

Academy Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Board Approval Date: September 24, 2025
Public Presentation Date: September 24, 2025

Mission Statement

Academy ISD Mission

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

Academy ISD 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

Needs Assessment Overview

Needs Assessment Overview Summary

List of initiatives implemented as a result of response to Comprehensive Needs Assessment (CNA)

Next Steps:

Moving forward in order to have the supports and resources in place to effectively address CLNA and pandemic-related learning loss, AISD will

- provide rigorous instructional materials designed and implemented to support accelerated instruction and intervention;
- support teachers with professional development and trainings in order to deliver instructional excellence, getting students to achieve more than 1 year of growth in 1 school year;
- provide additional instructional time for students most at-risk, including targeted tutoring (HB1416) and other academic supports during the school day; and
- work to empower and train parents as their child's first teacher.

Demographics

Demographics Summary

Demographics Summary

2024-2025 Academy ISD Student Enrollment

Campus	AISD Total Enrollment
AECC	159
AES	258
AIS	436
AMS	411
AHS	559
BCAS	
Total	1823
	as of 8-26-2024

Official TEA Snapshot enrollment data will be captured on October 31, 2025.

>>All student groups by race/ethnicity, gender, economically disadvantaged:

2023-24 Student Information (TAPR) ACADEMY ISD (014901)

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,798	100.0%	5,517,464	100.0%	1,814	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	14	0.8%	18,968	0.3%	28	1.5%	26,847	0.5%
Pre-Kindergarten	32	1.8%	247,979	4.5%	32	1.8%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	32	1.8%	205,531	3.7%	32	1.8%	205,907	3.7%
Kindergarten	112	6.2%	361,329	6.5%	112	6.2%	361,799	6.5%
Grade 1	127	7.1%	385,096	7.0%	128	7.1%	385,471	7.0%
Grade 2	143	8.0%	402,233	7.3%	143	7.9%	402,576	7.3%
Grade 3	142	7.9%	399,869	7.2%	142	7.8%	400,181	7.2%
Grade 4	140	7.8%	399,137	7.2%	140	7.7%	399,422	7.2%
Grade 5	148	8.2%	399,200	7.2%	149	8.2%	399,419	7.2%
Grade 6	133	7.4%	400,347	7.3%	133	7.3%	400,511	7.2%
Grade 7	132	7.3%	405,118	7.3%	132	7.3%	405,298	7.3%
Grade 8	136	7.6%	414,033	7.5%	136	7.5%	414,195	7.5%
Grade 9	152	8.5%	472,595	8.6%	152	8.4%	472,783	8.5%
Grade 10	143	8.0%	439,091	8.0%	143	7.9%	439,298	7.9%
Grade 11	131	7.3%	406,681	7.4%	131	7.2%	406,966	7.4%
Grade 12	113	6.3%	365,788	6.6%	113	6.2%	367,894	6.7%
Ethnic Distribution								
African American	123	6.8%	706,235	12.8%	124	6.8%	707,609	12.8%
Hispanic	497	27.6%	2,936,051	53.2%	497	27.4%	2,942,144	53.2%
White	1,033	57.5%	1,379,090	25.0%	1,048	57.8%	1,384,437	25.0%
American Indian	3	0.2%	17,886	0.3%	3	0.2%	17,939	0.3%
Asian	18	1.0%	295,946	5.4%	18	1.0%	296,367	5.4%
Pacific Islander	10	0.6%	8,831	0.2%	10	0.6%	8,844	0.2%
Two or More Races	114	6.3%	173,425	3.1%	114	6.3%	173,896	3.1%
Sex								
Female	869	48.3%	2,695,318	48.9%	874	48.2%	2,700,356	48.8%
Male	929	51.7%	2,822,146	51.1%	940	51.8%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	724	40.3%	3,434,955	62.3%	724	39.9%	3,439,856	62.2%
Non-Educationally Disadvantaged	1,074	59.7%	2,082,509	37.7%	1,090	60.1%	2,091,380	37.8%
Section 504 Students	196	10.9%	399,808	7.2%	196	10.8%	400,078	7.2%
EB Students/EL	110	6.1%	1,344,804	24.4%	110	6.1%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	17	0.9%	105,976	1.9%				
Students w/ Dyslexia	108	6.0%	329,004	6.0%	108	6.0%	329,228	6.0%

>>Attendance & Dropouts

2023-24 Attendance & Dropout Rates (TAPR) ACADEMY ISD (014901)

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	94.2%	92.5%	94.0%	94.4%	*	97.1%	92.4%	94.6%	93.2%	93.2%	93.4%
2021-22	92.2%	92.3%	93.3%	93.2%	92.1%	93.6%	94.6%	96.6%	89.8%	93.5%	91.6%	92.1%	93.5%
Chronic Absenteeism													
2022-23	20.3%	19.0%	15.9%	24.3%	17.1%	15.0%	0.0%	5.3%	14.3%	14.3%	22.2%	20.4%	15.9%
2021-22	25.7%	25.8%	22.4%	27.5%	28.1%	19.9%	14.3%	13.3%	50.0%	20.2%	30.6%	26.7%	15.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.7%	0.3%	0.0%	1.2%	0.0%	-	*	*	0.0%	2.2%	0.7%	4.2%
2021-22	0.7%	0.5%	0.6%	0.0%	1.1%	0.5%	-	*	*	0.0%	0.0%	0.8%	4.3%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.6%	0.5%	0.0%	0.0%	0.8%	*	*	*	0.0%	0.0%	0.5%	0.0%
2021-22	2.2%	1.9%	0.9%	2.9%	0.8%	0.9%	0.0%	*	*	0.0%	2.0%	2.3%	0.0%

2023-24 Graduation Profile (TAPR) ACADEMY ISD (014901)

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	125	100.0%	377,367	100.0%
By Ethnicity:				
African American	4	3.2%	46,822	12.4%
Hispanic	26	20.8%	197,333	52.3%
White	87	69.6%	103,009	27.3%
American Indian	3	2.4%	1,181	0.3%
Asian	2	1.6%	19,151	5.1%
Pacific Islander	1	0.8%	574	0.2%
Two or More Races	2	1.6%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	12	9.6%	49,278	13.1%
Foundation H.S. Program (Endorsement)	1	0.8%	16,475	4.4%
Foundation H.S. Program (DLA)	112	89.6%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	11	8.8%	34,589	9.2%
Economically Disadvantaged Graduates	42	33.6%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	3.2%	50,229	13.3%
At-Risk Graduates	37	29.6%	168,430	44.6%
CTE Completers	71	56.8%	116,959	31.0%

>>Enrollment in CCMR

2023-24 College, Career, and Military Readiness (CCMR) (TAPR) ACADEMY ISD (014901)

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	79.1%	74.4%	*	69.2%	79.3%	*	*	*	*	72.7%	66.7%	*
2021-22	70.0%	69.7%	54.4%	42.9%	31.6%	66.2%	*	-	*	*	63.6%	56.3%	*

>>Enrollment in Advanced/Dual-Credit Courses:

2023-24 Other Postsecondary Indicators (TAPR) ACADEMY ISD (014901)

	Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	36.5%	35.4%	37.9%	32.2%	36.6%	*	*	*	11.8%	14.6%	29.7%	20.0%
	2021-22	44.2%	35.2%	32.3%	15.2%	25.7%	36.1%	60.0%	*	*	14.3%	10.5%	23.7%	21.1%
English Language Arts	2022-23	17.4%	12.9%	13.4%	6.9%	8.8%	15.8%	*	*	*	5.9%	0.0%	7.1%	0.0%
	2021-22	16.6%	12.3%	10.8%	0.0%	5.2%	13.2%	20.0%	*	*	0.0%	2.7%	4.5%	0.0%
Mathematics	2022-23	19.5%	16.0%	8.5%	3.4%	5.3%	10.6%	*	*	*	0.0%	0.0%	4.0%	0.0%
	2021-22	19.9%	15.9%	9.7%	6.1%	3.1%	12.1%	0.0%	*	*	0.0%	2.9%	3.8%	0.0%
Science	2022-23	21.5%	19.5%	23.0%	20.7%	21.6%	23.1%	*	*	*	13.3%	13.0%	19.5%	11.1%
	2021-22	21.1%	18.7%	21.3%	9.4%	19.4%	24.1%	40.0%	*	*	0.0%	11.4%	16.3%	23.5%
Social Studies	2022-23	24.0%	17.0%	12.8%	6.9%	7.0%	15.6%	*	*	*	5.9%	0.0%	5.9%	0.0%
	2021-22	22.8%	16.1%	8.4%	3.2%	4.2%	10.3%	0.0%	*	*	0.0%	2.8%	1.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

>>Teacher Gender/Retention/Experience

2023-24 Staff Information (TAPR) ACADEMY ISD (014901)

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	242.8	100.0%	775,882.5	100.0%

Professional Staff	149.2	61.5%	496,151.0	63.9%
Teachers	119.1	49.1%	374,799.9	48.3%
Professional Support	13.9	5.7%	86,026.7	11.1%
Campus Administration (School Leadership)	13.2	5.4%	25,836.1	3.3%
Central Administration	3.0	1.2%	9,488.3	1.2%
Educational Aides	34.7	14.3%	88,200.6	11.4%
Auxiliary Staff	58.8	24.2%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	4.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	38.9	16.0%	421,896.4	54.4%
Teachers by Ethnicity				
African American	7.3	6.1%	47,341.1	12.6%
Hispanic	6.6	5.5%	112,921.8	30.1%
White	105.3	88.4%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.0	0.0%	4,726.6	1.3%
Teachers by Sex				
Males	31.8	26.7%	91,815.2	24.5%
Females	87.3	73.3%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.9	0.8%	9,453.8	2.5%
Bachelors	90.1	75.6%	268,886.4	71.7%
Masters	28.2	23.7%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				

Beginning Teachers	20.6	17.3%	32,507.6	8.7%
1-5 Years Experience	44.4	37.2%	102,619.4	27.4%
6-10 Years Experience	15.6	13.1%	75,585.4	20.2%
11-20 Years Experience	20.2	17.0%	101,415.3	27.1%
21-30 Years Experience	15.6	13.1%	51,471.9	13.7%
Over 30 Years Experience	2.7	2.3%	11,200.2	3.0%
Number of Students per Teacher	15.1	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	2.8	6.0
Average Years Experience of Principals with District	2.6	5.1
Average Years Experience of Assistant Principals	2.2	5.1
Average Years Experience of Assistant Principals with District	2.2	4.3
Average Years Experience of Teachers	8.6	11.1
Average Years Experience of Teachers with District	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$55,784	\$54,272
1-5 Years Experience	\$53,358	\$58,185
6-10 Years Experience	\$56,195	\$61,494
11-20 Years Experience	\$62,928	\$65,219
21-30 Years Experience	\$67,034	\$69,723
Over 30 Years Experience	\$70,905	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$57,968	\$62,474
Professional Support	\$65,974	\$73,783
Campus Administration (School Leadership)	\$76,161	\$86,738
Central Administration	\$130,749	\$116,028
Instructional Staff Percent	62.5%	65.0%
Turnover Rate for Teachers	21.0%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.8	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

>>Teacher-Student Class Size Ratios

2023-24 Student Information (TAPR) ACADEMY ISD (014901)

Class Size Information	District	State
Elementary		
Kindergarten	16.0	18.4
Grade 1	20.8	18.8
Grade 2	20.1	19.1
Grade 3	19.9	19.4
Grade 4	19.4	19.4
Grade 5	20.8	20.9
Grade 6	15.4	19.2
Secondary		
English/Language Arts	12.1	16.3
Foreign Languages	19.9	18.8
Mathematics	16.9	17.5
Science	18.6	18.5
Social Studies	14.5	18.8

>>Student Mobility & Attrition Rates

2023-24 Student Information (TAPR) ACADEMY ISD (014901)

-----DISTRICT----- STATE-----

Mobility (2022-23)					
Total Mobile Students	177	10.2%	864,058	16.1%	
African American	27	1.6%	181,855	3.4%	
Hispanic	52	3.0%	455,070	8.5%	
White	82	4.7%	165,204	3.1%	
American Indian	0	0.0%	3,184	0.1%	
Asian	3	0.2%	27,631	0.5%	
Pacific Islander	2	0.1%	1,840	0.0%	
Two or More Races	11	0.6%	29,274	0.5%	
Special Ed Students who are Mobile	32	12.0%	137,466	17.6%	
Count and Percent of EB Students/EL who are Mobile	13	11.4%	196,918	16.3%	
Count and Percent of Econ Dis Students who are Mobile	84	11.6%	622,582	18.6%	
Student Attrition (2022-23)					
Total Student Attrition	157	12.0%	767,390	18.1%	

>>Special Education & all other special programs

2023-24 Student Information (TAPR) ACADEMY ISD (014901)

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	12	0.7%	12,418	0.2%	12	0.7%	12,469	0.2%
Homeless	30	1.7%	77,809	1.4%	30	1.7%	77,942	1.4%
Immigrant	7	0.4%	158,717	2.9%	7	0.4%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	858	47.7%	3,624,288	65.7%	874	48.2%	3,632,539	65.7%
Military Connected	253	14.1%	212,919	3.9%	253	13.9%	213,035	3.9%
At-Risk	624	34.7%	2,937,834	53.2%	624	34.4%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	103	5.7%	1,350,113	24.5%	103	5.7%	1,350,920	24.4%
Career and Technical Education	546	30.4%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	436	80.9%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	169	9.4%	469,054	8.5%	169	9.3%	469,170	8.5%
Special Education	266	14.8%	764,858	13.9%	273	15.0%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	266		764,858					
Students with Intellectual Disabilities	148	55.6%	349,307	45.7%				
Students with Physical Disabilities	42	15.8%	144,191	18.9%				
Students with Autism	31	11.7%	124,254	16.2%				
Students with Behavioral Disabilities	38	14.3%	134,373	17.6%				
Students with Non-Categorical Early Childhood	7	2.6%	12,733	1.7%				

Demographics Strengths

Academy Independent School District is distinguished by its commitment to academic excellence, which is evident in the rigorous curriculum and the high standards set for both students and educators. Our dedicated faculty members are continually engaged in professional development to ensure they are equipped with the latest teaching strategies and knowledge, fostering an environment where students are challenged and supported to reach their full potential.

The district also prides itself on its strong community involvement. We have cultivated a collaborative relationship with parents, local businesses, and community organizations, which enhances the educational experience and provides students with a network of support and real-world learning opportunities. This partnership is vital in creating a nurturing environment that extends beyond the classroom.

Furthermore, Academy Independent School District is committed to providing a safe and inclusive environment for all students. We prioritize the well-being of our students by implementing comprehensive safety measures and promoting a culture of respect. Our focus on supporting parents with the overall development of our students' with strong character and the skills necessary to navigate the complexities of the world around them.

In addition, the district offers a wide range of extracurricular activities that cater to diverse interests and talents. From athletics to arts and academic clubs, these programs are designed to enrich the student experience, promote teamwork, and develop leadership skills. Participation in these activities not only enhances students' educational journey but also prepares them for future endeavors by fostering a well-rounded skill set.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2023-2024 AISD turnover rate for teachers was 21% versus the state rate of 19.1% which lags behind the state average.

Root Cause: Significant improvement in teacher turnover have taken place (in 2022-2023 the AISD teacher turnover was 28.7% versus State rate of 21.4%). Teacher pay continues to be a challenge with neighboring large districts paying significantly more.

Problem Statement 2 (Prioritized): Student performance in mathematics demonstrates a strong overall performance with 79% passing as compared to the region (passing rate of 70%) and the State (passing rate of 72%). However, 6th grade math performance decreased by 12%, indicating a need for focusing on mathematics resources and instruction with our Pre K - 6th grade students.

Root Cause: While the district uses TEKS Resources System as the primary curriculum, there has not been a vertically aligned mathematics resource in grades 1-5 for consistent instruction and mathematics practice.

Student Learning

Student Learning Summary

2024-2025 ACADEMY ISD ACCOUNTABILITY RATING = B (82 out of 100)

Academic Year	Overall Rating	Score
2024-2025	B	82
2023-2024	B	83
2022-2023	C	78
2021-2022	B	84
2020-2021	Not Rated*	
2019-2020	Not Rated*	
2018-2019	B	85

*Given the impact of Covid-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

DOMAIN #1 Student Achievement Rating = B (82 out of 100)

Student Achievement Calculation

Component	Score
STAAR Performance	54
College, Career and Military Readiness	79
Graduation Rate	99

DOMAIN #2 School Progress Rating = B (80 out of 100)

School Progress Calculation

Component	Score
Academic Growth	70
Relative Performance	74

DOMAIN #3 Closing the Gaps Rating = B (81 out of 100)

Closing the Gaps Calculation

Component	Score
All Students *Meets and above Academic Achievement (RLA)	63%
All Students *Meets and above Academic Achievement (Math)	47%
All Students Academic Growth Status (RLA)	72%
All Students Academic Growth Status (Math)	67%
College, Career and Military Readiness	70%
Graduation Rate	95.5%

Student Learning Strengths

Academy High School STAAR EOC

AISD EOC State, Region, District Comparison 2019, 2021, 2022, 2023, 2024								
English I	% Approaches	% Meets	% Masters		US History	% Approaches	% Meets	% Masters
2019 State	63	49	12		2019 State	88	63	26
2021 State	66	50	12		2021 State	81	54	22
2022 State	63	48	11		2022 State	89	71	44
2023 State	72	52	13		2023 State	94	70	38
2024 State	70	52	16		2024 State	96	69	37
2019 Region 12	61	47	9		2019 Region 12	87	50	22
2021 Region 12	67	50	10		2021 Region 12	82	53	20
2022 Region 12	64	48	9		2022 Region 12	91	72	42
2023 Region 12	73	51	12		2023 Region 12	94	70	35
2024 Region 12	71	52	14		2024 Region 12	96	70	35
2019 AISD	68	55	11		2019 AISD	96	75	40
2021 AISD	70	51	12		2021 AISD	91	59	12
2022 AISD	81	62	12		2022 AISD	96	75	40
2023 AISD	84	63	12		2023 AISD	96	70	25
2024 AISD	77	70	19		2024 AISD	99	78	32
English II	% Approaches	% Meets	% Masters		Biology	% Approaches	% Meets	% Masters
2019 State	67	51	8		2019 State	93	75	47
2021 State	70	57	11		2021 State	88	69	43
2022 State	71	57	9		2022 State	82	57	23
2023 State	74	54	9		2023 State	88	56	21
2024 State	75	58	9		2024 State	91	56	19
2019 Region 12	67	50	6		2019 Region 12	92	73	43
2021 Region 12	72	58	8		2021 Region 12	90	71	42

AISD EOC State, Region, District Comparison 2019, 2021, 2022, 2023, 2024								
2022 Region 12	72	58	7		2022 Region 12	83	55	19
2023 Region 12	75	55	8		2023 Region 12	88	54	18
2024 Region 12	76	58	7		2024 Region 12	91	54	16
2019 AISD	78	62	10		2019 AISD	93	73	39
2021 AISD	86	74	15		2021 AISD	90	62	34
2022 AISD	81	66	10		2022 AISD	92	69	16
2023 AISD	90	76	14		2023 AISD	91	55	10
2024 AISD	89	84	8		2024 AISD	95	64	18
Algebra I	% Approaches	% Meets	% Masters					
2019 State	84	62	39					
2021 State	72	41	23					
2022 State	74	46	30					
2023 State	79	43	23					
2024 State	81	43	24					
2019 Region 12	80	54	32					
2021 Region 12	72	38	20					
2022 Region 12	73	43	25					
2023 Region 12	78	40	19					
2024 Region 12	80	40	19					
2019 AISD	83	44	29					
2021 AISD	65	28	14					
2022 AISD	70	35	21					
2023 AISD	77	29	16					
2024 AISD	81	38	24					

Academy Middle School STAAR 6th-8th

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022												

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
Grade 6 Math	% Approaches	% Meets	% Masters		Grade 7 Math	% Approaches	% Meets	% Masters		Grade 8 Math	% Approaches	% Meets	% Masters
2019 State	82	52	26		2019 State	82	52	26		2019 State	82	52	26
2021 State	66	34	14		2021 State	54	25	11		2021 State	60	35	10
2022 State	72	37	15		2022 State	59	29	12		2022 State	70	38	13
2023 State	75	40	16		2023 State	63	37	11		2023 State	76	46	17
2024 State	72	39	14		2024 State	56	34	11		2024 State	72	43	16
2019 Region 12	79	43	17		2019 Region 12	72	39	15		2019 Region 12	76	50	24
2021 Region 12	69	36	14		2021 Region 12	55	24	9		2021 Region 12	64	37	9
2022 Region 12	73	36	14		2022 Region 12	58	28	10		2022 Region 12	66	32	9
2023 Region 12	74	36	13		2023 Region 12	64	36	10		2023 Region 12	74	41	12
2024 Region 12	69	35	11		2024 Region 12	55	33	10		2024 Region 12	68	34	9
2019 AISD	89	53	24		2019 AISD	78	36	7		2019 AISD	87	61	16
2021 AISD	82	55	26		2021 AISD	60	17	0		2021 AISD	79	44	0
2022 AISD	90	59	29		2022 AISD	58	21	4		2022 AISD	81	44	13
2023 AISD	89	61	22		2023 AISD	77	41	3		2023 AISD	82	57	28
2024 AISD	77	38	8		2024 AISD	72	47	9		2024 AISD	79	53	15
Grade 6 Rdng	% Approaches	% Meets	% Masters		Grade 7 Rdng	% Approaches	% Meets	% Masters		Grade 8 Rdng	% Approaches	% Meets	% Masters
2019 State	75	48	21		2019 State	75	48	21		2019 State	75	48	21
2021 State	61	31	14		2021 State	68	44	25		2021 State	72	45	21
2022 State	69	42	22		2022 State	78	54	37		2022 State	82	56	37
2023 State	77	52	22		2023 State	78	55	27		2023 State	83	58	28
2024 State	77	57	26		2024 State	74	54	29		2024 State	81	56	29
2019 Region 12	64	32	14		2019 Region 12	72	43	25		2019 Region 12	76	50	24
2021 Region 12	61	29	25		2021 Region 12	68	42	23		2021 Region 12	72	43	19

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
2022 Region 12	68	38	20		2022 Region 12	77	50	33		2022 Region 12	81	53	33
2023 Region 12	75	48	18		2023 Region 12	77	51	23		2023 Region 12	83	55	24
2024 Region 12	75	52	20		2024 Region 12	73	50	24		2024 Region 12	81	53	26
2019 AISD	79	47	25		2019 AISD	73	49	28		2019 AISD	83	61	30
2021 AISD	59	41	18		2021 AISD	68	41	22		2021 AISD	87	59	25
2022 AISD	83	55	37		2022 AISD	81	57	40		2022 AISD	85	60	35
2023 AISD	88	65	19		2023 AISD	92	76	42		2023 AISD	87	64	32
2024 AISD	80	56	22		2024 AISD	86	66	32		2024 AISD	86	64	31
					Grade 8 Writing	% Approaches	% Meets	% Masters		Grade 8 Science	% Approaches	% Meets	% Masters
					2019 State	68	38	14		2019 State	81	54	25
					2021 State	61	31	9		2021 State	67	42	23
					2022 State	N/A	N/A	N/A		2022 State	73	43	22
					2023 State	N/A	N/A	N/A		2023 State	74	47	17
										2024 State	70	44	17
					2019 Region 12	65	35	12		2019 Region 12	78	44	19
					2021 Region 12	61	25	6		2021 Region 12	69	42	21
					2022 Region 12	N/A	N/A	N/A		2022 Region 12	69	38	18
					2023 Region 12	N/A	N/A	N/A		2023 Region 12	72	42	13
										2024 Region 12	68	41	14
					2019 AISD	73	41	13		2019 AISD	87	61	31
					2021 AISD	62	36	8		2021 AISD	90	62	29
					2022 AISD	N/A	N/A	N/A		2022 AISD	82	49	25
					2023 AISD	N/A	N/A	N/A		2023 AISD	77	52	19
										2024 AISD	85	58	28
										Grade 8 SS	% Approaches	% Meets	% Masters
										2019 State	81	55	33

AISD Grades 6-8 State, Region, District Comparison 2019, 2021, 2022													
										2021 State	56	27	13
										2022 State	59	29	17
										2023 State	62	33	16
										2024 State	60	33	17
										2019 Region 12	63	29	15
										2021 Region 12	57	25	11
										2022 Region 12	55	25	14
										2023 Region 12	56	27	12
										2024 Region 12	56	27	12
										2019 AISD	83	48	26
										2021 AISD	76	36	17
										2022 AISD	55	17	11
										2023 AISD	57	25	8
										2024 AISD	65	36	22

Academy Elementary School STAAR 3rd-5th

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
Grade 3 Math	% Approaches	% Meets	% Masters		Grade 4 Math	% Approaches	% Meets	% Masters		Grade 5 Math	% Approaches	% Meets	% Masters
2019 State	82	52	26		2019 State	82	52	26		2019 State	82	52	26
2021 State	61	30	14		2021 State	58	35	21		2021 State	59	43	24
2022 State	70	42	21		2022 State	69	41	23		2022 State	76	47	24
2023 State	73	45	19		2023 State	71	48	22		2023 State	80	51	21
2024 State	70	42	15		2024 State	69	46	21		2024 State	77	50	19
2019 Region 12	76	44	21		2019 Region 12	70	41	23		2019 Region 12	81	51	31
2021 Region 12	61	27	12		2021 Region 12	58	33	20		2021 Region 12	72	43	24

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
2022 Region 12	68	37	17		2022 Region 12	65	37	19		2022 Region 12	74	42	20
2023 Region 12	71	41	16		2023 Region 12	66	42	17		2023 Region 12	79	48	18
2024 Region 12	69	40	13		2024 Region 12	66	42	17		2024 Region 12	75	47	16
2019 AISD	89	49	22		2019 AISD	77	51	26		2019 AISD	94	72	47
2021 AISD	60	21	6		2021 AISD	70	39	23		2021 AISD	94	67	41
2022 AISD	76	48	24		2022 AISD	76	46	20		2022 AISD	80	51	18
2023 AISD	71	37	15		2023 AISD	71	47	19		2023 AISD	90	58	19
2024 AISD	78	42	11		2024 AISD	71	46	26		2024 AISD	90	67	26
Grade 3 Rdng	% Approaches	% Meets	% Masters		Grade 4 Rdng	% Approaches	% Meets	% Masters		Grade 5 Rdng	% Approaches	% Meets	% Masters
2019 State	75	48	21		2019 State	75	48	21		2019 State	75	48	21
2021 State	68	38	19		2021 State	63	36	18		2021 State	72	45	30
2022 State	77	52	31		2022 State	77	54	29		2022 State	80	57	37
2023 State	76	50	20		2023 State	77	48	22		2023 State	81	57	28
2024 State	74	48	21		2024 State	81	51	23		2024 State	79	55	29
2019 Region 12	73	4	24		2019 Region 12	70	37	18		2019 Region 12	75	46	24
2021 Region 12	67	36	17		2021 Region 12	61	33	15		2021 Region 12	72	43	28
2022 Region 12	75	47	26		2022 Region 12	75	50	24		2022 Region 12	79	53	32
2023 Region 12	75	47	16		2023 Region 12	77	44	17		2023 Region 12	80	53	24
2024 Region 12	74	47	17		2024 Region 12	81	47	19		2024 Region 12	78	52	24
2019 AISD	82	43	25		2019 AISD	78	43	27		2019 AISD	81	50	25
2021 AISD	68	35	15		2021 AISD	56	26	11		2021 AISD	81	48	35
2022 AISD	83	58	36		2022 AISD	70	45	18		2022 AISD	89	69	58
2023 AISD	84	55	16		2023 AISD	81	46	21		2023 AISD	89	64	33
2024 AISD	85	61	26		2024 AISD	88	53	18		2024 AISD	90	66	31

AISD Grades 3-5 State, Region, District Comparison 2019, 2021, 2022													
					Grade 4 Writing	% Approaches	% Meets	% Masters		Grade 5 Science	% Approaches	% Meets	% Masters
					2019 State	68	38	14		2019 State	81	54	25
					2021 State	53	26	8		2021 State	61	30	12
					2022 State	N/A	N/A	N/A		2022 State	66	37	17
					2023 State					2023 State	65	36	16
										2024 State	58	28	11
					2019 Region 12	59	26	7		2019 Region 12	70	43	20
					2021 Region 12	50	23	6		2021 Region 12	62	29	11
					2022 Region 12	N/A	N/A	N/A		2022 Region 12	63	33	14
					2023 Region 12					2023 Region 12	63	32	13
										2024 Region 12	54	25	9
					2019 AISD	66	40	12		2019 AISD	90	59	37
					2021 AISD	44	15	2		2021 AISD	84	51	20
					2022 AISD	N/A	N/A	N/A		2022 AISD	87	57	23
										2023 AISD	74	40	14
										2024 AISD	69	26	11

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in mathematics demonstrates a strong overall performance with 79% passing as compared to the region (passing rate of 70%) and the State (passing rate of 72%). However, 6th grade math performance decreased by 12%, indicating a need for focusing on mathematics resources and instruction with our Pre K - 6th grade students.

Root Cause: While the district uses TEKS Resources System as the primary curriculum, there has not been a vertically aligned mathematics resource in grades 1-5 for consistent instruction and mathematics practice.

Problem Statement 2 (Prioritized): In the Student Safety Survey in the spring of 2025, approximately 2.6% of students reported that they did not feel safe at school. 9% of students also reported that they experienced cyberbullying.

Root Cause: While the percentage of students who report that they do not feel safe is a very small percentage, work still needs to be done to seek avenues for these student to have

resources and methods of communicating their discomfort around safety. The methods of cyberbullying lean heavily to social media and text messages as reported by students.

Problem Statement 3 (Prioritized): 2023-2024 AISD turnover rate for teachers was 21% versus the state rate of 19.1% which lags behind the state average.

Root Cause: Significant improvement in teacher turnover have taken place (in 2022-2023 the AISD teacher turnover was 28.7% versus State rate of 21.4%). Teacher pay continues to be a challenge with neighboring large districts paying significantly more.

District Processes & Programs

District Processes & Programs Summary

This is not a comprehensive list

Curriculum & Instruction

STAAR Redesign

Redesign of (STAAR) State of Texas Assessments of Academic Readiness as a result of House Bill 3906.

Highlights of the STAAR redesign include:

- Fully transitioning Texas to online assessments
- New item types with a cap so that no more than 75% of any STAAR test can be multiple choice
- Reading language arts redesign that eliminates standalone writing for grades 4 and 7 and reflects the new Texas Essential Knowledge and Skills
- Prioritizes cross-curricular content integration for RLA passages
- Possibility of a longer-term STAAR redesign that replaces the existing one-time end of year STAAR with assessments administered throughout the course of the year.

Professional Development

1. Mental Health/Suicide Prevention

2. Social/Emotional strategies for establishing and maintaining positive relationships among students, including conflict resolution

3. Preventing, identifying, responding to, and reporting incidents of bullying and harassment

4. UIL Safety Training

5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children

6. Increasing awareness and implementation of trauma-informed care

7. Administration of an epinephrine auto injector

8. Safety & Security / Standard Response Protocols (SRPs)

9. Bloodborne Pathogens

10. Diabetes Training

11. Gifted & Talented

12. T-TESS Training

Leadership decision-making processes

DIP/CIP

District Education Improvement Counsel (DEIC)

Federal Programs

Safety & Security

School Health Advisory Counsel (SHAC)

Support Services

Child Nutrition

Technology

Transportation

Extracurricular/Co-Curricular

Athletics

Band

FFA

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: AISD teachers and instructional aides have varying levels of professional development and content knowledge.

Root Cause: Campus turnover and staffing moves create hurdles to providing embedded instructional coaching & training on how to differentiate instruction to meet students' needs in all content areas, especially for SpEd, EBs, and At-Risk students.

Problem Statement 2 (Prioritized): 2023-2024 AISD turnover rate for teachers was 21% versus the state rate of 19.1% which lags behind the state average.

Root Cause: Significant improvement in teacher turnover have taken place (in 2022-2023 the AISD teacher turnover was 28.7% versus State rate of 21.4%). Teacher pay continues to be a challenge with neighboring large districts paying significantly more.

Problem Statement 3 (Prioritized): In the Student Safety Survey in the spring of 2025, approximately 2.6% of students reported that they did not feel safe at school. 9% of students also reported that they experienced cyberbullying.

Root Cause: While the percentage of students who report that they do not feel safe is a very small percentage, work still needs to be done to seek avenues for these student to have resources and methods of communicating their discomfort around safety. The methods of cyberbullying lean heavily to social media and text messages as reported by students.

Problem Statement 4 (Prioritized): Student performance in mathematics demonstrates a strong overall performance with 79% passing as compared to the region (passing rate of 70%) and the State (passing rate of 72%). However, 6th grade math performance decreased by 12%, indicating a need for focusing on mathematics resources and instruction with our Pre K - 6th grade students.

Root Cause: While the district uses TEKS Resources System as the primary curriculum, there has not been a vertically aligned mathematics resource in grades 1-5 for consistent instruction and mathematics practice.

Perceptions

Perceptions Summary

Parent engagement evaluation/feedback & participation levels:

AISD Parent Survey Spring 2025

348 Respondents

Parent survey results indicate the following overall ratings (out of 5)

Feeling welcome on campus: 4.47

Culture: 4.14

Ease of Information: 4.32

Communication: 4.19

Security: 4.46

Faculty & Staff survey/feedback & participation levels:

AISD Faculty & Staff Fall 2024

124 Respondents

96% report a good or excellent district culture

87.9% report a good or excellent district culture

90.4% report feeling their mental and physical health is valued

97.6% report a high level of parental involvement

95.2% report good or excellent focus on safety

Stay Interviews

Fall 2024

60 interviews

Themes	Key Words
Work Life Balance (66)	4 day, Fridays, Work life balance
Feeling of Support (66)	Support
Celebrating kids (84)	Kids, students
Celebrating peers (15)	Peers, team mates, colleagues
Celebrating leaders (52)	Names of leaders
Positive culture/ atmosphere(63)	Community, family, atmosphere, culture
Communication (22)	Communication

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2023-2024 AISD turnover rate for teachers was 21% versus the state rate of 19.1% which lags behind the state average.

Root Cause: Significant improvement in teacher turnover have taken place (in 2022-2023 the AISD teacher turnover was 28.7% versus State rate of 21.4%). Teacher pay continues to be a challenge with neighboring large districts paying significantly more.

Problem Statement 2 (Prioritized): In the Student Safety Survey in the spring of 2025, approximately 2.6% of students reported that they did not feel safe at school. 9% of students also reported that they experienced cyberbullying.

Root Cause: While the percentage of students who report that they do not feel safe is a very small percentage, work still needs to be done to seek avenues for these student to have resources and methods of communicating their discomfort around safety. The methods of cyberbullying lean heavily to social media and text messages as reported by students.

Problem Statement 3 (Prioritized): Student performance in mathematics demonstrates a strong overall performance with 79% passing as compared to the region (passing rate of 70%) and the State (passing rate of 72%). However, 6th grade math performance decreased by 12%, indicating a need for focusing on mathematics resources and instruction with our

Pre K - 6th grade students.

Root Cause: While the district uses TEKS Resources System as the primary curriculum, there has not been a vertically aligned mathematics resource in grades 1-5 for consistent instruction and mathematics practice.

Priority Problem Statements

Problem Statement 1: 2023-2024 AISD turnover rate for teachers was 21% versus the state rate of 19.1% which lags behind the state average.

Root Cause 1: Significant improvement in teacher turnover have taken place (in 2022-2023 the AISD teacher turnover was 28.7% versus State rate of 21.4%). Teacher pay continues to be a challenge with neighboring large districts paying significantly more.

Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 2: In the Student Safety Survey in the spring of 2025, approximately 2.6% of students reported that they did not feel safe at school. 9% of students also reported that they experienced cyberbullying.

Root Cause 2: While the percentage of students who report that they do not feel safe is a very small percentage, work still needs to be done to seek avenues for these student to have resources and methods of communicating their discomfort around safety. The methods of cyberbullying lean heavily to social media and text messages as reported by students.

Problem Statement 2 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 3: Student performance in mathematics demonstrates a strong overall performance with 79% passing as compared to the region (passing rate of 70%) and the State (passing rate of 72%). However, 6th grade math performance decreased by 12%, indicating a need for focusing on mathematics resources and instruction with our Pre K - 6th grade students.

Root Cause 3: While the district uses TEKS Resources System as the primary curriculum, there has not been a vertically aligned mathematics resource in grades 1-5 for consistent instruction and mathematics practice.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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





Performance Objective 1: All students and each accountability group will grow by 2% on STAAR performance targets for grades 3-10.

HB3 Goal

Evaluation Data Sources: STAAR Meets and Masters Data; TEKS Resource System Common Unit Assessments (CUAs) Data; Local Benchmark Data; IXL diagnostics; TEKS Ready Assessments; Bluebonnet Math Assessments; RTI progress monitoring documentation from Tier 1 (classroom wide support), Tier 2 (targeted small group support) and Tier 3(frequent, intensive support in small student-teacher settings) ; HB1416 Documentation

Strategy 1 Details	Reviews			
Strategy 1: Participate in Reading Academies, PLC meetings, curriculum planning, and progress monitoring using various data sources such as IXL, Bluebonnet Math, Benchmark Reading, TEKS Resource Performance Assessments, Heggerty Writing, and Reading by Design to analyze and adjust instruction as needed with a focus on at-risk, special education/ dyslexia, Emergent Bilinguals, and migrant students to ensure that all students achieve academic growth. Strategy's Expected Result/Impact: Increased academic achievement including growth towards HB3 Early Literacy, Early Math, and CCMR goals as well as special education and Emergent Bilingual students; reduction of failing grades each 9 weeks. Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education, - 289 ESSA, - 244 Perkins Career and Technical Education (CTE)	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement TEKS Resource System and Bluebonnet Math to follow a scope & sequence as guiding documents for lesson planning and pacing to align with our Academic Calendar year. Strategy's Expected Result/Impact: Lesson plans, classroom observations and walkthrough data will show evidence of grade level TEKS instruction and implementation of Curriculum resources; PLC and curriculum planning meetings will show campus-wide teacher participation documented through adjustments/additions to instructional pacing guide/district calendar; utilize ESC12 professional support services for general and special education staff as needed. Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Continue implementation of Multi-Tiered Systems of Support (MTSS)/Rti to assist students struggling with academics and/or behavior. Strategy's Expected Result/Impact: Increased student achievement, early screening and delivery of supports to students including at-risk, struggling learners; classroom observation & walkthrough data will show evidence of small group reading and math instruction; increased teacher knowledge and skills regarding progress monitoring/data tracking and IXL diagnostic data to make informed decisions of Tier 1, Tier 2, and Tier 3 student groups; effective use of PLCs resulting in well-planned grade level content-based lessons focused on the most critical, prerequisite TEKS for upcoming units of study. Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Monitor middle school and high school CTE performance on federal accountability measures for all student groups and make adjustments as need to: 1) improve equity and access; 2) ensure the alignment of course offerings/ programs of study to in-demand and high wage occupations using internet-based Creative Educational Videos (iCEV); and 3) recruit, retain and train highly qualified CTE teachers. Strategy's Expected Result/Impact: Increased achievement and student participation in CTE courses by 6% in middle school and high school; increased program staffing will reflect enrollment needs Staff Responsible for Monitoring: District/Campus Administration Secondary Counselors CTE Teachers Funding Sources: - 199 State Funds - General Fund, - 244 Perkins Career and Technical Education (CTE)		Formative			Summative
		Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Provide K-12 instructional support through training and coaching from Great Minds for grades 1-5 to implement Bluebonnet Math successfully, training and implementation guidance using IXL for grades K-12 and any additional instructional coaching/training will be supported by ESC 12, and implement advanced math courses at the middle school level. Strategy's Expected Result/Impact: An increase in math STAAR achievement for all students and groups including special education and Emergent Bilingual students; reduction in failing grades in math. Staff Responsible for Monitoring: C&I Department District/Campus Administration Teachers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Meet board approved HB3 Early Childhood Literacy and Mathematics and College, Career and Military Readiness (CCMR) goals. In pursuit of growth towards adopted goals, student achievement will increase by 2% on all state assessments.

HB3 Goal

Evaluation Data Sources: Early Childhood Literacy and Mathematics Data (60% of all students will meet the state's "Meets" standard at 3rd grade reading and math); College, Career, and Military Readiness (CCMR) data will reflect that 100% of all high school seniors will graduate without the need for remediation and achieve either 1) an industry-accepted certificate aligned with a living wage job; or 2) enroll in post-secondary education; or 3) enroll in the military.

Strategy 1 Details	Reviews			
Strategy 1: Improve Tier 1 instruction through the use of differentiated and accelerated instructional strategies while implementing small group instruction in core subject areas that is focused and individualized for students at all levels including those who are at-risk of failure in core subject areas. Strategy's Expected Result/Impact: Decrease in failure rates; increased knowledge and skills of teachers participating in specific PLC/PD trainings for differentiation such as technology use in the classroom and Emergent Bilingual language acquisition skills; increased academic achievement on TEKS-specific objectives/areas, and progress monitoring/tracking through IXL. Staff Responsible for Monitoring: District/Campus Administration C&I Department including Instructional Coach Teachers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Improve CTE teacher content knowledge and skills through participation in the CTE Advisory Board, the use of iCEV, College Bridge and Career Craft tracking, ongoing professional development opportunities, and a review of course enrollment data to determine pathway needs. Strategy's Expected Result/Impact: Increased teacher knowledge and skills; increase in industry-based certifications; passing and course completion rates. Staff Responsible for Monitoring: District Administration Secondary Administration Secondary Counselors CTE Coordinator Funding Sources: - 244 Perkins Career and Technical Education (CTE)	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: Ensure that 90% of all parents and guardians participate (in-person or online) in at least one school-sponsored campus activity including but not limited to campus volunteers, extracurricular activities, Open House/Meet the Teacher, 9th grade orientation, 9th grade parent night, online surveys, 6th grade orientation, parent conferences, Bee Pups, Book Fairs, Booster Clubs, Field Day, field trips and/or special holiday program meeting/presentations, Homecoming, Bee Keepers, Grandparents Breakfast, Literacy Night, and/or program specific parent meetings.





Evaluation Data Sources: Positive interactions/response(s) to social media; increased engagement on digital platforms: participation documented in campus sign-in sheets: responses to online surveys: Finals site engagement: Remind/SportsYou/Band App engagement documented in activity reports.

Strategy 1 Details	Reviews			
Strategy 1: Use social media, websites, Finals site, phone calls, email, Google Classroom, Remind, take-home folders, letters to parents, Sports App, Band App, and/or emails to keep all stakeholders informed of school news and events. Strategy's Expected Result/Impact: Improved community-wide relationships and communication with parents and community members. Staff Responsible for Monitoring: District/Campus Administration Campus Office Staff District Webmaster Teachers 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>				

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

Performance Objective 2: Ensure that 75% of all parents and guardians participate in educational improvement efforts focused on student academic growth awareness activities including but not limited to academic performance assessments, Family Night, Title I Parent Night, parent-teacher conferences, STAAR Night, parent letters for Eduphoria data, Senior Meetings, ESL & Dyslexia Family Night, Parent Portal access, and/or new/returning student enrollment meetings with campus and district staff.

Evaluation Data Sources: Parent survey results indicate participation regarding access and awareness of student academic progress and parents report feeling welcomed through the district parent engagement survey.

Strategy 1 Details	Reviews			
Strategy 1: Utilize the district newsletter to inform all stakeholders about district events, health and safety awareness (bullying, cyberbullying, anonymous reporting, human/sex trafficking), monthly Counselor's Corner messages/resources, student celebrations, important dates, community involvement opportunities, Heart of the Hive, game day updates, facility updates, and campus contact information. Strategy's Expected Result/Impact: Parent survey results will reflect positive perceptions/satisfaction with the level of communication. Staff Responsible for Monitoring: District/Campus Administration Campus Faculty & Staff District Webmaster Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Update the Districts volunteer program to provide ease of access to parents and community who wish to volunteer. Streamline processes to include a clear application, background check, training, and evaluation of the volunteer program for future improvements. Strategy's Expected Result/Impact: Increase the number of volunteer applications submitted and streamline communication between campuses and volunteers. The volunteer evaluation survey will be utilized to gather feedback from volunteers as a baseline for implementation. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: A comprehensive school counseling and a discipline management program will be utilized to ensure social and emotional safety, including unwanted physical or verbal aggression and/or sexual harassment, training and awareness around conflict resolution, healthy relationships, violence prevention, suicide prevention, psychological safety, bullying and cyberbullying prevention, dating violence, forms of abuse, sex trafficking awareness, integration of best practices around grief informed/trauma informed care, and psychological safety will be incorporated to reduce discipline referrals and incidents of violence by 2% as reported in PEIMS.

Evaluation Data Sources: Lesson plans; Excel TCA Period (Character Strong and Purposeful People); PEIMS reports; documentation of participation in professional learning; budgets reflecting officer presence on campuses with 1 SRO for each campus; online surveys; guest speakers/presenters

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 1: By the end of the 2025-2026 school year, all secondary students will participate in training focused on reducing incidents of bullying/cyberbullying, healthy/unhealthy/abusive relationships, consent, online safety, social media, self-care practices, and safe adults. Increase stakeholder awareness of the District's initiative, "Protect the A", including health and safety awareness. This includes anonymous reporting, school resource officer awareness, Raptor visitor and alert systems, vaping and fentanyl awareness, and harassment/dating violence (see FFH (LOCAL)).</p> <p>Strategy's Expected Result/Impact: Reduction of violent incidents and bullying/harassment allegations with the use of STOPit, the online anonymous reporting tool to empower students, parents, teachers, and others to report anything of concern to school officials. Agendas and/or sign in sheets will provide supporting data.</p> <p>Staff Responsible for Monitoring: District/Campus Administration Counselors Teachers Students Parents</p> <p>Funding Sources: - 199 State Funds - General Fund</p>				

Strategy 2 Details		Reviews			
Strategy 2: Implement age-appropriate content-specific prevention and awareness programs through all grade levels which support ongoing 1) awareness and training regarding child abuse & sexual abuse; 2) professional development on dating violence; 3) focus on dropout prevention strategies for at-risk students; 4) pregnancy prevention program (AIM for Success @AMS); 5) Red Ribbon Week activities for tobacco, alcohol, and drug awareness (lessons in PE courses, library rotations, and TCA/Homeroom class with guest speakers); and 6) implementation of coordinate health care plans (student fitness assessment data & success of methods of physical activity). Strategy's Expected Result/Impact: Reduction in discipline referrals and incidents of violence; reduction in ISS and DAEP placements. Staff Responsible for Monitoring: Campus Administration SHAC Committee Counselors Librarian Teachers Students Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Evaluate, prioritize and budget for equipment and facility safety needs including surveillance cameras, radios, severe weather detection systems, perimeter fencing, and safety/directional signage. Strategy's Expected Result/Impact: Increased staff & student safety; external security measures implemented; security measures identified by the district safety and security committee implemented with fidelity. Staff Responsible for Monitoring: School Resource Officer Attendance Officer Community Liaison District/Campus Administration Technology Department Operations Department Teachers Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May





Strategy 4 Details		Reviews			
Strategy 4: Implement "The Texas Way," a collaborative campaign to improve the level of sportsmanship in UIL events, decrease the number of ejections at UIL events, and strengthens communities and the relationships between coaches, athletes, officials, and fans. Strategy's Expected Result/Impact: Improved staff and UIL participant safety; improved fan experience Staff Responsible for Monitoring: Athletic Director Coaches Campus Administration District Administration Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: School Resource Officers (SROs) will partner with District and campus administration to provide a safe learning environment for students and staff. SRO duties do not include behavioral or administrative duties. SRO specific responsibilities and services are outlined in the Interlocal Agreement between Bell County and AISD. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Increase the percentage of students and parents reporting that they are aware of the presence of a Bell County SRO and an increase of students and parents reporting they feel safe while on school grounds. Staff Responsible for Monitoring: District Administration Campus Administration School Resource Officers Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May
Strategy 6 Details		Reviews			
Strategy 6: District will implement programs to assist with the intervention of early mental health crisis, positive youth development, substance abuse prevention and intervention, dating violence and suicide prevention. Programs will include reporting avenues, training, and supportive measures for students. Strategy's Expected Result/Impact: An updated suicide protocol will be developed by counselors through partnerships with professional and community resources. Increase awareness of staff and students awareness, investigation, and the response of supportive measures. A continued partnership with Impact Counseling will serve as an additional resources for students and families. Staff Responsible for Monitoring: Campus Administrators Campus Counselors District Administration Funding Sources: - 199 State Funds - General Fund		Formative			Summative
		Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Teen Dating Violence: is defined as the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code. Dating violence and/or harassment of any kind is not tolerated. Victims may make reports to any counselor, administrator, or through the STOPit reporting app. Immediate parent notifications followed by protective measures will be developed in order to protect the victim. Proactive measures include training for staff and administrators at secondary campuses.</p> <p>Strategy's Expected Result/Impact: Reduction or elimination of reports of dating violence or any form of harassment including elimination of DAEP assignments as a result of dating violence or harassment.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors District Administration</p> <p>Funding Sources: - 199 State Funds - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: Utilize the 3 year safety audit and District Vulnerability Assessment (DVA) to identify focus areas and strategies for future improvements . Use data to make adjustments to professional development, Standard Response Protocols (SRPs), communication plans, emergency response planning and the Emergency Operations Plan (EOP).





- Evaluation Data Sources:** Campus safety and security drill logs
Campus Behavior Threat Assessment Team full-day training at ESC12
District Safety & Security Meetings (3 per year)
Weekly Exterior Door Sweep logs
Tabletop exercises
ID badges with Standard Response Protocols (SRPs) badges for all faculty, staff, and substitutes
Portable radios / tablets
Raptor
Faculty & Staff wear ID badges while on campus
Middle School & High School online ticketing for extracurricular events in order to manage capacity
Staff parking tags

Strategy 1 Details		Reviews			
Strategy 1: Enhance the district and campus use of safety resources such as Sentinel for behavior threat assessments and documentation of safety resources. Provide additional substitute resources by purchase tablets for substitute access to Raptor alerts. Strategy's Expected Result/Impact: Consistent use of Sentinel resources by District and Campus Behavior Coordinators. Substitute use of tablets during emergency drills and implementation of the Standard Response Protocol. Staff Responsible for Monitoring: District/Campus Administration Campus Behavior Coordinators SROs Substitute staff Faculty & staff 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>					

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

Performance Objective 3: Continue to enhance and update the District's technology infrastructure to support online testing, one-to-one student devices, and all security measures including the continued use of SMART Tag.

Evaluation Data Sources: Technology program reports; purchase orders; use of 2 step verification; SMART tag usage rates; replacement badges; app reports; Securely reports.

Strategy 1 Details	Reviews			
Strategy 1: Explore the expansion and utilization of combing the student IDs with SMART Tag to include crisis awareness lifeline (suicide, crisis, bell county sheriff's office, emergency services, Texas poison center, and anonymous reporting) on the back of student badges. Strategy's Expected Result/Impact: Live monitoring of student loading and unloading on school buses; continued monitoring of student and bus location to keep transportation, administrators and parents informed. Staff Responsible for Monitoring: District/Campus Administration Transportation Department SROs Bus Drivers 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 District Improvement Plan

Total SCE Funds: \$931,305.00

Total FTEs Funded by SCE: 7.5

Brief Description of SCE Services and/or Programs

At least 55% of the State Compensatory Education (SCE) funds allocated to a district must be used to fund supplemental programs and services designed to eliminate any (1) disparity in performance on assessment instruments administered under the TEC, Subchapter B, Chapter 39, or (2) disparity in the rates of high school completion between (a) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (b) students at-risk of dropping out of school, as defined by TEC, Section 29.081 and all other students. SCE funds can be used to serve any student who is under 26 years of age and who meets one or more of the following: (1) Meets one or more of the 13 State At-Risk Indicators as defined in TEC 29.081(d) (2) Meets one or more of an LEA's, Board-approved Local At-Risk criteria (3) Is enrolled at a Schoolwide Title I campus [regardless of the school's percentage of economically disadvantaged students -- HB3 removed the greater-than or equal to 40% threshold of a Title I schoolwide program] (4) Qualifies as economically disadvantaged (i.e. the student qualifies for free or reduced lunch) at any campus 11-6112-00-001-x24000 Substitute Teachers - HS (Comp Ed) \$ 500.00 11-6112-00-041-x24000 Substitute Teachers - MS (Comp Ed) \$ 500.00 11-6112-00-101-x24000 Substitute Teachers - IS (Comp Ed) \$ 5,000.00 11-6112-00-102-x24000 Substitute Teachers - ECC (Comp Ed) \$ 1,000.00 11-6119-00-101-x24000 Salary or Wages / Teachers - IS (Comp Ed) \$141,434.00 11-6129-00-041-x24000 Salary Support Personnel - MS (Comp Ed) \$20,941.00 11-6129-00-101-x24000 Salary Support Personnel - IS (Comp Ed) \$ 23,788.00 11-6129-00-102-x24000 Salary Support Personnel - ECC (Comp Ed) \$ 96,121.00 11-6129-00-103-x24000 Salary Support Personnel - ES (Comp Ed) \$ 20,160.00

Personnel for District Improvement Plan

<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
AES Support Personnel	Instructional Aide	1
AES Support Personnel	Instructional Aide	1
AIS Support Personnel	Instructional Aide	1
AIS Teacher	Teacher	0.5
AMS Support Personnel	Instructional Aide	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
B. Ashby	Enrichment Aide	AES Enrichment Aide	1
B. McItyre	Instructional Aide	ECC Instructional Aide	1
D. Barabas	Instructional Aide	AIS Enrichment Instruction	.6
H. McNamara	Instructional Aide	ECC Instructional Aide	1
H. Parker	Instructional Coach	AES Instructional Coach	.5
J. Wall	Instructional Aide	AIS Instructional Aide	1
M. Johnson	Instructional Aide	ECC Instructional Aide	1
S. Garcia	Instructional Aide	ECC Technology	1

Plan Notes

Academy 2018-2028

Academy ISD's 10 Year Strategic Plan

Academy ISD Belief Statements

- We believe students are our top priority.
- We believe students are capable of high achievement.
- We believe in the value of each employee.
- We believe education is a shared responsibility between students, staff, families, and community.
- We believe core academics, character development, extracurricular activities, and career & technology education are crucial components of a well-rounded education.
- We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.
- We believe all students have equal worth and deserve to be treated with respect and dignity.

Motto

Academy ISD...Where Success Begins

TEA's Strategic Plan - goals of 60x30TX

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes

four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals.

TEA Strategic Priority 2: Build a Foundation of Reading and Math

TEA Strategic Priority 3: Connect High School to Career and College.

TEA Strategic Priority 4: Improve Low-Performing Schools

The goal of the **TEA's Effective Schools Framework (ESF)** is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs each school.

TEA Effective Schools Framework – Lever 1: Strong School Leadership and Planning

TEA Effective Schools Framework – Lever 2: Effective, Well-supported Teachers

TEA Effective Schools Framework - Lever 3: Positive School Culture

TEA Effective Schools Framework – Lever 4: High-Quality Curriculum

TEA Effective Schools Framework – Lever 5: Effective Instruction

District Education Improvement Committee

Committee Role	Name	Position
Business Representative (Alt)	Matt Wright	Business Representative (Alt)
Business Representative (Alt)	Garrett Ashbey	Business Representative (Alt)
Non-classroom Professional	Brittany Barnes	Bell Co Sheriff's Dept.
Non-classroom Professional	Tonya Drake	Coordinator Health Services
Parent	Erica Stone	AECC Parent
Business Representative	Travis Wilson	Business Representative
Administrator	Marcie Beck	AIS Principal
Classroom Teacher	Doug Robinson	CTE Teacher
Non-classroom Professional	Amy Hodges	AISD Lead Counselor
Administrator	Byron Bundy	AHS Assistant Principal
Administrator	Kasey Pruett	AMS Assistant Principal
Paraprofessional	Derrick Robinson	AISD Paraprofessional
Business Representative	Kenneth Chipman	Business Representative
Non-classroom Professional	Tonya Drake	District RN
Business Representative	Travis Wilson	Business Representative
Classroom Teacher	Tara Robinson	AECC Teacher
Classroom Teacher	Rebecca Hannon	AES Teacher
Community Representative	Sherry Moore	Community Representative
Parent	Rachel Lanham	AMS Parent
Community Representative	Sherry Moore	Community Representative
Classroom Teacher	Krista Jones	AHS Teacher
Administrator	Meagan Pruett	AHS Principal
District-level Professional	Jacki Wright	Director of Marketing and Communications
District-level Professional	Kaci Kleypas	Director of Curriculum & Instructional
Non-classroom Professional	Josh Cox	AISD School Resource Officer
District-level Professional	Cindy Allman	Director of Special Programs
District-level Professional	Brian Nolen	Director of Operations & Transportation

Committee Role	Name	Position
Administrator	Jana Warren	BCAS Director
Administrator	Kelli Schwake	AECC Principal
Administrator	Jeanna Sniffin	AES Principal
Administrator	Cole Ramsey	AMS Principal
Administrator	Michelle Tish	Director of Business Services
Administrator	Calvin Itz	Assistant Superintendent
Administrator	Darla Nolen	Superintendent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 State Funds - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	2	1			\$0.00
3	3	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			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
289 ESSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
244 Perkins Career and Technical Education (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00