Albany ISD

District Improvement Plan

2019-2020

Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

Mission Statement

The Albany Independent School District will provide a quality education for all learners enabling them to function effectively, successfully, and productively in our democratic society.

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Jonathan Scott	Superintendent	
Leigh Lowe	Director of Student Services	
Edward Morales	High School Principal	
John Gallagher	Elementary Principal	
Jenny Scott	High School Counselor	
Susie Beard	Elementary Counselor	
Heather Snyder	Parent	
Cari Heatly	Parent/Business	
Lacey Anderson	Parent/Business	
Andre' Raymond	AHS Teacher	
Jennifer Everitt	AHS Teacher/Parent	
Piper Tankersley	NSES Teacher	
Alison Gardenhire	NSES Teacher	
Darla Cotter	Parent	

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

District ESSA Requirements

Equity Plan *[ESSA Sec. 1112(b)(2)]*: *Albany ISD has a difficult time attracting and retaining excellent certified teachers because of statewide shortage of teachers, to the limited housing in the community and a less competitive compensation for teachers in the area. The limited employment opportunity for a teacher's spouse is also a limitation that Albany ISD has when attracting new teachers. The community of Albany has a limited job market outside of education. Those young teachers without a spouse rarely stay for an extended period of time due to the lack of availability of resources for their lifestyle.*

School Support & Improvement *[Sec. 1112(b)(3)]*:
Albany ISD will provide the support and funds to increase growth in Reading and Math on the Elementary campus.

Poverty Criteria *[Sec. 1112(b)(4)]*:
Albany ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs *[Sec. 1112(b)(5)]*: *For the 2019-2020 school year Albany ISD has focused on the implementation and updating of the schoolwide intervention programs, by working with the GIST teams on both campuses.*

Targeted Participants *[Sec. 1112(b)(6)]*: *After receiving an overall "D", rating the Elementary campus is focusing on the growth of students in Reading and Math.*

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: *(insert FTEs – try TSDS reports DM1-110-004 or DM1-110-006)*

The process we use to identify students at-risk is: *Students are identified by the 13 indicators listed by the state for At-Risk and performance on Screeners, State Exams, and TPRI.*

The process we use to exit students from the SCE program who no longer qualify is: *Students are evaluated by a GIST (General Intervention Support Team).*

AT AISD State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	82%	67%	73%	64%	55%	55%	68%	49%	54%	49%	60%	65%	50%	42%	57%
All Students	93%	86%	88%	84%	82%	78%	84%	75%	80%	80%	69%	82%	74%	65%	80%

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	0%	100%	100%

If State Comp Ed funds are used for Kindergarten-2nd grade, the program for these students should be evaluated and reported.

The comprehensive, intensive, accelerated instruction program at this district/campus *consists of before and after school tutorials for students at-risk, and intervention during the school day.*

Upon evaluation of the effectiveness of this program the committee finds that added intervention was needed, we added intervention time at both campuses. The GIST Team is monitoring these programs at both campuses.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** *[ESSA Sec. 1114(b)(7)(B)]*

Federal	
Program/Funding Source	**Amount of Funding**
Angelyn and Leigh will fill in, as soon as PEIMS DATA is available.	
State	
Program/Funding Source	**Amount of Funding**
Local	
Program/Funding Source	**Amount of Funding**

Goal 1: *All students will attain maximum student achievement through relevant and rigorous instructional programs and will be provided opportunities to meet the individual needs.*

Objective 1: *By May, 2020, each grade level/subject area will meet established standards on the state assessment at 85% or better.*

Summative Evaluation: *Each grade level/subject area will reach 85% or greater on STAAR results.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
The implementation of the approved curriculum framework (TEKS Resource System) will be monitored and reinforced.	2,4	Superintendent, Principals, Director of Student Services	August - May	Local Funds	Training on TEKS Resource System, Lesson Plans, Workdays with ESC 14	Lesson Plans, Observations, Increase in Scores
Utilize formative assessments, interim assessments and benchmarks (2/year)	2,4	Principals, Teachers	August - May	Local Funds	Test Results	Utilization of data to drive instruction and plan for learning needs
Study Disaggregated data from STAAR, TELPAS, Screeners, AimsWeb, formative and benchmark assessments to develop implement intervention	2,4	Principals, Director of Student Services, Intervention Specialist, Teachers	August- May	Local Funds, Title I, Part A, Title III, Part A	Disaggregated data to form instruction	Academic Achievement, Grades, Progress monitoring
Curriculum planning	2,4	Principals, Director of Student Services	August- May	Local Funds	Schedule of Meetings, Charts, Data Collection	Increased Collaboration for planning quality instruction; observation data
All grade level and subject area TEKS will be taught with researched-based instructional design and delivery.	2,4	Principals, Director of Student Services, Intervention Specialist, Teachers	August- May	Local Funds, Title I, Part A, Title III, Part A	Disaggregated data to form instruction	Academic Achievement, Grades, Progress monitoring

Goal 1: *All students will attain maximum student achievement through relevant and rigorous instructional programs and will be provided opportunities to meet the individual needs.*

Objective 2: *Albany ISD students will increase performance on Meets and Masters categories by 10%.*

Summative Evaluation: *The District percentages will increase by 10% in the Meets and Masters categories.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Identify At-Risk students according to state compensatory criteria (as listed in district plan) and provide accelerated instruction to identified students.	2,4	Principals, Counselors, Director of Student Service	2019-2020 School Year	State Comp Ed Funds	TPRI Results, AimsWeb, Screeners, STAAR Scores	Increased Student Performance
Provide Academic Support through tutorials, Intervention and Accelerated Instruction.	2,4	Principals, Counselors, Director of Student Services	2019-2020 School Year	State Comp Ed Funds, Local Funds	TPRI Results, AimsWeb, Screeners, Benchmark, Formative Assessments, STAAR Scores	Increased Student Performance
Provide ELAR teachers with best practices for reading instruction and strategies.	2,4	Principals	2019-2020 School Year	Local Funds, Title I, Part A, Title III, Part A	TPRI Results, AimsWeb, Screeners, Benchmark, Formative Assessments, STAAR Scores	Academic Achievement, Grades, Progress monitoring, STAAR Scores
Focus on Vocabulary Development in Academic and Content Areas.	2,4	Principal, Teachers	2019-2020 School Year	Local Funds, Title I, Part A, Title III, Part A	TPRI Results, AimsWeb, Screeners, Benchmark, Formative Assessments, STAAR Scores	Academic Achievement, Grades, Progress monitoring, STAAR Scores
Provide for the needs of Dyslexia, 504 and ELL students.	2,4	Principal, Director of Student Services Teachers	2019-2020 School Year	Local Funds, Title I, Part A, Title III, Part A	TPRI Results, AimsWeb, Screeners, Benchmark, Formative Assessments, STAAR Scores	Academic Achievement, Grades, Progress monitoring, STAAR Scores

Goal 1: *All students will attain maximum student achievement through relevant and rigorous instructional programs and will be provided opportunities to meet the individual needs.*

Objective 3: *Albany ISD will offer 4 Programs of Study, based on student and community needs and interests.*

Summative Evaluation: *Foundation classes for the set Programs of Study will be set on the Master Schedule.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Teachers will focus on depth and complexity in instructional practices and student learning activities to ensure the readiness of all students for college and career readiness	3	Director of Student Services ; Principals; Teachers	August - May	Local Funds ; Title I, Part A; Title II, Part A; Title III	Prof. dev. registrations and certificates; sign-in documents (local PD); Admin walkthroughs	High quality instructional delivery and design; Administrative observations; Increased academic achievement
Continue to evaluate course offerings and course sequences for graduation and college and career readiness.	3	Superintendent; Director of Student Services; HS Principal; HS Counselor	October - March	Local Funds	Records of meetings w/ counselor / HS principal; timeline for planning and implementation of HB 5 requirements; ESC 14 trainings	Course offerings, sequences, and graduation requirements
Implement graduation requirements and graduation plans as mandated by HB5.	3	HS Principal, HS Counselor	August - May	Local Funds	Course offerings; scheduling documents; graduation plans; Record of grad plan meetings	Graduation plans and student schedules
Expand learning activities and resources for career awareness, career exploration and college and career preparation and readiness.	3	Superintendent; Director of Student Services; Principals; Counselors	August - May	Local Funds, Perkins Funds ?	Work with Workforce Commission, Xello reports, Professional Development	Increased student participation in college/career activities, student feedback, classroom observations

Goal 1: *All students will attain maximum student achievement through relevant and rigorous instructional programs and will be provided opportunities to meet the individual needs.*

Objective 4: *Increase the opportunities for Advanced Credit (AP and Dual Credit).*

Summative Evaluation: *Program Enrollment*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to offer dual credit courses as appropriate for high school students.	3	HS Counselor and Principal	August - June	Local Funds	Course offerings	Student Schedules
Provide increased number of rigorous courses (AP/Pre-AP/Dual Credit) to increase academic programming for GT and general education students	3	HS Counselor and Principal	August - June	Local Funds	Course offerings	Student Schedules

Goal 1: *All students will attain maximum student achievement through relevant and rigorous instructional programs and will be provided opportunities to meet the individual needs.*

Objective 5: *Increase the number of parent and community engagement activities from four to six events.*

Summative Evaluation: *Sign in sheets for events.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Utilize the district and campus websites and district Facebook to inform parents and community about district and campus information and activities and post a calendar of events for the district and campuses.	4	Superintendent, Technology Director, Director of Student Services	All year	Local Funds	Review, updates and maintenance of websites	Review of websites and parent and community feedback.
Post required information such as the District and Campus Improvement Plans, the State Accountability Report, the Student- Parent Handbooks, the Student Code of Conduct, and the AISD Board Policy Manual to the district website	4	Superintendent, Technology Director, Principals, Director of Student Service	All year	Local Funds	Review, updates and maintenance of websites	Review of websites and parent and community feedback.
Communicate with parents via telephone, email, **or** parent-teacher conferences regarding academic progress, attendance, etc.	4	Principals, teachers, school nurse	August - May	Local Funds	Communication Logs	Parent/Student Feedback
Utilize teacher websites and/or Google Classroom to communicate classroom information such as course syllabi, teacher expectations, assignments, and resources	4	Principals, Teachers	August - May	Local Funds	Review, updates and maintenance of websites	Review of websites and parent and community feedback.

Keep parents informed of academic progress via three-week progress notices, six weeks report cards, and other reports.	4	Principals, Teachers, Office Staff	August - May	Local Funds	Copies of reports	Parent signed copies and parental feedback.
Communicate information for elementary students through weekly folders and newsletters.	4	Principals, Teachers	August - May	Local Funds	Copies of reports, weekly folders, newsletters	Parent signed copies and parental feedback.
Continue to provide parental access to "gradebook" via Ascender.	4	PEIMS Secretaries, Technology Director, Principals	August- May	Local Funds	Parent access via computer/app for grade and attendance	Parent feedback, amount of access
Parents, business members and community members will serve on campus and district improvement committees.	4	Superintendent, Principals, Director of Student Services	August - May	Local Funds	Meeting agendas, Sign-in sheets	Sign-in sheets, minutes, increased parental and community input

Goal 2: *All students in Albany ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 1: *By May, 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.*

Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by the amount stated.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campuses will address teen dating violence, sexual harassment, sexual violence, and bullying prevention with students.	4	Principals; Counselors	August- May	Local Funds, State;	Reduction in number of bullying and sexual harassment incidents	Campus Discipline TReports; Resources
Teacher will participate in staff development sessions on bullying, sexual harassment, dating, violence, child abuse, and neglect, human trafficking awareness , suicide prevention and ethics.	4	Superintendent, Principals, Director of Student Services	All year	Local Funds, State	Sign-in Sheets, Professional Development Agendas	Campus discipline, PEIMS reports, Counselor Referrals
Student and Staff will participate in Red Ribbon Week activities to teach students about the dangers of drugs.	4	Principals, Counselors	October	Local Funds	Lesson Plans, Posters, Schedules	Campus discipline, PEIMS reports, Counselor Referrals

Goal 2 : *All students in Albany ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 2: *Albany ISD will implement the facilities safety and security system district-wide.*

Summative Evaluation: *Safety plans, drills and security cameras at each campus*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implement the facility's safety and security systems district-wide.	4	Superintendent, Principals	All Year	Local Funds, Grants	Security System Logs	Safety Evaluation by Region 14 and Cooperation with Law Enforcement
Emergency Management Plan and Procedures Policy	4	Superintendent, Admin Team	August	Local Funds	Review of Procedures with all staff.	Emergency management preparedness
Conduct Routine Safety Drills	4	Superintendent, Principals	All Year	Local Funds, Grants	Documentation of Drills	Drill Reports
Establish Threat Assessment and Digital Threat Assessment Team	4	Superintendent, Principals	Dec 2019	Local Funds	Team Meeting, Agenda and Notes, Training Nov 14	Safety Evaluation by Region 14 and Cooperation with Law Enforcement

Goal 2: *All students in Albany ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 3: *Handbooks and Codes of Conduct will be reviewed and updated to meet the highest quality.*

Summative Evaluation: *Annual Board Review*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All students will be oriented to the Student Handbook and the Code of Conduct during the first week of school	4	Principals, Teachers	August	Local	Acknowledgment Forms, Discipline Referrals	PEIMS Reports
Administrators will review discipline data and create a plan to appropriately address campus discipline issued based on needs.	4	Principals, Admin Team	August- May	Local	Discipline Referrals	PEIMS Reports

Goal 2: *All students in Albany ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 4: *Through training committees will increase knowledge of Administrators and Staff concerning health and wellness, including but not limited to mental, physical and ethical.*

Summative Evaluation: *SHAC Committee Agenda and Sign in Sheets*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
The SHAC Committee will explore and support activities for health and wellness education.	4	Principals, District Nurse, SHAC Committee	August to May	Local Funds	Meeting agendas, sign-in sheets	Committee evaluation of health and wellness education and activities for students and staff.

Goal 2: *All students in Albany ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

Objective 5: *Counselors will be available on all campuses to assist students in educational decisions and ensure mental health needs are being met.*

Summative Evaluation: *Documentation of Guidance lessons, speakers and collaboration agreements.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Incorporate and expand character education on all campuses.	4	Principals, Counselors	August - May	Local Funds	Lessons, Posters, Schedules	Campus Discipline, PEIMS Reports
Provide tobacco, drug, and alcohol prevention to students.	4	Principals, Counselors, District Nurse,	August - May	Local Funds	Lessons, Posters, Schedules	Campus Discipline, PEIMS Reports
Provide Counseling for students as appropriate.	4	Counselors	August- May	Local Funds	Lessons, Posters, Schedules	Campus Discipline, PEIMS Reports
Staff members will participate in mental health professional development	4	Counselors, Director of Student Services	November	Local Funds	Agendas, Posters, Handouts, Schedules	Support of Students

Goal 3: Albany ISD will recruit, support and retain high quality staff members to optimize their impact on student learning.

Objective 1: *Establish recruiting methods to attract possible future staff.*

Summative Evaluation: *Recruiting records, hiring timelines and retention reports*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Establish a comprehensive master schedule to outline specific staffing needs.	1	Superintendent, Principals, Counselors	Feb. 2020	Local	Master Schedule	100% of all staff will be certified where applicable
Sustain an equitable compensation benefits plan for all employees.	1	Superintendent, Business Manager	April 2020	Local, State	Salary Schedule	Salary schedule will be competitive with area districts.
Continue to utilize the District of Innovation initiative for teacher certifications.	1	Superintendent, Principals, Counselors, HR Department	August-June	Local	Teacher Certifications	Number of teachers providing instruction outside of their certification.
Participate in TEA's Grow Your Own program.	1	Superintendent, Principals	August-June	Local, State	Number of participants enrolled in the program.	Records of hiring those individuals enrolled in the program.

<u>Goal 3:</u> Albany ISD will recruit, support and retain high quality staff members to optimize their impact on student learning.

<u>Objective 2</u>: *Analyze workplace culture and develop systems to improve and support engagement among employees.*

<u>Summative Evaluation</u>: *Staff surveys, teacher recognitions, mentor program*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide surveys throughout the year to allow for staff feedback.	1	Superintendent, Dir. of Student Services, Principals	August-June	Local	Summary of survey results	Campus Improvement Plans, Daily procedures, Employee Handbook
Continue to utilize the TTESS system that allows collaboration between staff and administrators.	1	Principal, Staff	August-May	Local	TTESS Evaluations	Goal Setting Worksheets, TTESS Summatives
Establish a long-lasting teacher mentor program to support new teachers to the district.	1	Superintendent, Dir. of Student Services, Principals Counselors	May 2020	Local, State	Written and adopted mentor plan. 2020 Teacher Mentor Roster	Employee Handbook
Create a framework for district leaders to use to increase teacher/staff recognition.	1	Superintendent, Dir. of Student Services Principals	January 2020	Local	Written framework Awards and Recognitions	Teacher retention and/or teacher survey satisfaction report

Goal 3: Albany ISD will recruit, support and retain high quality staff members to optimize their impact on student learning.

Objective 3: *All campuses will be 100% staffed with highly effective, certified (if applicable) personnel.*

Summative Evaluation: *Teacher Certifications*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Identify specific K-3 teachers that will be required to attend a Reading Academy.	1	Superintendent, Dir. of Student Services, Principals	April 2020	Local	Teacher certifications	A complete list of teachers requiring Reading Academy training.
Budget for the number of currently hired teachers needing to attend a Reading Academy.	1	Superintendent, Business Manager, Principals	April 2020	Local, State	Budget	Adopted Budget August 2020
Hire only those K-3 teachers starting in 2021 that have acquired the Reading Academy certification.	1	Superintendent, Principals	May 2021	Local, State	Teacher applications	Teacher Certification records (100% of new hires and current K-3 Teachers)
Continue to utilize the District of Innovation initiative for teacher certifications.	1	Superintendent, Principals, Counselors, HR Department	August-June	Local	Teacher Certifications	Number of teachers providing instruction outside of their certification.
Maintain subgroup certification for required personnel. (ESL, GT, CTE.)	1	Superintendent, Principals Dir. of Student Services	April-August	Local	Teacher Certifications	Subgroup populations will be provided instructions by specifically trained staff.

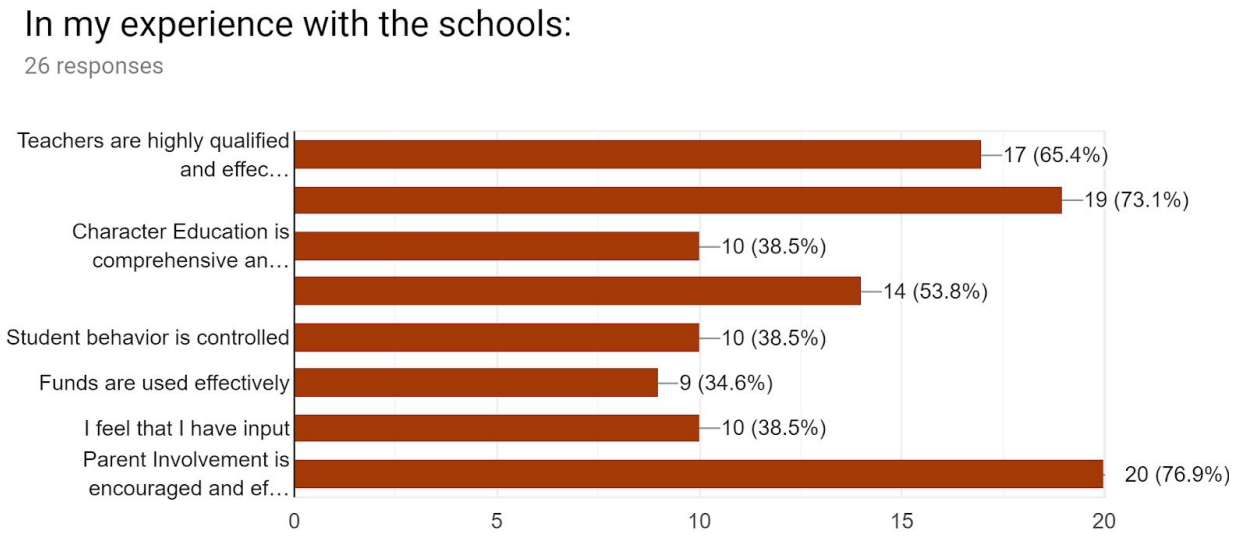
Goal 3: Albany ISD will recruit, support and retain high quality staff members to optimize their impact on student learning.

Objective 4: Support Teachers, Administrators in Staff in Compliance Activities

Summative Evaluation: Federal and State Reports

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Contracted Services to provide assistance in the Application Process, monitoring and compliance for Federal Programs and Accountability	4	Superintendent, Dir. of Student Services, Principals, ESC 14	All Year	Federal Programs	Documentation of Compliance, Expenditures	Compliance and Ratings
Identify At-Risk Students, as listed in State Compensatory Ed and provide teachers with supplies and support for these students.	4	Superintendent, Business Manager, Principals	All Year	State Comp Ed	Documentation of Compliance, Expenditures	Compliance and Ratings

District Comprehensive Needs Assessment

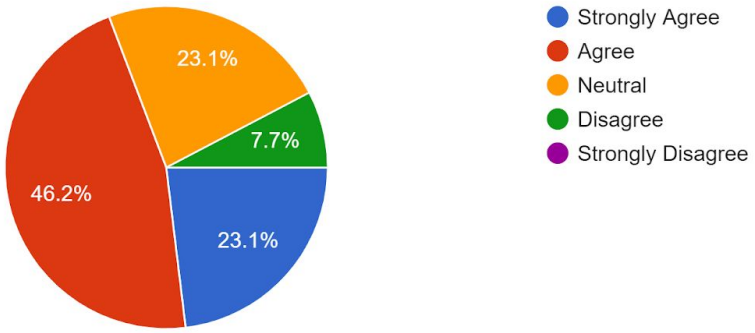


Tutoring/Intervention are delivered in a helpful manner- 2 Bar 19 (73.1%)

Programs and procedures are in place for safety - 4th Bar 14 (53.6%)

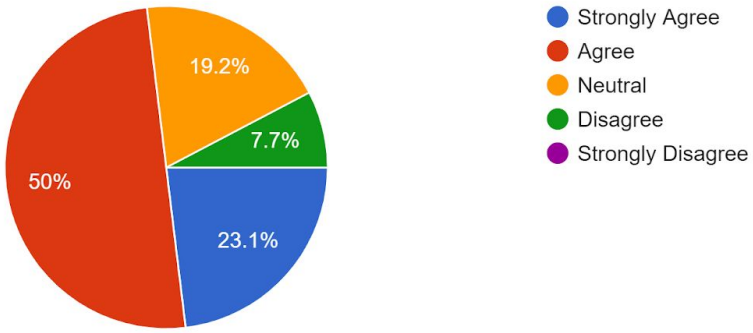
The schools prepare children for the future.

26 responses



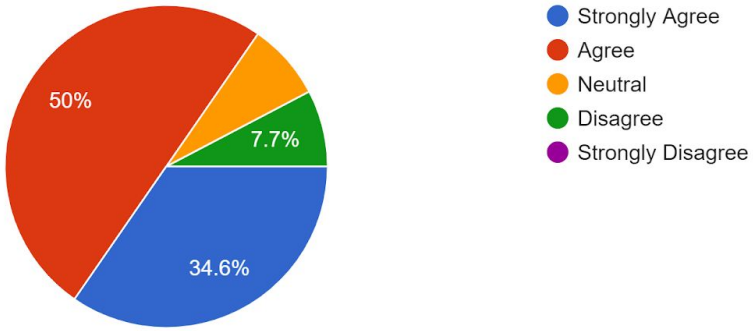
Programs meet requirements (G.T, Special Education, ESL, etc....)

26 responses



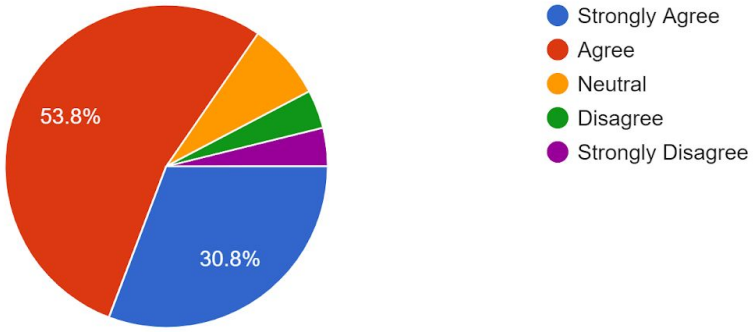
The District is open and explains student achievement.

26 responses



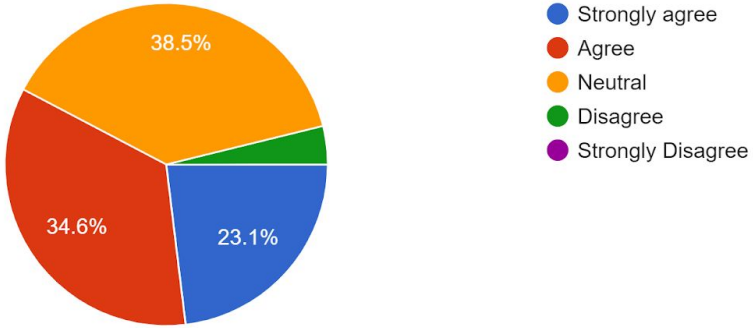
The buildings and properties of the District are clean, well maintained and a pleasant environment for learning.

26 responses



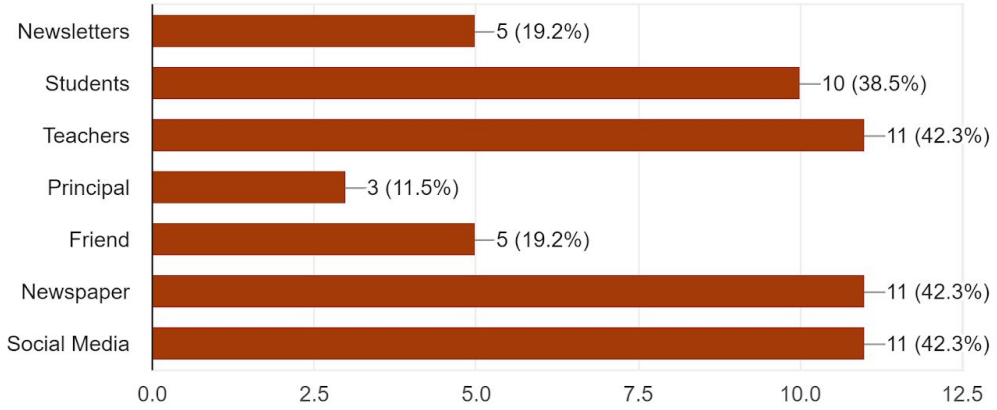
There is a shared understanding for school and District goals.

26 responses



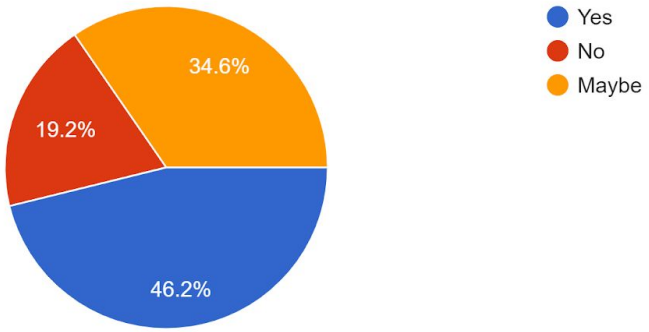
From what source do you receive most information about our schools.

26 responses



Do you feel the school has an adequate emergency plan?

26 responses



What does our District do well?

26 responses

Sports
Sports
Tutoring availability, Accommodating special ed program, too many to name
Supports our students & works hard to help them succeed.
Helping our kids for a better education
Encourage manners and etiquette
Supportive of students with domestic problems
supports students and the community
Supports our students
Encourage parents to be involved
Participate in everything
Athletics with some teachers committed to academic excellence.
Strive for the success of every student in regard to their knowledge, health, safety, morality and in their respect of other students and teachers.
Cub and lion academy, handful of teachers genuinely care about the kids

embrace all children's education
Serves good food in cafeteria
Keeps God in the picture and morals and values.
I've stuck with Albany ISD because my kids love it and the teachers seem to genuinely care about my children. I appreciate that the district still makes prayer apart of sporting events.
Na
We are very supportive of each other and our students
We are very good at football. We also have a strong relationship with the students and are good at recognizing student needs, both academically and socially.
It makes our kids a priority.
Hires quality employees.

What improvements would you like to see?

26 responses

Safety, Identify and get kids that need special ed into the system quicker, More variety of electives, Add in life skills that will benefit all students
Improvements with teachers to follow & be understanding of student accommodations. Less focus on college & more on every student finding a future path, whether trade schools or employment.
They are doing an awesome job so no place for improvement
Earlier/better intervention
Individual Talent based advancement rather than community based.
Teach more real life applications that are not STAAR related. Provide more staff in special education
More parental support in helping raise well rounded students
.
Education
That everyone would get the same opportunity as the next person
I would like to continue seeing the positive growth of academics being as equally supported as athletics.
Continue with the timely upkeep of facilities as funds allow.
Mutual respect between teachers/coaches and students: the faculty does not practice what they preach
Improved communication: Parents are very much in the dark about everything from practices to school work. Organization and communication are very poor
Character and leadership training needs much improvement
Bullying runs rampant
The culture is very exclusionary for both kids and parents : Faculty (not all) do not make any effort to encourage kids and parents participation.
UIL activities, enlarge the band
More encouragement for students to attend technical programs
More Vocational trainings. Vocational teachers who can teach trades so when they get out they have job skills.
Safety procedures
I would like better communication tools or for the teachers to communicate more frequently with the parents.
Schools need a facelift, elementary gym and cafeteria especially
For more teachers to be available and approachable to students who need extra help with school work.

Coaches/Teachers being held to higher standards in school and in the community. Consequences for athletes for all inappropriate actions, words, substance use and attitudes on and off the fields/courts. Harsher Consequences for those who “bully” other kids, more awareness would be a good start!
Less homework, we are working this kids to complete exhaustion, my kids have longer days then I do sometimes. Ensure teachers are following guidelines and laws for those with special needs.
Possibly a built in Math pull out intervention time for the younger grades.
I would like to see our district become more marketable in the workforce so that all teachers will be highly qualified and effective. There is a significant difference in priority and qualification among the teachers.
I’d like to see a more aggressive stand regarding behaviors that go against school policies and procedures. I know I’m “old school” but I’d like to see some harsher consequences
A PK-12 Campus built on NSES grounds. Another special ed teacher on the elementary campus.

Albany ISD

District Improvement Plan

2019-2020

Date of School Board Approval OCT 21 2019