

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

Table of Contents

Comprehensive Needs Assessment 3

Demographics 3

Student Learning 5

School Processes & Programs 7

Perceptions 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13

Goal 1: Meet or exceed all state and federal standards for academic excellence. 13

Goal 2: Enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts. 16

Goal 3: Ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning. 18

Site Based Decision Making Committee 20

Campus Funding Summary 21

Addendums 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy Intermediate is a rural campus that serves students in third through fifth grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds, and maintains a total school population of approximately 450 students.

Data was used from various sources such as: the district student management system (TeXEIS), STAAR, and the Academy Elementary TAPR (Texas Academic Performance Report).

AIS Total Enrollment - 436

Students by Grade -

3rd - 142

4th - 146

5th - 148

60.5% White

27.2% Hispanic

5.9% Black

6.8% 2 or More

38% Economically Disadvantaged

4.7% English Learner

23.6% Special Education

7.7% 504

11.9% Gifted Talented

9.0% Mobility

Staff Turnover Rate - 20%

Demographics Strengths

- Even with turnover, the staff is committed to upholding the mission and vision of the Academy Independent School District and maintaining a high growth mindset.
- Academy Intermediate continues to streamline processes to appropriately serve the sub populations of special education, gifted and talented, and dyslexia students in order to provide appropriate instruction and intervention.
- Academy Intermediate is a neighborhood school which lends itself to being a strong part of the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 20% of teachers at Academy Intermediate resigned or changed assignments in 2024-2025.

Root Cause: Relocation, retirement, and advancement

Problem Statement 2 (Prioritized): Almost a quarter of students at Academy Intermediate are identified as needing special education services.

Root Cause: Increased parent advocacy, changes in eligibility criteria (dyslexia no longer 504), improved screening tools

Student Learning

Student Learning Summary

STAAR Subject	2024 Approaches	2025 Approaches
3rd Reading	85%	92%
3rd Math	78%	88%
4th Reading	89%	86%
4th Math	70%	70%
5th Reading	91%	85%
5th Math	89%	82%
5th Science	68%	77%
Special Education Sub-population STAAR Subject		2025 Approaches
3rd Reading		75%
3rd Math		69%
4th Reading		47%
4th Math		28%
5th Reading		57%
5th Math		57%
Math Science		50%

Student Learning Strengths

- Academy Intermediate students continue to outperform the region and state in all STAAR assessments.
- There was an increase of 9% in the Approaches level on 5th grade STAAR Science from 2024 to 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade STAAR Math scores lag behind 3rd and 5th grade in the Approaches level by 8% and 12%.

Root Cause: Different teaching strategies or effectiveness of teachers in that grade.

Problem Statement 2 (Prioritized): 4th grade special education students performed significantly below their peers in 3rd and 5th grade on STAAR Math.

Root Cause: Different teaching strategies or effectiveness of teachers in that grade.

School Processes & Programs

School Processes & Programs Summary

Academy Intermediate utilizes the TEKS Resource System (TRS), Bluebonnet Math, Heggerty Writing, and Benchmark Phonics which is aligned with the Texas Essential Knowledge and Skills (TEKS). The staff incorporates the AISD lesson plan components, TRS assessments, and IXL Diagnostic screeners to meet the high standards of rigor and relevance required for students to be successful in mastering the TEKS and meeting the standard of STAAR. Administrators schedule monthly Professional Learning Community (PLC) time to discuss lesson plans, decipher data, and discuss curriculum and instruction. Teachers focus on designing and implementing research-based strategies to strengthen the instructional core. When students need additional academic or behavioral support, the RTI committee meets, offers suggestions, creates a plan, and reconvenes to monitor student progress. We utilize agreed upon consistency guidelines when addressing misbehaviors within a robust Positive Behavior Intervention Support System.

Teachers display the student expectations/learning targets for each subject. Each grade level is allocated a dedicated 60 minute block daily to provide reading and math interventions. During this time, designated students work with teachers to receive interventions in the classroom. In addition, staff also utilizes supplemental intervention programs as prescribed remediation for struggling learners. EL students participate in programs to help increase their language skills. Many grade level teachers are trained in gifted and talented education and engage in professional development surrounding the best ways to meet the needs of these learners.

We incorporate a variety of things for our students to engage academically and socially.

Gifted & Talented	Passion Projects	Engage in group work 1 day a week	Engage in independent work 3 days a week
Bee Council	Service Projects	Meet Monthly	
Bee of the Month	Outstanding Examples of Monthly Character Trait	Receive certificate, yard sign, and Chick fil A treat	Lunch with family
Bumble Bucks Reward System	Safe, Respectful, Responsible Behavior	Earn individual, class, and campus rewards	
Academic UIL	Academic competitions	Being held at AIS December 2025	
National History Day	5th grade students	Regional & State history competition	February 13, 2026 Regional Event

School Processes & Programs Strengths

- Academy Intermediate employs a robust system of behavior checks and balances to support positive behavior and increased learning.
- Students are provided with a variety of opportunities to engage with their learning in different ways.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were a total of 181 referrals in 24-25 school year which was an increase of 27 over the 23-24 school year.

Root Cause: Implementation of campus wide behavior expectations and consistency guidelines for consequences.

Perceptions

Perceptions Summary

Academy Intermediate provides a variety of opportunities to support all students. Our school counseling program focuses on providing tools for teachers to implement within their classrooms which address the social and emotional needs of all students. Additionally, classroom guidance lessons are held each month to focus on the established character trait. Various counseling resources are used by the counselor to teach designated character traits, small group topics, and more.

Academy Intermediate works diligently to ensure the safety of all students and staff. Safety drills are conducted monthly to ensure all staff and students are proficient in carrying out safety protocols and procedures in a timely manner. Safety bags are provided to teachers which include material needed during a crisis situation. Feedback is provided on drills and adjustments are made. A School Resource Officer is present at AIS every school day for the entire school day. The SRO serves to support with safety and security, daily door checks, as well as attendance and welfare checks.

Family and community involvement is encouraged throughout the school year. A variety of opportunities are available for families and community members in the 25-26 school year. Events such as Meet The Bees, Grandparent's lunches, musical performances, parent teacher conferences, Thanksgiving family lunch, parties, Bee of the Month celebrations, Honeybee Relays, and Career Day.

AIS Parent Survey Spring 2025

Range from 4.25 - 4.69 on a scale of 1.00-5.00 with 5.00 being Highly Satisfied

4.25 - During the school day, how satisfied are you with the level of supervision outside, on the school grounds?

4.25 - My child's school culture and environment help them learn.

4.25 - Overall, to what extent do you think that your child enjoys going to school?

4.69 - When visiting your child's school, do you feel welcomed?

AIS Student Safety Survey Spring 2025

73.6% of students feel safe at school. The locations where they felt unsafe were the restroom, playground, and on buses.

31.1% of students indicated they had been bullied. 26% indicated it was due to their physical looks.

Staff Retention: 24-25 School Year - 20% Turnover

- 1 Retired
- 5 Moved
- 1 Returned to School
- 1 Moved Campuses
- 1 Changed Positions
- 1 Took job outside education

Perceptions Strengths

- Academy Intermediate has created a variety of opportunities to develop and maintain strong relationships with all stakeholders.
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 27% of students surveyed indicated they felt unsafe in areas outside the classroom.

Root Cause: Fewer staff to supervise, larger number of students in a given space, and communication regarding issues is inconsistent.

Priority Problem Statements

Problem Statement 1: 4th grade STAAR Math scores lag behind 3rd and 5th grade in the Approaches level by 8% and 12%.

Root Cause 1: Different teaching strategies or effectiveness of teachers in that grade.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th grade special education students performed significantly below their peers in 3rd and 5th grade on STAAR Math.

Root Cause 2: Different teaching strategies or effectiveness of teachers in that grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There were a total of 181 referrals in 24-25 school year which was an increase of 27 over the 23-24 school year.

Root Cause 3: Implementation of campus wide behavior expectations and consistency guidelines for consequences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 27% of students surveyed indicated they felt unsafe in areas outside the classroom.

Root Cause 4: Fewer staff to supervise, larger number of students in a given space, and communication regarding issues is inconsistent.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Almost a quarter of students at Academy Intermediate are identified as needing special education services.

Root Cause 5: Increased parent advocacy, changes in eligibility criteria (dyslexia no longer 504), improved screening tools

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

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 in grades 3-5.

HB3 Goal

Evaluation Data Sources: STAAR Meets and Masters Data; Common Unit Assessments (CUAs) Data; Local Benchmark Data; IXL diagnostics; RTI progress monitoring data ; HB1416 Documentation





Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement research-based instructional practices using the Bluebonnet curriculum to support student learning aligned with TEKS. Strategy's Expected Result/Impact: Consistency in instructional practices across grade levels; Vertical alignment; Improved math understanding Staff Responsible for Monitoring: Classroom teachers; Campus administrators Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will integrate phonics and writing instruction aligned with TEKS standards to enhance students' foundational reading skills and overall literacy development. Strategy's Expected Result/Impact: Strengthened reading and writing skills Staff Responsible for Monitoring: Classroom teachers; Campus administrators Funding Sources: - 199 State Funds - General Fund, - 211 Federal Funds - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities and encourage students to compete in academic UIL and National History Day events. Strategy's Expected Result/Impact: Deepen subject knowledge and build critical thinking and research skills Staff Responsible for Monitoring: Campus administrators; Classroom teachers; Support Staff Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Invest in high quality supplies and materials targeting growth in reading, math, and science. Strategy's Expected Result/Impact: Strengthened student growth in reading, math, and science Staff Responsible for Monitoring: Campus Administrators Title I: 2.51, 2.52, 2.53 Funding Sources: - 211 Federal Funds - Title I, Part A - \$4,615	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>				

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

Performance Objective 2: Teachers will enhance their use of technology to enhance instructional strategies, better engage students, and support content mastery.





Evaluation Data Sources: Lesson plans; Academic grades; Reports from programs such as IXL and Beanstack

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend the TCEA Elementary Technology Conference to enhance their instructional skills and improve student learning. Strategy's Expected Result/Impact: Enhanced instructional practices; Increased student engagement Staff Responsible for Monitoring: Campus administrators; Classroom teachers Title I: 2.51, 2.52, 2.53, 2.534 Funding Sources: - 211 Federal Funds - Title I, Part A - \$5,520	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in ongoing professional development for online programs such as IXL, Beanstack, and Type to Learn. Strategy's Expected Result/Impact: Enhanced instructional practices; Increased student engagement Staff Responsible for Monitoring: Campus administrators; District curriculum director; Classroom teachers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Ensure all parents and guardians have an opportunity to partner with the campus in educational improvement efforts focused on student academic growth awareness activities.





Evaluation Data Sources: Parent survey results; Attendance logs

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of events to highlight student learning, such as GT/Art Showcase, along with events, such as STEM Night and Literacy Night, where parents participate in the learning alongside their child. Strategy's Expected Result/Impact: Strong parent/school partnerships; Parent understanding of what and how their children are learning Staff Responsible for Monitoring: Campus administrators, Counselor, Classroom teachers Funding Sources: - 211 Federal Funds - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hold two Title 1 information meetings and offer 2 parent-teacher conferences during the year. Strategy's Expected Result/Impact: Parents will understand what Title I funding is and how it supports extra academic resources, interventions, and enrichment opportunities at the school; Parents will understand how these resources benefit their child's learning Staff Responsible for Monitoring: Campus administrators, Counselor, Classroom teachers Funding Sources: - 211 Federal Funds - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement the Beanstack Reading Program. Strategy's Expected Result/Impact: Foster a love of reading among students and their families; Improved reading stamina; Improved reading ability Staff Responsible for Monitoring: Campus administrators, Classroom teachers, Library aide	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 80% of parents will report they are completely satisfied (5 out of 5) with communication they receive from the campus.





Evaluation Data Sources: Campus and district survey results

Strategy 1 Details	Reviews			
Strategy 1: Ensure weekly communication from the campus via teacher and principal newsletters, emails, Remind and Facebook. Strategy's Expected Result/Impact: Build trust; Increased engagement Staff Responsible for Monitoring: Campus administrators, Classroom teachers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Collect regular input through surveys, suggestion boxes, or parent forums to monitor satisfaction and make improvements. Strategy's Expected Result/Impact: Build trust; Improve processes; Increase feelings of satisfaction Staff Responsible for Monitoring: Campus administrators, District communication director Funding Sources: - 199 State Funds - General Fund	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: Reduce discipline referrals and incidents of violence by 2% as reported in PEIMS.





Evaluation Data Sources: PEIMS reports; Tracking data for classroom and campus wide rewards; Behavior RtI Data

Strategy 1 Details	Reviews			
Strategy 1: The Character Strong program will be implemented to ensure students' social-emotional safety is effectively addressed. Strategy's Expected Result/Impact: Promote positive behavior; Develop emotional awareness & self-regulation Staff Responsible for Monitoring: Counselor; Classroom teachers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will continue to implement and refine the Positive Behavior Support System, Bumble Bucks, to promote respectful, responsible, and safe behaviors. Strategy's Expected Result/Impact: Promote positive behavior; Decrease office referrals; Create safer school environment Staff Responsible for Monitoring: Campus administrators, Counselor, Classroom teachers, Support staff Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement an inappropriate behavior notification system to support staff on buses, in the cafeteria, and in specials to enable effective communication with classroom teachers and parents. Strategy's Expected Result/Impact: Promote positive behavior; Decrease office referrals; Create safer school environment Staff Responsible for Monitoring: Campus administrators, Support Staff, Classroom teachers Funding Sources: - 199 State Funds - General Fund	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 2: 85% of parents will report a high degree (4 or 5 out of 5) of satisfaction with the level of school security outside the building, on school grounds.

Evaluation Data Sources: End of year parent survey results

Strategy 1 Details	Reviews			
Strategy 1: Establish clearly defined duty stations on the playground during recess periods to ensure effective supervision. Strategy's Expected Result/Impact: Reduce conflicts; Reduce injuries; Increase level safety Staff Responsible for Monitoring: Classroom teachers; Campus administrators Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Maintain and consistently enforce secure entry procedures, visitor check-ins, and staff ID badge usage. Strategy's Expected Result/Impact: Increased level of safety; Staff/Students/Families will feel safe and secure Staff Responsible for Monitoring: Campus administrators, Office staff, School resource officers Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Regularly hold lock-down, fire, and emergency drills, collect feedback, and make adjustment to ensure staff and student preparedness. Strategy's Expected Result/Impact: Increased level of safety; Staff/Students/Families will feel safe and secure; Ability to respond quickly to emergencies Staff Responsible for Monitoring: Campus administrators Funding Sources: - 199 State Funds - General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Site Based Decision Making Committee

Committee Role	Name	Position
Campus Leader	Marcie Beck	Principal
Professional Staff	Candice Eixman	Assistant Principal
Counselor	Sara Childers	Counselor
Teacher	Chelsey McDaniel	Teacher - Dyslexia
Teacher	Bailey Drake	Teacher - 3rd Grade
Teacher	Jessica Dalziel	Teacher - 4th Grade
Teacher	Kristy Eidson	Teacher - 5th Grade
Business Representative	Lisa Marshall	Business Representative
Community Member	Denise Wilson	Community Member
Parent	Darby Albert	Parent

Campus 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	2	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
211 Federal Funds - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$4,615.00
1	2	1			\$5,520.00
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$10,135.00

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 will enhance and improve communication, engagement, and partnerships with parents, community and staff to support educational improvement efforts.
3. Academy ISD will ensure a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning.

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 Intermediate 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:

- Parent Advisory Council
- Bee Keepers
- Site-based Decision Making Committee
- Volunteering

If you would like to volunteer, please contact our volunteer coordinator, Mrs. Kelemen, at kelli.kelemen@academyisd.net or 254-982-0150.

Communication About Student Learning

Academy Intermediate 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 Intermediate Facebook page & Academy Intermediate Remind account

For questions about your child's progress, please contact the teacher by email or call 254-982-0150 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 Intermediate 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.
- ☐ 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.

- ☐ 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.

- ☐ 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.

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.

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.



Academy Intermediate School
Parent and Family Engagement Policy
2025-2026



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

Communication: Parents are communicated with using a variety of different methods. Some of them may include: daily agenda planners, Bumblebee Buzz folders, campus fliers, campus marquee, campus newsletter, social media accounts, online school website, Blackboard automated phone calls, and Remind 101.

We strongly encourage parents to communicate with staff members. They may be reached via phone calls, notes, emails, daily take home folders, and Remind 101. We believe that through strong, clear communication our students are able to be the most successful. If there is another language that an item needs to be translated into, please let us know and we will try our best to ensure this is done for you.

Parent and Family Learning: We are here to support you through understanding what the Texas academic standards are, and also provide you information about Universal Screener data and Academy ISD assessments. We will also share with you how to monitor your child's progress and ways to work with teachers as a team to help your student. Parents can actively monitor their student's grades through the Parent Portal. Additional classes will be provided to support your student at home, such as how to remain current with the ever changing world of technology and ways to support your children with literacy. We understand that many parents are unable to attend at the select dates, so we will make an effort to provide these information meetings at a variety of dates. If you would like to have a meeting about your child's education to make suggestions, please contact Mrs. Beck or Mrs. Eixman, AIS Principal and Assistant Principal, at 254-982-0150.

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

Title I Program Evaluation: Several times a year our Site Based Decision Making (SBDM) committee evaluates our Title I program and progress. The SBDM, which must include at least one parent, provides input on our Campus Improvement Plan and assists in making decisions about how Title I funds are spent. If you are interested in serving on SBDM, please contact AIS principal, Mrs. Beck. Since we know not all parents are able to serve on this committee, we provide an annual meeting that evaluates the plan and gains parents input on changes for the upcoming year.

Parent and Family Engagement Policy and Home-School Compact: Every spring we must review the Family Engagement Policy and Home-School Compact. We meet together to discuss and make changes to these documents for the next school year. During this time, we would greatly appreciate your support and input! Parents and family members are a crucial, required part of this process. Both of these documents are posted

on our campus website so that parents, family members, and the community have access to them. Our website will allow you to translate any posted information into any of the 107 different languages. The parent policy is also made available during the Annual Title I meeting and is included in our Bumblebee Basics. Your child's teacher will also share information about the Home-School Compact during parent teacher conferences as well as your child's progress at school. All of our parents have the right to participate in decisions relating to their child's education.

Volunteers: At the beginning of the school year and through the year, our librarian, Mrs. Kelemen will be reaching out to parents and offering opportunities for parent involvement. If you would like to volunteer, please contact Mrs. Kelemen at 254-982-0150.

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

AECC, AES, AIS Title I Parent Meeting

September 24,
2025



ESSA Requirements

The Every Student Succeeds Act (ESSA) requires all schools that receive Title I funds hold an annual meeting to:

- Inform you of the school's participation in Title I as a school-wide campus
- Explain the requirements of Title I, and
- Explain your rights as parents and family members to be involved

Title I School Funding

Academy ISD receives has been allocated \$168,410 for the 25-26 school year. These funds will go to the Title I schools: Early Childhood Center, Academy Elementary and Academy Intermediate. The purpose of Title I funds is to improve student academic achievement.

As a Title I school, we receive additional federal funds to support:

- Additional paraprofessionals
- Professional development for school staff
- Funds for supplies for areas of academic need
- Support for homeless students
- Support for parent involvement activities

Title I Requirements

- Written Family and Parent Engagement Policy (available on our website)
- Annual parent meeting
- Create a comprehensive needs plan for each campus based on academic and non-academic data
- Create a Title I plan / Campus Improvement Plan
- Provide parent involvement opportunities using at least 1% of Title I funds
- School-Parent Compact (available on our website)

What is our Title I Plan?

We develop our Title I plan through our campus improvement plan. Each campus has a campus improvement committee made up of teachers, parents, community and business members who review our campus plan. We use campus data to determine areas of need and how our Title funds will be spent.

School - Parent Compact

Our partnership with you as a parent or family member is key to your child's success. As a Title I school, we have a School - Parent Compact which describes how the school will:


- provide high-quality curriculum and instruction;
- hold parent-teacher conferences, annually in elementary schools;
- provide parents with reports on their child's progress;
- provide parents reasonable access to staff
- provide parents opportunities to volunteer; and
- ensure regular two-way meaningful communication between family members and staff, to the extent practicable, in a language family members can understand.

The School-Parent Compact is in our Student Handbook which is online.

Rights of Title I Families

The families of Title I students have rights and responsibilities to:

- be involved in decision-making at the school and district level;
- receive information on your child's academic achievements;
- request and receive information on the qualifications of the teachers and paraprofessionals who are working with your child; and
- request, attend, and participate in meetings to discuss and help make decisions about the education of your child.

A dark green vertical bar on the left and a yellow vertical bar on the right, both extending from the top to the bottom of the slide.

We are excited you are a
part of the
BEE Family!

Title 1 / Beekeeper Meeting
September 24, 2025
AIS Cafeteria 5:30 - 6:30 pm

Parent Name	Campus Students Attend		
Richard Garza	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input type="checkbox"/> AIS
Shilo Gorham	<input type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input type="checkbox"/> AIS
Marano Barrantes. Naomi Barrantes	<input type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input type="checkbox"/> AIS
William Seiber. Karlee Seiber	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
BRIAN TRUETT	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Dustin Dunstan	<input checked="" type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input type="checkbox"/> AIS
Jamar Pena	<input type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input type="checkbox"/> AIS
TRISTAN STATON	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Brenden Coronado	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input type="checkbox"/> AIS
Dylan Rondeau	<input checked="" type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
MICHAEL FILLER	<input checked="" type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
William J. Ashmore	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Randolph Ferguson	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Steven Trusty	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Francis Edwards	<input checked="" type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
Austin Hethy	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS
JOSEPH GEORGE	<input checked="" type="checkbox"/> AECC	<input type="checkbox"/> AES	<input type="checkbox"/> AIS
Emery Williams Sr	<input checked="" type="checkbox"/> AECC	<input type="checkbox"/> AES	<input type="checkbox"/> AIS
Jeff Williams	<input checked="" type="checkbox"/> AECC	<input type="checkbox"/> AES	<input type="checkbox"/> AIS
KYLE ANDERSON	<input checked="" type="checkbox"/> AECC	<input checked="" type="checkbox"/> AES	<input type="checkbox"/> AIS
Colby Michalewicz	<input type="checkbox"/> AECC	<input type="checkbox"/> AES	<input checked="" type="checkbox"/> AIS

Title 1 / Beekeeper Meeting
September 24, 2025
AIS Cafeteria 5:30 - 6:30 pm

[illegible]

Title 1 / Beekeeper Meeting
September 24, 2025
ALS Cafeteria 5:30 - 6:30 pm

[illegible]

ALS Cafeteria 5:30 - 6:30 pm

[illegible]

Title 1 / Beekeeper Meeting
September 24, 2025
AIS Cafeteria 5:30 - 6:30 pm

[illegible]

Title 1 / Beekeeper Meeting
September 24, 2025
ALS Cafeteria 5:30 - 6:30 pm

[illegible]

Title 1 / Beekeeper Meeting
September 24, 2025
AIS Cafeteria 5:30 - 6:30 pm

[illegible]

ALS Cafeteria 5:30 - 6:30 pm

[illegible]

Title 1 / Beekeeper Meeting
September 24, 2025
AIS Cafeteria 5:30 - 6:30 pm

[illegible]

SBDM Public Meeting Agenda w/Notes
October 3, 2025
8:30-9:15 am

- Welcome - Review Meeting Norms
 - Everyone agreed to keep an open mind as we review data and provide feedback
 - Everyone agreed to be engaged and participate
- Discuss STAAR Results
 - What positives do you see in the data?
 - Maintained a B rating on both our campus and district as a whole
 - ELAR has seen a steady increase in % of students approaching or higher since COVID
 - 3rd grade math and ELAR saw a significant increase in % of students approaching or higher from 23-24 to 24-25
 - 5th grade science saw a 10% increase in number of students approaching or higher from 23-24 to 24-25
 - What challenges do you anticipate going forward?
 - Changes in curriculum could impact results
 - New staff across a grade level could impact results
 - Subpopulations need to be a focus across grade levels and tests
- Discuss 2025 CIP
 - Are there particular objectives or strategies that catch your attention?
 - Technology focus objectives - Excited to see Type to Learn and looking forward to how Beanstack impacts reading
 - Safety concerns outside the building and the need to address adult supervision on the playground
 - What do we need to keep in mind as we work through the plan?
 - When comparing academic data, we need to be aware of level of rigor differences in district assessments and STAAR
 - When comparing grades to STAAR cut scores, we need to consider how that is viewed by students and/or parents. Is the correlation appropriate?
- Review Title One Program
 - What are the advantages of the program?
 - Additional funding to support our economically disadvantaged students
 - Requirements that ensure more opportunities for parent involvement
 - How does this information impact planning for the future?
 - If % of economically disadvantaged students drops, that is funding not available to us
 - Important to thoughtfully consider how the funding is used (supports learners for one year or for multiple years)

- Thoughts and Questions
 - No additional questions or thoughts and the meeting was adjourned at 9:34 am.

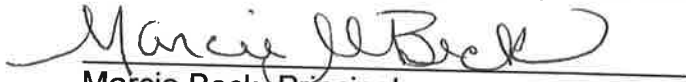
Notice of Public Campus Site-Based Meeting

Academy Intermediate School

A **2024-2025 TEA Campus Accountability Rating** Meeting will be held on October 3, beginning at 8:30 AM, in the library at Academy Intermediate, 107 S. Pondalily, Little River-Academy, Texas, 76554.

1. **Call to Order**
2. **Review 2024-2025 TEA Campus Accountability Rating**
3. **Public Comments**
4. **Adjourn**

The notice for this meeting was posted on September 22, 2025 at 8:00 AM.

A handwritten signature in cursive script, appearing to read "Marcie Beck", is written over a horizontal line.

Marcie Beck, Principal
Academy Intermediate School

Site-Based Decision Making Committee
CIP Review
October 3, 2025
Conference Room

Name	Role	Position	Signature
Marcie Beck	Administrator	Principal	Marcie Beck
Candice Eixman	Administrator	Asst. Principal	C. Eixman
Sara Childers	Non-classroom Professional	Counselor	Sara Childers
Lisa Marshall	Community Representative	Community Member	absent
Bailee Drake	Classroom Teacher	3rd Grade Classroom Teacher	Bailee Drake
Jessica Dalziel	Classroom Teacher	4th Grade Classroom Teacher	J. Dalziel
Kristy Eidson	Classroom Teacher	5th Grade Classroom Teacher	Kristy Eidson
Chelsey McDaniel	Special Education Representative	Special Education Teacher	Chelsey McDaniel
Denise Wilson	Business Representative	Business Member	absent
Darby Albert	Parent	Parent	absent
Kelli Kelemen	Parent	Parent	Kelli Kelemen