading and CIRCLE (Universal screeners), lesson plans, T-TESS Walkthroughs/Observations, formative assessments, progress monitoring, reading fluency.





Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in student growth and overall academic achievement. Staff Responsible for Monitoring: District/Campus Administration Classroom Teachers Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
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). Strategy's Expected Result/Impact: Increase TEKSReady, CircleKPM and CIRCLE data, reading levels and phonics skills. Staff Responsible for Monitoring: Classroom teachers, Principal Title I: 2.51, 2.53, 2.531 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: We will purchase supplies and materials targeted at supporting in the growth of reading and math. - 211 Federal Funds - Title I, Part A - \$3,800	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. The strategies will be geared towards all learners and include the use of hands-on activities and manipulatives to teach math.</p> <p>Title 1</p> <p>Strategy's Expected Result/Impact: Increase TEKSReady and CIRCLE percentiles and growth levels.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Principal</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Staff will attend a professional development to support our growth in math - 211 Federal Funds - Title I, Part A - \$1,500</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 TEKSReady, CircleKPM, 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 TEKSReady, CircleKPM, CIRCLE, and F&P data</p> <p>Staff Responsible for Monitoring: Classroom teachers, Paraprofessionals, Principal</p> <p>Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Academy ISD will enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.

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			
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. Strategy's Expected Result/Impact: Positive school climate Increase parent involvement Improve student attendance Staff Responsible for Monitoring: District/Campus Administrator Classroom teachers Parent Volunteers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: We will offer opportunity for parents to be included in partnership and communication for students academic success. - 211 Federal Funds - Title I, Part A - \$878	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Distribution of home-school compact and policy. Staff Responsible for Monitoring: Principal Funding Sources: - 211 Federal Funds - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Academy ISD will ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning.

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			
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. Strategy's Expected Result/Impact: Students will participate cooperatively with adult instruction Staff Responsible for Monitoring: District/Campus Administrator Classroom teachers Paraprofessionals Office Support Staff Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Observation Staff Responsible for Monitoring: Principal Office Support Staff Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided social and emotional supports through weekly SEL lesson, including individual and group counseling. Strategy's Expected Result/Impact: Teachers will be given weekly SEL lessons to teacher. Staff Responsible for Monitoring: Teacher School Counselor Principal Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Maintain a positive campus culture where staff feel valued and supported. Strategy's Expected Result/Impact: Improve systems for processes for behavioral RtI. Staff Responsible for Monitoring: Teacher Principal School Counselor Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Plasek	Instructional Assistant	ECC	1
Hannah McNamara	Instructional Assistant	ECC	1
Makayla Johnson	Instructional assistant	ECC	1
Suzanne Garcia	Instruction assistantnt	computer lab	1

Campus Funding Summary

199 State Funds - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
211 Federal Funds - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	We will purchase supplies and materials targeted at supporting in the growth of reading and math.		\$3,800.00
1	1	3	Staff will attend a professional development to support our growth in math		\$1,500.00
1	1	4			\$0.00
2	1	1	We will offer opportunity for parents to be included in partnership and communication for students academic success.		\$878.00
2	1	2			\$0.00
Sub-Total					\$6,178.00

Addendums



Academy Early Childhood Center
Parent and Family Engagement Policy
2025-2026



At Academy Early Childhood Center, we are committed to promoting a positive learning community through engaging instruction, building relationships, and inspiring all students to meet their highest potential and become lifelong learners.

Communication: Parents are communicated with using a variety of different methods. Some of them may include: daily agenda planners, Bumblebee Buzz folders, campus fliers, campus marquee, campus newsletter, social media accounts, online school website, and Blackboard automated phone calls.

We strongly encourage parents to communicate with staff members. They may be reached via phone calls, notes, emails, and daily take home folders. We believe that through strong, clear communication our students are able to be the most successful. Written materials will be sent home in both English and Spanish. If there is another language that an item needs to be translated into, please let us know and we will try our best to ensure this is done for you.

Parent and Family Learning: We are here to support you through understanding what the Texas academic standards are, and also provide you information about TEKSReady/CIRCLE and Academy ISD assessments. We will also share with you how to monitor your child's progress and ways to work with teachers as a team to help your student. Parents are able to access their child's curriculum by using the TEKS Resource Parent Portal. If you have any suggestions about our learning topics, please contact Mrs. Shiller, AECC counselor. If you would like to have a meeting about your child's education to make suggestions, please contact Mrs. Schwake, AECC Principal, at 254-982-4621.

Annual Title Meeting: Our annual Title I meeting is held in the fall of every school year. This meeting is offered at two dates to allow parents an opportunity to attend if unable on one of the dates. All parents and family members are invited to attend. During this time, we want to share with you what Title I is and how these funds are used to ensure students are successful. We also discuss the Parent and Family Engagement Policy, the School-Parent Compact, "Parents Right to Know" and a variety of ways you can be involved to support your child's education. The curriculum we use, academic assessments, and what our current data is will be provided as well.

Title I Program Evaluation: Several times a year our Site Based Decision Making committee evaluates our Title I program and progress. The SBDM, which must include at least one parent, provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you are interested in serving on SBDM, please contact AECC Principal, Mrs. Schwake. Since we know not all parents are able to serve on this committee, we provide an annual meeting that evaluates the plan and gains parents input on changes for the upcoming year. Please know, that if the CIP is for some reason not satisfactory to parents, parent comments about the CIP may be submitted to Mrs. Schwake.

Parent and Family Engagement Policy and School-Parent Compact: Every Spring we must review the Family Engagement Policy and School-Parent Compact. We meet together to discuss and make changes to these documents for the next school year. During this time, we would greatly appreciate your support and input! Parents and family members are a crucial, required part of this process. Both of these documents are posted on our campus website so that parents, family members, and the community have access to them. Our website will allow you to translate any posted information into any of the 107 different languages. The parent policy is also made available during the Annual Title I meeting and is included in our Bumblebee Basics. Your child's teacher will also share information about the School-Parent Compact during parent teacher conferences as well as your child's progress at school. All of our parents have the right to participate in decisions relating to their child's education.

Volunteers: All volunteer information can be found on the AISD website under volunteer. If you would like to volunteer, please complete the volunteer form online and Mrs. Shiller will be in contact with you.

Staff Awareness: Academy Early Childhood Center staff members receive annual training about the value of parent and family contributions at school. We discuss how to build community and work with parents as equal partners to make sure that all students are successful in their learning. Our staff is kept up to date on our various parent programs, their role in the implementation and coordination of the programs, and how they can encourage parent and family participation.

Our Goals for Student Achievement

Campus Goals

1. By May 2026, 60% or more of all students will meet their academic growth goal on their reading TEKSReady assessment.
2. By May 2026, 60% or more of all students will meet their academic growth goal on their math TEKSReady assessment.

Our Responsibility to Our Students

To enable our students to meet the state's academic achievement standards, our school provides high quality curriculum and instruction to our students in supportive and effective classroom environments. Our teachers regularly engage in a deep study of the standards and receive ongoing professional development to refine their instructional practices. We support our students and work hard to provide a welcoming, safe school environment.

Building Partnerships

Academy Early Childhood Center is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. Please consider joining the staff and fellow parents through some of the following events and programs:

- Academy Campus Volunteers
- Beekeepers Program

If you would like to volunteer, please contact our volunteer coordinator at 254-982-4621.

Communication About Student Learning

Academy Early Childhood Center is committed to frequent two-way communication with families about their children's learning. Some of the ways that parents and teachers communicate include:

- Daily "Bumblebee Buzz" folders
- Parent-teacher conferences
- Progress reports and report cards
- Updates on the school website, monthly newsletter and emails
- Academy Early Childhood Center Facebook page

For questions about your child's progress, please contact the teacher by email or call 254-982-4621 to leave a message. The teacher will return your call during a conference period or after school when he/she is not instructing students.

Academy Early Childhood Center

School Parent Compact

2025-2026



What is a School Parent Compact?

This school parent compact offers ways that we can work together to help our students achieve the state's high standards. It provides strategies to help connect learning at school and at home. It is a commitment made amongst teachers, parents and students to share the responsibility for improving student achievement.

Jointly Developed

This school parent compact is the result of continuous collaboration between our parents, families and staff. Our Site Based Decision Making Committee and our Parent Advisory Council meet several times a year to share ideas and work toward common goals. In the spring of each year we hold a Title I meeting to review and revise this compact based on the school's academic goals and students' needs.

TEACHER COMMITMENTS

To support student achievement goals, I will...

Develop learning goals with students and send home materials to help parents support the learning goals at home.

Involve students in daily reading activities and provide parents with resources to practice reading skills at home with their child.

Share with parents math problem solving strategies used in the classroom and send home resources to support them.

- ☐ Provide a positive, safe, and effective learning environment for all students.
- ☐ Connect students with after-school activities that support their learning.

To support effective communication, I will...

- ☐ Review the home-school compact with parents at parent teacher conferences.
- ☐ Assist parents in understanding opportunities to volunteer and participate in their child's class.
- ☐ Initiate timely communication with parents when there is a concern regarding their child's progress, behavior, etc.
- ☐ Respond to emails, phone calls, notes in the communication folder, etc.

PARENT COMMITMENTS

To support student achievement goals, I will...

- ☐ Provide a quiet time each day for completion of homework and/or reading.
- ☐ Talk with my child each day about school and their success; set high expectations for his or her academic achievement.
- ☐ Read daily with my child and talk about what was read. Practice math facts/concepts with my child.
- ☐ Include my child in opportunities for real world application of problem-solving skills such as cooking, paying bills, etc.
- ☐ Participate in school events, workshops, and meetings.

To support effective communication, I will...

- ☐ Initiate communication with school staff when there is a question or concern.
- ☐ Review daily Bumblebee Buzz folder and other communication flyers sent home.
- ☐ Respond to emails, phone calls, notes in the communication folder, etc.
- ☐ Participate in parent-teacher conferences and other meetings about my child and his/her progress.

STUDENT COMMITMENTS

To support achievement goals, I will...

- ☐ Follow school expectations, participate in classroom activities, and take responsibility for my learning.
- ☐ Complete all assignments, including homework, to the best of my ability.
- ☐ Set high academic expectations for myself.
- ☐ Read every day for at least 10 minutes and talk with someone about what I have read.
- ☐ Practice math facts and concepts using flashcards, online tools, games, etc.
- ☐ Identify math in the world around me such as shapes, angles, money, etc.

To support effective communication, I will...

- ☐ Talk with my parent(s) about school each day.
- ☐ Ask questions when I don't understand something or need additional help.
- ☐ Seek help from my parents, teachers, and other school staff when there is a problem or concern.
- ☐ Speak positively with others and take turns both talking and listening.