

Academy Independent School District
Academy Elementary
2025-2026 Campus Improvement Plan



Mission Statement

Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.

Vision

Inspiring students to **Love** learning, **Excel** in All We Do, **Achieve** goals through collaboration, and **Do** What is Right.

LEAD!

Value Statement

Academy ISD

Belief Statements

We believe students are our top priority.

All of our time, energy and resources should be focused on the primary objective of educating students.

We believe students are capable of high achievement.

Each student should be held to a higher standard that will encourage growth beyond their current level of performance.

We believe in the value of each employee.

The role of Educator is of high importance as they are responsible for teaching, mentoring, and encouraging each student.

We believe education is a shared responsibility between students, staff, families, and community.

Each part of the system has an equally important and vital role to play.

We believe core academics, character development, extracurricular activities, and career and technology education are crucial components of a well-rounded education.

Our education system will focus on all of these areas equally.

We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.

Environmental decisions within the district will be based on this belief statement.

We believe all students have equal worth and deserve to be treated with respect and dignity.

A diverse environment will prepare students by educating them on the existence and importance of different cultures, opinions and beliefs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Attendance Rate

1st Grade - 93.4%

2nd Grade - 94.9%

Campus - 94.4%

Student Enrollment

Grade 1 - 120

Grade 2 - 138

Economic Disadvantage - 39.15%

Military Connected - 10.08%

At Risk - 26.7%

Emergent Bilingual - 6.98%

Enrollment by Ethnicity

American Indian / Alaskan	0	0%
Aisian	3	1.16%
Black/African American	16	6.20%
Hispanic/Latino	75	29.07%
White	143	55.43%
Hawaiian/Pacific Island	0	0%

American Indian / Alaskan	0	0%
Two or More	20	7.75%

Teacher Experience

- Zero first year teachers
- 1-5 years of experience - 16%
- 6-10 years of experience - 21%
- 11-20 years of experience - 63%

Teacher Incentive Allotment

- 3 second grade teachers earned TIA for the first time.
- 6 returning first and second grade teachers received TIA checks
- 1 Special Education teacher earned TIA for the first time.

Academy Elementary's attendance rate averaged 94.4%, with first grade at 93.4% and second grade at 94.9%. Student enrollment totals 258 students (120 in first grade and 138 in second grade). The student population includes 39.15% economically disadvantaged, 10.08% military-connected, 26.7% at risk, and 6.98% emergent bilingual learners.

The campus demographics reflect a diverse student body: 55.43% White, 29.07% Hispanic/Latino, 6.20% Black/African American, 1.16% Asian, and 7.75% identifying as two or more races.

The teaching staff is highly experienced, with no first-year teachers; 63% have 11–20 years of experience, 21% have 6–10 years, and 16% have 1–5 years. Teacher excellence is further highlighted by the Teacher Incentive Allotment (TIA): three second-grade teachers and one special education teacher earned TIA for the first time, while six first- and second-grade teachers received returning TIA awards.

Demographics Strengths

Attendance

- Campus attendance is strong at **94.4%**, with 2nd grade slightly higher at **94.9%**, showing consistent student presence.
- Both grade levels are maintaining attendance above the state minimum expectation, supporting instructional continuity.

Student Enrollment & Demographics

- Healthy enrollment numbers in both 1st (120) and 2nd grade (138) reflect stable student population.
- Student body is diverse, with nearly **45% of students representing non-White backgrounds**, fostering cultural inclusivity and representation.

Teacher Experience

- A significant majority (**63%**) of teachers have **11–20 years of experience**, demonstrating deep instructional knowledge and classroom management expertise.
- Balanced representation of newer teachers (16% with 1–5 years) and mid-career teachers (21% with 6–10 years), providing a mix of fresh ideas and veteran leadership.

Student Learning

Student Learning Summary

F&P Levels

Expectations	1st Grade	2nd Grade
Exceeds	33%	62%
Meets	10%	15%
Approaches	5%	6%
Did Not Meet	52%	26%

Reading Unit Assessments

First Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 2: Purpose and Connections	24%	76%	76%	76%
Unit 3: Asking Questions and Making Predictions	26%	74%	74%	69%
Unit 4: Mental Images	6%	94%	77%	77%
Unit 5: Inferences	4%	96%	96%	96%
Unit 6: Important Details and Synthesis	9%	91%	91%	91%
Unit 7A: Focusing on Literary Elements in Fiction, Including Drama	5%	95%	93%	85%
Unit 7B: Exploring Traditional Literature	5%	95%	95%	95%
Unit 8A: Characters and Informational Text	3%	97%	97%	97%
Unit 8B: Researching for Information	1%	99%	99%	96%
Unit 9: Poetry	4%	96%	67%	67%

First Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 10: Characteristic of Persuasive Text	3%	97%	97%	97%

Second Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 2: Understanding Purpose and Making Connections	48%	52%	27%	9%
Unit 3: Asking Questions and Predicting to Comprehend	14%	86%	74%	49%
Unit 4: Visualizing to Comprehend	22%	78%	53%	34%
Unit 5: Inferring, Determining Key Ideas, and Synthesizing to Comprehend	8%	92%	73%	50%
Unit 6A: Examining Characteristics including Drama	28%	72%	50%	13%
Unit 6B: Examining Characteristics of Traditional Literature	24%	76%	59%	42%
Unit 7A; Examining Characteristics of Informational Text	29%	71%	56%	34%
Unit 7B: Finding Information Through Inquiry and Research	12%	88%	79%	65%
Unit 8: Examining Characteristics of Poetry	20%	80%	67%	45%
Unit 9: Examining Characteristics of Persuasive Text	35%	65%	51%	30%

Math Unit Assessments

First Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 1: Data Analysis	13%	77%	60%	36%
Unit 2: Addition and Subtracting up to 10	24%	76%	68%	62%

First Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 3: Time to the Hour	20%	80%	80%	80%
Unit 4: Foundations of Number to 20	23%	77%	60%	49%
Unit 5: Addition and Subtracting up to 20	0%	100%	100%	100%
Unit 7: Number Relationships up to 99	18%	82%	74%	58%
Unit 8: Foundations of Number to 120	18%	82%	57%	47%
Unit 9: Number Relationships up to 120 and Coins	15%	85%	69%	52%
Unit 10: Operations Using Data Representations	5%	95%	81%	50%
Unit 11: Two Dimensional Figures	10%	90%	72%	54%
Unit 12: Fractions and Time to Half Hour	12%	88%	88%	59%
Unit 13 Three Dimensional Figures	10%	90%	89%	67%

Second Grade	Did Not Meet	Approaches Concept	Meets Concept	Masters Concept
Unit 1: Foundation of Numbers	51%	49%	31%	19%
Unit 2: Number Relationships	35%	65%	54%	35%
Unit 3: Addition and Subtraction without Algorithms	29%	71%	57%	30%
Unit 4: Two and Three Dimensional Figures	7%	93%	70%	49%
Unit 5: Fractions	14%	86%	76%	51%
Unit 6: Addition and Subtraction with Algorithms	6%	94%	82%	43%
Unit 7: Data Analysis	12%	88%	74%	52%
Unit 8 & 9: Time and Measurement	24%	76%	61%	30%
Unit 10: Contextual Multiplication	8%	92%	81%	66%

MAP

Reading	1st-20th	21st-40th	41st-60th	61st-80th	80th
First	20%	23%	24%	16%	17%
Second	19%	18%	29%	19%	15%

Math	1st-20th	21st-40th	41st-60th	61st-80th	80th
First	16%	16%	14%	28%	26%
Second	12%	10%	18%	22%	38%

Student Learning Strengths

- Reading: Strong growth across the year with mastery in higher-level comprehension skills (inference, research, persuasive text).
- Math: High mastery in foundational and advanced concepts, with notable strengths in addition/subtraction, fractions, and multiplication.
- MAP: Math achievement is a standout strength, particularly in 2nd grade, where nearly 4 in 10 students are performing at advanced levels.
- F&P: A majority of 2nd graders are exceeding expectations, reflecting effective reading instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need dedicated PLC time and a clear process for analyzing unit assessments and planning instruction that directly aligns with assessment expectations.

Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 2 (Prioritized): There is not a consistent system in place to measure mastery of first grade phonics skills and the effectiveness of Benchmark Phonics instruction.

Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

School Processes & Programs

School Processes & Programs Summary

Special Programs

	GT	ESL	504	DYS	SpEd
1st	7	11	5	6	21
2nd	15	9	4	7	29
Campus	22 / 5.43%	20 / 5.81%	9 / 1.2%	13 / 1.94%	50 / 16.67%

Rtl Program

	Reading Tier 2	Reading Tier 3	Math Tier 2	Math Tier 3
1st	19	14	12	11
2nd	19	9	21	12

Positive Behavior Rewards

Campus Rewards

Date	4-9-2025	5-13-2025
Reward	San Diego Zoo Virtual Field Trip	Extra Recess

Classroom Rewards

Teacher	Dates of Classroom Rewards					
	1	2	3	4	5	6
Enochs	3-21					
Gayler	3-27	4-2	4-16	5-6		
Gardenhire	3-28	4-14	4-21			
Lindberg	3-25	4-8	4-24			
Lambert	3-27	5-5				
Ludwig	3-27	4-3	4-9	4-21	5-12	5-21
Damstra	3-24	3-28	4-9	4-24		
Dixon	3-21	4-1	4-10	4-16	4-24	5-9
Glossup	3-20	3-25	4-2	4-8	4-23	5-5
Hoge	3-20	3-28	4-10	4-16	4-29	
Jeske	3-20	3-28	4-8	4-22	5-22	
Lawler	3-20	3-26	4-2	5-22		
Spinn	3-21	4-8	5-5			

School Processes & Programs Strengths

- The campus demonstrates a robust system of student supports through GT, ESL, 504, Dyslexia, SpEd, and RtI.
- Early and ongoing interventions ensure that academic and behavioral needs are addressed proactively.
- Positive behavior rewards are embedded into the school culture, with both large-scale and classroom-level celebrations reinforcing expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A structured system is needed to monitor student progress, ensure timely interventions for academic and behavior needs.

Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Perceptions

Perceptions Summary

Parent Survey Results

(5 stars = excellent/completely satisfied)

How satisfied are you with the level of security at your child's school?	4.48
How satisfied are you with the level of control the school maintains at all entrances and exits?	4.5
How satisfied are you with the school's visitor policy? The AISD visitor policy may be found at https://www.academyisd.net/Domain/419 .	4.47
How satisfied are you with the level of supervision inside the school?	4.27
During the school day, how satisfied are you with the level of supervision outside, on the school grounds?	4.13
How would you rate the overall communication you receive from Academy ISD?	4.26
How would you rate the overall communication you receive from your child's campus?	4.08
When you have a question, how easy is it for you to obtain the information you need?	4.35
Overall, to what extent do you think that your child enjoys going to school?	4.22
My child's school culture and environment help them learn.	4.21
When visiting your child's school, do you feel welcomed?	4.47

Family & Community Involvement Events

Playground Ribbon Cutting	Aug. 3, 2024
Meet the Bees	Aug. 6, 2024
Grandparents Breakfast	Sept. 6-9, 2024
Bee Keepers Informational Meeting w/Pizza	October 23, 2024

Playground Ribbon Cutting	Aug. 3, 2024
Title 1 Parent Presentation	October 23, 2024
Veteran's Day Parade	November 11, 2024
Christmas Party	December 19, 2024
Book Fair	February 10-12,2025
Valentine's Day/100 Days of School Celebrations	February 13, 2025
Career Day	March 28, 2025
Field Day	May 8, 2025
Grade Level Performances & Awards	May 21, 2025

Perceptions Strengths

- Parents express high trust in school safety, supervision, and accessibility.
- Families report feeling welcomed and involved, reflected in both survey ratings and the diverse schedule of events.
- The campus has built a positive, student-centered culture where children enjoy school and parents feel connected.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents identified communication as the lowest-rated area.

Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 2 (Prioritized): While 12 events were hosted, opportunities remain to expand and deepen family involvement.

Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Priority Problem Statements

Problem Statement 1: Teachers need dedicated PLC time and a clear process for analyzing unit assessments and planning instruction that directly aligns with assessment expectations.

Root Cause 1: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is not a consistent system in place to measure mastery of first grade phonics skills and the effectiveness of Benchmark Phonics instruction.

Root Cause 2: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A structured system is needed to monitor student progress, ensure timely interventions for academic and behavior needs.

Root Cause 3: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents identified communication as the lowest-rated area.

Root Cause 4: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: While 12 events were hosted, opportunities remain to expand and deepen family involvement.

Root Cause 5: Multiple leadership changes throughout the 2024-2025 school year.

Problem Statement 5 Areas: Perceptions

Goals





Goal 1: Meet or exceed all state and federal standards for academic excellence.

Performance Objective 1: 80% of students will meet grade level expectations on end of year math and reading assessments.

Evaluation Data Sources: End of unit math assessments with tracking and progress monitoring

End of nine week reading running record (accuracy/fluency / comprehension) with tracking and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Teachers attend Think Big Conference for professional growth and to support student learning. Strategy's Expected Result/Impact: Teachers will gain new skills and strategies to improve student learning outcomes in reading and math. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Registration and Travel - 211 Federal Funds - Title I, Part A - \$4,500	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Purchase supplies and materials for targeted growth in reading math, and science. Strategy's Expected Result/Impact: Increase student learning growth in reading and math. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2 Funding Sources: STEAM Kits - 211 Federal Funds - Title I, Part A - \$4,250	Formative			Summative
	Nov	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers need dedicated PLC time and a clear process for analyzing unit assessments and planning instruction that directly aligns with assessment expectations. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.
Problem Statement 2: There is not a consistent system in place to measure mastery of first grade phonics skills and the effectiveness of Benchmark Phonics instruction. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Goal 2: Enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.

Performance Objective 1: Increase parent satisfaction with school communication and family engagement by expanding opportunities for meaningful family involvement.

Evaluation Data Sources: Parent attendance logs
End of the year parent survey

Strategy 1 Details	Reviews			
Strategy 1: Opportunities to enhance partner with parents will be provided including Parent Family nights, Title I parent meeting, parent conferences and parent/school communication. Strategy's Expected Result/Impact: Parents will feel more connected as partners in supporting educational improvement efforts. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: STEAM Kits, food - 211 Federal Funds - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: While 12 events were hosted, opportunities remain to expand and deepen family involvement. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Goal 2: Enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.

Performance Objective 2: By the end of the school year, at least 80% of parents will report satisfaction with communication on the annual survey.

Evaluation Data Sources: Monthly Newsletters
End of the year parent survey results.

Strategy 1 Details	Reviews			
Strategy 1: Send a parent newsletter on the 3rd Thursday of every month. Strategy's Expected Result/Impact: Parents receive consistent, timely updates on school events, policies, and student learning, which increases transparency and trust. Regular communication encourages parents to participate in school activities, volunteer opportunities, and support student learning at home. Staff Responsible for Monitoring: Principal Assistant Principal Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parents identified communication as the lowest-rated area. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

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

Performance Objective 1: Create a positive campus culture where faculty members feel valued and supported.

Evaluation Data Sources: Monthly staff survey
Behavior RtI tracking

Strategy 1 Details	Reviews			
Strategy 1: Improve systems and processes for behavioral RtI. Strategy's Expected Result/Impact: Teachers report greater confidence in addressing behavior concerns effectively. Staff feel supported through clear processes, resources, and collaboration with intervention teams. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: A structured system is needed to monitor student progress, ensure timely interventions for academic and behavior needs. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

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

Performance Objective 2: Create positive classroom culture through improved student behavior and self regulation.

Evaluation Data Sources: Tracking data for classroom and campus wide rewards
BOY / MOY / EOY PBIS Teacher Inventory
Behavior Communication Trackers

Strategy 1 Details	Reviews			
Strategy 1: Utilize Positive Behavior Support System throughout the campus. with monthly character trait lessons and daily SEL lessons. Strategy's Expected Result/Impact: A consistent, campus-wide language around expectations and character traits creates a safe, supportive, and predictable environment. Students feel more connected to their peers, teachers, and school community, which leads to greater participation in academics. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.51, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: A structured system is needed to monitor student progress, ensure timely interventions for academic and behavior needs. Root Cause: Multiple leadership changes throughout the 2024-2025 school year.

Campus Funding Summary

199 State Funds - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
211 Federal Funds - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Registration and Travel		\$4,500.00
1	1	2	STEAM Kits		\$4,250.00
2	1	1	STEAM Kits, food		\$1,000.00
Sub-Total					\$9,750.00

Addendums

Our Goals for Student Achievement

Academy ISD Goals

1. Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.
2. Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.
3. Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

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 Elementary 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 Busy Bees (volunteer group)
- Bee Keepers (positive male role model program)
- Parent Advisory Council
- Volunteering

If you would like to volunteer, please contact our volunteer coordinator, Ms. Ybarra, at alesia.ybarra@academyisd.net or 254-982-0057.

Communication About Student Learning

Academy Elementary 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 in the fall
- Progress reports and report cards
- Grade checks through Parent Portal
- Newsletters, updates on the school website, and emails
- Academy Elementary Facebook page & Academy Elementary Remind account

For questions about your child's progress, please contact the teacher by email or call 254-982-0057 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 Elementary School

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 school-parent 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 20 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.