



**Lanier High School**  
**2013-2015**  
**Campus Improvement Plan**  
**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

Completed (✓)	CIP Items
✓	The current membership of the CAC is reported correctly.
✓	The methods of orientation for new CAC members are reported correctly.
✓	The approximate hours spent on CIP development are reported correctly.
✓	The inclusion of district-required action plan objectives was correctly assessed comparing inclusion criteria to campus level and performance.
✓	The CAC was given an opportunity to provide input on the campus needs assessment.
✓	The CAC was given an opportunity to provide input on the campus objectives and strategies to address identified needs.
✓	The CAC was given an opportunity to provide input on the approach to setting campus performance targets.
✓	The CIP action plan component pertaining to campus professional development was approved by the CAC.
✓	The CAC was given an opportunity to review the complete draft CIP prior to submittal.
✓	The CAC was given an opportunity to provide input on the campus budget.

### We Confirm the Above Information ...

Position	Name	Date
Principal	Katherine Ryan	June 3, 2013
Co-Chair	Dr. Rebecca Herman	June 3, 2013
Co-Chair	Maria Ortega	June 3, 2013



## **Austin Independent School District Strategic Plan 2010-2015**

***The Campus Improvement Plan directly supports the AISD Strategic Plan.***

### ***Mission***

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

### ***Vision***

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

### ***Values***

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

### ***Goals***

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

### CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Katherine Ryan

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Maria Ortega	✓					
Parent	DeeDee Evans						
Parent							
Parent							
Parent							
Parent							
Professional Staff Member	Lauren Fuch						
Professional Staff Member	Kirsten Cole Christopherson				✓		
Professional Staff Member	Laura Beal		✓		✓	✓	
Professional Staff Member	Martha Burnett				✓		
Professional Staff Member	Melissa Chan				✓		
Professional Staff Member	Ryan Cengel				✓		
Professional Staff Member	Shanley McLaughlin						Counselor
Professional Staff Member	Teri Arnold						CIS
Professional Staff Member	Dr. Rebecca Herman						
Classified Staff Member	Jeff Kazmierczak	✓					Parent Specialist
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Robin Ann Flynn						Alliance Transportation Group, Inc.
Community Representative	Matt Myers						(Community Representative)

### CAMPUS ADVISORY COUNCIL: CAC Database Information

Email Addresses of CAC Co-Chairs	
Staff Co-Chair	
Non Staff Co-Chair	

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 <sup>nd</sup> Tuesday):	1 <sup>st</sup> Monday
Normal Time:	5:00 p.m.

### CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

According to CAC Bylaws, the principal shall ensure that new CAC members receive orientation to service. Indicate the type(s) of orientation provided to new CAC members.

Check Any As Applicable (✓)	Method of Orientation
✓	Self-Orientation Using Materials on CAC Website
✓	Orientation at CAC Meeting (Provided by Campus)
✓	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

### CAMPUS ADVISORY COUNCIL: Level of Participation in 2013-2014 CIP Development

The CAC must have opportunities for meaningful involvement in CIP development. Indicate the approximate hours spent on 2013-2014 CIP development. At a minimum, this must include: (1) opportunities for the CAC to provide input on the campus needs assessment, the campus objectives and strategies to address identified needs, and the approach to setting campus performance targets; (2) CAC approval of the action plan component pertaining to campus professional development; and (3) CAC review of the complete draft CIP prior to submittal.

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
3	15

## CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

### CAMPUS NEEDS ASSESSMENT

***The following data were reviewed:***

- STAAR results
- Benchmark results: B.O.Y.(Beginning of Year), M.O.Y.(Middle of the Year), and S.C.A. (Short Cycle Assessments)

***Based on review of the above data, the following areas of needed improvement were identified:***

- Literacy Improvement
- Algebra I

### ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the Reading level of the English Language Learners population LHS 38%</b>					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Family Literacy Night	Principal Kathy Ryan, School Improvement Facilitator Melissa Chan, Family Literacy Committee (TBD)	Texas Literacy Initiative TTIPS funding for Teacher Leaders Texas Literacy Initiative TTIPS funding for Teacher Leaders Increased access to technology to support student literacy (e.g. two class sets of NOOKS pre-loaded with high interest, high lexile reading materials) New texts and resources to support	Sign in sheet show repeated family attendance and grow in interest Exit survey about the program End product being a book comprised of the participants work	Yearlong and end of year	Not Yet Started

		literacy based courses for students at all grade levels Extensive summer curriculum writing, with cross-content literacy focus, for new courses being offered			
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Table #CI-2 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the Writing level of the following populations: All students LHS 40%, African American LHS 37%, Hispanic LHS 39%, White LHS 48%, Economy Disadvantaged LHS 40%, English Language Learners LHS 18%, and Special Educational LHS 37%.</b>					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
The addition of writing support classes in addition to the current English course	Principal Kathy Ryan, Academy Director Steve Covin, Core Teachers Ms. Woods, Ms. Southerland, and Ms. San Miguel	Classrooms, Region XII professional development	Number of students enrolled in these classes Professional Learning Communities agendas and minutes Assessments	Yearlong	In Progress

Table #CI-3 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the Social Studies level of English Language Learners LHS 43%, Special Educational LHS 46%</b>					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
The addition of writing support classes in addition to the current the students current U.S. History course	Principal Kathy Ryan, Academy Director Steve Covin, Assistant Principal Larry De La Cruz	District Training Robert Hillhouse Three training 1) General Overview of Teaching to ELL's 2) Specialized Activates for ELL students 3) Test taking Strategies	Test results for informal and formal assessments	Yearlong	In Progress

		for ELL students			
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Table #CI-4 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the Participation Rate in Reading LHS 93% and Mathematics LHS 92% in the Sp. Ed. Population</b>					
Applicable Strategic Plan Goal(s):1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Insure and monitor attendance in classes  Continuous stress over the importance of taking assessment exams	Principal Kathy Ryan, Academy Director Steve Covin, Assistant Principal Larry De La Cruz		Increased participation in the targeted population	Yearlong	In Progress

Table #CI-5 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the Postsecondary Readiness population LHS 73%</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Offering additional time space for students to recover credits to ensure they graduate with their cohort on the recommended plan Credit recovery classes during the day, Twilight classes before and after school, all students are scheduled on the recommended plan, unless approval is given by a principal  College readiness is a focus of the Advisory classes	Administration	Funding for Delta staff Classroom for Delta courses	Increase in the number of students graduating on the recommended plan	Yearlong	In Progress

(add additional rows and tables as needed)



## DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

### REQUIRED FOR ALL CAMPUSES

Table #DR-1					
<b>Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.</b>					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
The campus will show evidence of an environmental change using Coordinated School Health materials.	Principal Kathy Ryan	None	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	Yearlong and end of year	In Progress
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	PE Teacher K. Moten, Athletic Director O. Jones, School Improvement Facilitator M. Chan	None	All students' data will be entered in Fitnessgram according to teacher and campus.	Yearlong and end of year	In Progress
Identify students in the 85 <sup>th</sup> to 99 <sup>th</sup> plus percentile to receive health and wellness information and case management for obesity.	K Moten, O Jones, K Ryan	None	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 <sup>th</sup> plus percentile (with parental involvement and consent) will be case managed using AUSTIN ISD case management plan for obesity.	Yearlong and end of year	In Progress

Table #DR-1

**Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Principal Kathy Ryan	None	Spot checks to see if data were received.	Yearlong and end of year	In Progress
Lanier will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Principal Kathy Ryan	None	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Yearlong and end of year	In Progress
Lanier will participate in Wellness activities and observations such as Just Say No Week, etc.	Principal Kathy Ryan, PE Teachers, PAL Class ( <i>Peer Assistance Leadership</i> student group), HOSA ( <i>Health Occupation Student Association</i> )		Verify events are posted on School Calendar	Yearlong and end of year	In Progress

Table #DR-2

**Objective: Effective violence prevention and intervention measures will be in place.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Positive Behavioral Interventions and Supports (PBIS)	Principal Kathy Ryan, Academy Dir. Ryan Hopkins, Asst. Principal Larry De La Cruz	Possible Region XII	Teachers at greeting stations  Positive signs posted in common areas and classrooms	Yearlong	In Progress

Table #DR-2

**Objective: Effective violence prevention and intervention measures will be in place.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			Staff recognizing students for the positive behavior choices, showing Pride, Respect, and Responsibility		
No Place for Hate Campus	Principal Kathy Ryan, Ms. May	Attend train session thru the Anti-Defamation League in Austin 512-249-7960, Austin@adl.org	<p>Contact ADL staff at <a href="mailto:Austin@adl.org">Austin@adl.org</a> and complete the 9 step process</p> <p>Ex. Classroom Discussions, Anti-Bias Themed Week <a href="http://www.nonamecallingweek.org">www.nonamecallingweek.org</a></p> <p>Ex. Creative expression, student generated songs, raps, poems</p>	Yearlong	Not Yet Started

Table #DR-3

**Objective: Parental involvement will be encouraged.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Family Fun Night (FFN)	SIP Melissa Chan		<p>Once a month having a themed FFN</p> <p>Sign-in sheets for a count of number of participants</p> <p>Advertised on the school website, marquee, and through the call out system</p>	Yearlong	In Progress
Family Resource Center	Principal Kathy		Facilities to support	Yearlong	Not Yet

Table #DR-3

**Objective: Parental involvement will be encouraged.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	Ryan, Parent Support Specialist Jeff Kazmierczak		families in learning how to check grades, help with housing, welfare, and other educational and social needs		Started
Family Literacy Project	Principal Kathy Ryan, SIP Melissa Chan	Campus wide teacher training weekly	Facilities to support family having a place and a time for them to come together and read  Different levels of reading materials	Yearlong	In Progress
Parent Support Specialist, Welcome Center, Multilingual Staff Members, and State Provided Translation Guide	Principal Kathy Ryan, Parent Support Specialist Jeff Kazmierczak, and State of Texas		A bilingual guide is mailed home with assessment information. This provides parents information about their child's academic assessments in a language they can understand.	Yearlong	In Progress

Table #DR-4

**Objective: Adequate and appropriate campus-level professional development will be provided.****Note: This action plan component must be approved by the CAC.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Teacher Growth and Support	Principal Kathy Ryan, Campus Mentors Nora Friedrich, Kevin		Supporting new teacher for the first three years in education in and out of the classroom.	Yearlong	In Progress

Table #DR-4

**Objective: Adequate and appropriate campus-level professional development will be provided.**

**Note: This action plan component must be approved by the CAC.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	Owens, and Miryam Uvilla		Through observations, teaching tools and being a support tool.		
Late start days and Staff development days. Please also see the following pages: 12, 17-19,29.	Special Education Department Head, Tammy Edwards and Principal Kathy Ryan		Late start days and Staff development days will be utilized to provide teacher with the knowledge to make the students successful.	Yearlong for late starts and August 20, 21, November 11, and January 6	In Progress

## REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS (Conditions in Yellow)

### Special Education Identification – All Levels

Table #DR-5

**Objective: Reduce special education identification rate.**

**Condition: If rate > 8.5%**

Source: SPED C-IEP (A)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 11%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department and conduct case audits to identify students that do not show an educational need for SPED services.	Tammy Edwards	District campus level SpEd data.	Increase number of students being dismissed from SPED services due to ineligibility.	Yearlong	In Progress
Continue developing and implementing new Child Study System.	Bill Flynn, Shanley McLaughlin, Julia Romero, Teresa Holcombe	Continued PBIS and FLY trainings.	Decrease in number of students referred for special education assessment	Yearlong	

Table #DR-6

**Objective: Reduce the rate of African American students identified for special education.**

**Condition: If rate > 1 percentage point above African American enrollment rate**

Source: SPED C-IEP (B)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 7.2%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department and conduct student case audits to identify African American students that do not show an educational need for SPED services.	Tammy Edwards	District campus level SpEd data.	Increase in number of African American students being dismissed from SPED services due to ineligibility.	Yearlong	
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Bill Flynn, Felipe Trimino, Monica Jean, Veronica Casey	Provide training to teachers and staff regarding effective implementation of TIER II interventions.  Continue implementation and training for PBIS.	Documentation of TIER II Interventions through eCST.  New services identified for referral to families.	Yearlong	
Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Ryan Hopkins, Larry De La Cruz	Continued training of PBIS and other culturally appropriate topics for all faculty and staff.	Reduction in the number of SPED referrals for African American Students.  Documentation of Tier I and II interventions through eCST.	Yearlong	

Table #DR-7

**Objective: Reduce the rate of Hispanic students identified for special education.****Condition: If rate > 1 percentage point above Hispanic enrollment rate**

Source: SPED C-IEP (C)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = -10.7%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department and conduct student case audits to identify Hispanic students that do not show an educational need for SPED services.	Tammy O Edwards	District campus level SpEd data.	Increase in number of Hispanic students being dismissed from SPED services due to ineligibility.	Yearlong	
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Bill Flynn, Felipe Trimino, Monica Jean, Veronica Casey	Provide training to teachers and staff regarding effective implementation of TIER II interventions.  Continue implementation and training for PBIS.	Documentation of TIER II Interventions through eCST.  New services identified for referral to families.	Yearlong	
Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Ryan Hopkins, Larry De La Cruz	Continued training of PBIS and other culturally appropriate topics for all faculty and staff.	Reduction in the number of SPED referrals for Hispanic Students.  Documentation of Tier I and II interventions through eCST.	Yearlong	
Continue to provide ELL/ESL services to qualifying LEP students to support their language and academic growth.	Rebecca Herman	Increased scores on language assessments, such as TELPAS and LAS	Reduction in the number of SPED referrals for Hispanic Students.	Yearlong	

Table #DR-7

**Objective: Reduce the rate of Hispanic students identified for special education.****Condition: If rate > 1 percentage point above Hispanic enrollment rate**

Source: SPED C-IEP (C)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = -10.7%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		LINKS.  Increased numbers of Hispanic students dismissed from LEP status.			

**Special Education Disciplinary Placements– All Levels**

Table #DR-8

**Objective: Reduce the rate of special education students in discretionary DAEP settings.****Condition: If rate > 1 percentage point above rate for all students**

Source: SPED C-IEP (E)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = -0.5%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to train and implement Strategic Tier II and III behavioral interventions on campus, including effective progress monitoring tools using research based AISD model. This is an opportunity to include teachers in decisions regarding use of assessments.	Tammy Edwards, Ryan Hopkins	Professional Development in utilization of CST, Tier II and III interventions, and PBIS provided ongoing to staff.	Reduction in the Number of disciplinary referrals.  Reduction in the number of Manifestation Determination ARD meetings held.	Yearlong	In Progress
Case Managers/SPED teachers will work with general education to implement IEP and BIP for SPED students, as well as working within the PBIS model.	Tammy Edwards, Ryan Hopkins	Ongoing training in SPED case management and intervention strategies.	Reduction in the number of disciplinary referrals.  Reduction in the number of Manifestation Determination ARD	Yearlong	In Progress



Table #DR-8

**Objective: Reduce the rate of special education students in discretionary DAEP settings.****Condition: If rate > 1 percentage point above rate for all students**

Source: SPED C-IEP (E)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = -0.5%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			meetings held.		
Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: Conflict management, Reflection journals, Self-regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes), How to maintain academic rigor while reducing behaviors.	Ryan Hopkins, PBIS Core Team	Provide whole campus PD on implementation of PBIS.  Provide individualized PD on implementation of PBIS.  Training for core team of PBIS members to lead in initiative.	Periodic reviews of comparative discipline data to evaluate effectiveness.	Yearlong	In Progress
Continued implementation and SPED support of the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Ryan Hopkins, Tammy O Edwards	SPED TA support as appropriate in campus Learning Support Center.	Periodic reviews of comparative discipline data to evaluate effectiveness.  Formative assessment—walkthroughs performed consistently and evaluative feedback provided.	Yearlong	In Progress

Table #DR-9

**Objective: Reduce the rate of special education students in discretionary ISS settings.****Condition: If rate > 10 percentage points above rate for all students**

Source: SPED C-IEP (F)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 16.5%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to train and implement strategic Tier II and III behavioral interventions on campus, including effective progress monitoring tools using research based AISD model.	Tammy Edwards, Ryan Hopkins	Professional Development in utilization of CST, Tier II and III interventions, and PBIS provided ongoing to staff.	Reduction in the number of disciplinary referrals.	Yearlong	In Progress
Case Managers/SPED teachers will work with general education to implement IEP and BIP for SPED students, as well as working within the PBIS model.	Tammy Edwards, Ryan Hopkins	Ongoing training in SPED case management and intervention strategies.	Reduction in the number of disciplinary referrals.	Yearlong	In Progress
Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: Conflict management, Reflection journals, Self-regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes), How to maintain academic rigor while reducing behaviors.	Ryan Hopkins, PBIS Core Team	Provide whole campus PD on implementation of PBIS.  Provide individualized PD on implementation of PBIS.  Training for core team of PBIS members to lead in initiative.	Periodic reviews of comparative discipline data to evaluate effectiveness.	Yearlong	In Progress

Table #DR-10

**Objective: Reduce the rate of special education students in discretionary OSS settings.****Condition: If rate > 6 percentage points above rate for all students**

Source: SPED C-IEP (G)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 7.3%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to train and implement strategic Tier II and III behavioral interventions on campus, including effective progress monitoring tools using research based AISD model.	Tammy Edwards, Ryan Hopkins	Professional Development in utilization of CST, Tier II and III interventions, and PBIS provided ongoing to staff.	Reduction in the number of disciplinary referrals.  Reduction in the number of Manifestation Determination ARD meetings held.	Yearlong	In Progress
Case Managers/SPED teachers will work with general education to implement IEP and BIP for SPED students, as well as working within the PBIS model.	Tammy O Edwards, Ryan Hopkins	Ongoing training in SPED case management and intervention strategies.	Reduction in the number of disciplinary referrals.  Reduction in the number of suspensions.	Yearlong	In Progress
Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: Conflict management, Reflection journals, Self-regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes), How to maintain academic rigor while reducing behaviors.	Ryan Hopkins, PBIS Core Team	Provide whole campus PD on implementation of PBIS.  Provide individualized PD on implementation of PBIS.  Training for core team of PBIS members to lead in initiative.	Periodic reviews of comparative discipline data to evaluate effectiveness.	Yearlong	In Progress

Table #DR-10

**Objective: Reduce the rate of special education students in discretionary OSS settings.****Condition: If rate > 6 percentage points above rate for all students**

Source: SPED C-IEP (G)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 7.3%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continued implementation and SPED support of the campus Learning Support Center to support students who would otherwise be suspended from campus.	Ryan Hopkins, Tammy O Edwards	SPED TA support as appropriate in campus Learning Support Center.	Periodic reviews of comparative discipline data to evaluate effectiveness.  Formative assessment—walkthroughs performed consistently and evaluative feedback provided.	Yearlong	In Progress

**Special Education Service in LRE – All Levels**

Table #DR-11

**Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.****Condition: If rate < 66%**

Source: SPED C-IEP (H)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 52.2%)

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Tammy Edwards		Reduced number of students served through Resource and other out of general education settings.	Yearlong	In Progress
Continue to provide full co-teaching inclusion model to support SPED students in general education classrooms through accommodations and/or modifications as directed by IEP.	Tammy Edwards	On-going professional development for all teachers, general ed. and SPED, on SPED topics, including classroom	Academic success for SPED students in general education classes.	Yearlong	In Progress

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 52.2%)					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		accommodations, interventions, and research-based inclusion practices.			

### Special Education STAAR Participation in Regular and Modified Exams – ES and MS

Table #DR-12						<input type="checkbox"/> State: Below safeguard target		<input type="checkbox"/> AYP: Area of low performance	
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).									
Condition: If rate < 50%								Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):									
Applicable Strategic Plan Goal(s): 1,2,4									
Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness		Timeframe for Completion		Status	

Table #DR-13						<input type="checkbox"/> State: Below safeguard target						<input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).</b>																	
<b>Condition: If rate &gt; 20%</b>												Source: AISD CDA Report					
Does Campus Performance Require Inclusion of This Objective (Yes or No):																	
Applicable Strategic Plan Goal(s): 1,2,4																	
Specific Improvement Strategy				Responsible Person(s)		Needed Resources (Include PD Support)		Evidence of Implementation/ Effectiveness		Timeframe for Completion		Status					

### Special Education Measureable Postsecondary Goals - HS

Table #DR-14					
Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.					
Condition: If ARD rate < 100%				Source: SPED C-IEP (N)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = 100%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to implement the	Tammy Edwards	On-going training of	Audit/review of student	Yearlong	In Progress

Table #DR-14

**Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.**

**Condition: If ARD rate < 100%**

Source: SPED C-IEP (N)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No (LHS = 100%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
system of training, monitoring, feedback, correction, and recognition that ensures that students aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.		SPED Case Managers in transition topics and processes.	IEPs.		

### ELL Proficiency Levels – All Levels

Table #DR-15

**Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).**

**Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%**

Source: AISD CDA Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 6.5%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Identify which students continue at TELPAS Reading Beginning level for two years	LPAC Support staff Dr. Rebecca Herman	LPAS program access	LPAC Chair will verify data provided by LPAC support staff.	Deadline to identify students: end of 3 <sup>rd</sup> week of each semester	In Progress
Students' schedule will be examined to ensure that they are concurrently enrolled in a	LPAC Support staff Dr. Rebecca Herman to	GradeSpeed or other schedule access	LPAC Chair will verify data provided by LPAC	If a schedule change is needed, the	In Progress

Table #DR-15

**Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).**

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%

Source: AISD CDA Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 6.5%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
supplementary ESL, resource, or extra reading/literacy class	recommend to school counselors or special education Chair Tammy Edwards		support staff.	reading class will be added by the 4 <sup>th</sup> week of each semester	
Teachers will be notified which students are being tracked for This type of reading improvement; teachers will arrange for extra tutoring if progress is not observed on 6-week report cards.	Classroom core area teachers will Be notified by LPAC Support staff Dr. Rebecca Herman	GradeSpeed and report cards	Core area teachers will report if student is Making reasonable progress to LPAC Chair after each 6-week report card.	Each 6-week report card.	In Progress

### Dropout Rates – MS and HS Levels Only

Table #DR-16

☐ State: Below safeguard target

☐ AYP: Area of low performance

**Objective: Reduce the special education annual dropout rate.**

Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 5.3%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Conduct AAR reviews for all 2014 cohort students; conference with each student to identify needs, develop plan, and set expectation for what needs to be done to meet the graduation requirements; schedule mini	Teresa Holcombe, Julia Romero, Shanley McLaughlin, Tammy Edwards		Evidence of complete credit checks done for every student.  Review of student schedules to determine appropriate schedules	Yearlong	In Progress

Table #DR-16					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the special education annual dropout rate.</b>					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 5.3%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
attendance, credit accrual reviews each grading period with students.			for graduation.		
For STAAR/TAKS remediation, offer: Saturday STAAR/TAKS remediation classes STAAR/TAKS classes for students failing STAAR/TAKS for Science, Reading/LA, and Math In-district charter high schools for students who have already dropped out Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey	Steve Covin, Ryan Hopkins, Tammy Edwards		Review of sign-in sheets for participation counts in activities for remediation outside of school day.  Review of student schedules to determine appropriate placement into TAKS/EOC classes.  Review of participation counts in credit recovery programs.	Yearlong	In Progress
Conduct parent meetings for all students as part of development and review of Graduation Plans.	Teresa Holcombe, Julia Romero, Shanley McLaughlin, Tammy Edwards, Steve Covin		Data collected on participation of each program and saved in the V: Drive.	Yearlong	In Progress
Offer to provide College Attendance Parents' Workshop	Lauren Fuchs Janis Snow		Data collected on participation of each program and saved in the V: Drive.	Multiple times a year	In Progress



Table #DR-16					
<input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the special education annual dropout rate.</b>					
<b>Condition: If SPED annual dropout rate &gt; 2% (MS-grades 7-8; HS-grades 9-12)</b>				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 5.3%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			Continuous formative reviews of student progress towards graduation.		
For Credit Recovery, offer: Saturday School for recovery of missing classroom hours Summer School credit recovery Evening – Twilight School Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey For ELLs, LUCHA (Language Learners at UT Center for Hispanic Achievement) will obtain and/or analyze transcript to grant credits In-district charter high schools for students who have already dropped out	Marvelia De La Rosa, Bill Flynn, Tammy Edwards, Ryan Hopkins, Steve Covin, Rebecca Herman, Julia Romero			Yearlong	In Progress
Continue to discuss at ARD and offer CTE and vocational opportunities that interest students, are meaningful to students, and that help them prepare for future goals.	Tammy Edwards	On-going training on CTE and vocational offerings for SPED students.	Increased number of student enrolled in CTE and vocational classes.	Yearlong	In Progress

Table #DR-17					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the ELL annual dropout rate.</b>					
Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 7.4%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Specialists will identify all ELLs who have dropped out and contact them to register again; Offer students options such as Daytime classes, DELTA, and Twilight evening school at Lanier; or recommend students to Premier Charter School at Lanier	Felipe Trimino, Veronica Casey, Monica Jean (graduation specialists); and counselors Shanley McLaughlin, Julia Romero, and Teresa Holcombe; and Twilight Evening School Graduation Specialist Maria Arabbo	Access to student schedules and LPAS program to identify ELLs; attendance reports.	Counselors will verify that students are registered for classes needed to graduate	Yearlong	In Progress
"no show" Students in the first 20 days of school	Principal Kathy Ryan, Academy Director Steve Covin, Drop out Specialists Norma Martin		Contacting all students at know address and tracking them down through contact. Ensuring they are enrolled in any school	Multiple times a year	In Progress

#### 4-Year Graduation Rates – **HS Level Only**

Table #DR-18						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Increase the rate of special education students who graduate within four years.</b>							
Condition: If special education student rate < 75%					Source: AISD Acct/PEIMS Report		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 74.5%)							
Applicable Strategic Plan Goal(s): 1,2,3,4							
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status		
Conduct AAR reviews for all	Teresa Holcombe,		Evidence of complete	Yearlong	In Progress		

Table #DR-18						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Increase the rate of special education students who graduate within four years.</b>							
Condition: If special education student rate < 75%					Source: AISD Acct/PEIMS Report		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 74.5%)							
Applicable Strategic Plan Goal(s): 1,2,3,4							
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status		
2014 cohort students; conference with each student to identify needs, develop plan, and set expectation for what needs to be done to meet the graduation requirements; schedule mini attendance, credit accrual reviews each grading period with students.	Julia Romero, Shanley McLaughlin, Tammy Edwards		credit checks done for every student.  Review of student schedules to determine appropriate schedules for graduation.				
For STAAR/TAKS remediation, offer: Saturday STAAR/TAKS remediation classes STAAR/TAKS classes for students failing STAAR/TAKS for Science, Reading/LA, and Math In-district charter high schools for students who have already dropped out Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey	Steve Covin, Ryan Hopkins, Tammy Edwards		Review of sign-in sheets for participation counts in activities for remediation outside of school day.  Review of student schedules to determine appropriate placement into TAKS/EOC classes.  Review of participation counts in credit recovery programs.	Yearlong	In Progress		
Conduct parent meetings for all students as part of development and review of Graduation Plans.	Teresa Holcombe, Julia Romero, Shanley McLaughlin, Tammy Edwards, Steve		Data collected on participation of each program and saved in the V: Drive.	Yearlong	In Progress		

Table #DR-18					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the rate of special education students who graduate within four years.					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 74.5%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	Covin				
Offer to provide College Attendance Parents' Workshop	Lauren Fuchs Janis Snow		Data collected on participation of each program and saved in the V: Drive.  Continuous formative reviews of student progress towards graduation.	Multiple times a year	In Progress
For Credit Recovery, offer: Saturday School for recovery of missing classroom hours Summer School credit recovery Evening – Twilight School Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey For ELLs, LUCHA (Language Learners at UT Center for Hispanic Achievement) will obtain and/or analyze transcript to grant credits In-district charter high schools for students who have already dropped out	Marvelia De La Rosa, Bill Flynn, Tammy Edwards, Ryan Hopkins, Steve Covin, Rebecca Herman, Julia Romero			Yearlong	In Progress

Table #DR-19						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Increase the rate of ELLs who graduate within four years.</b>							
<b>Condition: If LEP student rate &lt; 75%</b>					Source: AISD Acct/PEIMS Report		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 50.5%)							
Applicable Strategic Plan Goal(s): 1,2,3,4							
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status		
Counselors will recommend the following opportunities for ELLs to complete their Recommended or Distinguished graduation plan efficiently within 4 years with the following choices: Twilight evening school DELTA computer lab to make-up credits Credit-by-exam Extra tutoring, including Saturday school Sheltered summer school classes Math lab for 9 <sup>th</sup> grade Remedial reading in small groups for 9 <sup>th</sup> grade if needed Additional writing course for 9 <sup>th</sup> graders Technical writing class for 10 <sup>th</sup> graders who did not pass 9 <sup>th</sup> grade STAAR-EOC writing exam US History writing course for 11 <sup>th</sup> graders (new class) Campus-wide interactive notebook initiative, which especially supports ELLs in all subject areas Weekly spring analysis by House specialists to determine ELLs	Scheduling of special classes and labs: counselors Shanley McLaughlin, Julia Romero, and Teresa Holcombe; and Twilight Evening School Graduation Specialist Maria Arabbo; and House graduation specialists Felipe Trimino, Veronica Casey, Monica Jean	Team planning by all counselors and graduation specialists	Counselors analyze all schedules each year to ensure that students who are not promoted to the next grade level with appropriate credits consult with ELL students individually; reports are made at each House meeting weekly in the spring semester.	Yearlong	In Progress		

Table #DR-19						<input type="checkbox"/> State: Below safeguard target		<input type="checkbox"/> AYP: Area of low performance	
<b>Objective: Increase the rate of ELLs who graduate within four years.</b>									
<b>Condition: If LEP student rate &lt; 75%</b>								Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 50.5%)									
Applicable Strategic Plan Goal(s): 1,2,3,4									
Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness		Timeframe for Completion		Status	
who need extra support passing classes and staying on track; reports presented at weekly House meetings.									

### Graduation Plans – HS Level Only

Table #DR-20					
Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.					
Condition: If special education student rate < 20%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 10.5%)					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to provide full co-teaching inclusion model to support SPED students in general education classrooms through accommodations and/or modifications as directed by IEP.	Tammy Edwards	On-going professional development for all teachers, general ed and SPED, on SPED topics, including classroom accommodations, interventions, and research-based inclusion practices.	Academic success for SPED students in general education classes.	Yearlong	In Progress
Conduct AAR reviews for all 2014 cohort students; conference with each student to identify needs, develop plan, and set expectation for what needs to be done to meet the graduation requirements; schedule mini	Teresa Holcombe, Julia Romero, Shanley McLaughlin, Tammy Edwards		Evidence of complete credit checks done for every student.  Review of student schedules to determine appropriate schedules	Yearlong	In Progress

Table #DR-20

**Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.****Condition: If special education student rate < 20%**

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 10.5%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
attendance, credit accrual reviews each grading period with students.			for graduation.		
For STAAR/TAKS remediation, offer: Saturday STAAR/TAKS remediation classes STAAR/TAKS classes for students failing STAAR/TAKS for Science, Reading/LA, and Math In-district charter high schools for students who have already dropped out Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey	Steve Covin, Ryan Hopkins, Tammy Edwards		Review of sign-in sheets for participation counts in activities for remediation outside of school day.  Review of student schedules to determine appropriate placement into TAKS/EOC classes.  Review of participation counts in credit recovery programs.	Yearlong	In Progress
Conduct parent meetings for all Students as part of development and review of Graduation Plans.	Teresa Holcombe, Julia Romero, Shanley McLaughlin, Tammy Edwards, Steve Covin		Data collected on participation of each program and saved in the V: Drive.	Yearlong	In Progress
Offer to provide College Attendance Parents' Workshop	Lauren Fuchs Janis Snow		Data collected on participation of each program and saved in the V: Drive.	Multiple times a year	In Progress

Table #DR-20

**Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.****Condition: If special education student rate < 20%**

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 10.5%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			Continuous formative reviews of student progress towards graduation.		
For Credit Recovery, offer: Saturday School for recovery of missing classroom hours Summer School credit recovery Evening – Twilight School Credit recovery through DELTA for students with reading levels at or above 8 <sup>th</sup> grade Credit recovery for SPED students with reading levels below 8 <sup>th</sup> grade through Odyssey	Marvelia De La Rosa, Bill Flynn, Tammy Edwards, Ryan Hopkins, Steve Covin, Julia Romero				

Table #DR-21

**Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.****Condition: If LEP student rate < 70%**

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 56.6%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Counselors will set a one on one conference to recommend that all ELLs enroll in the Recommended or Distinguished plan.	Counselors: Shanley McLaughlin, Julia Romero, and Teresa Holcombe; Registrar Mary Ray; and Twilight Evening School Graduation	Access to student schedules and LPAS program to identify ELLs	Counselors and Registrar will verify the graduation plan	Yearlong	In Progress



Table #DR-21

**Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.**

Condition: If LEP student rate < 70%

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (LHS = 56.6%)

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	Specialist Maria Arabbo				

## APPENDIX A

### Use of State Compensatory Education Funds for Improved Student Achievement

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

Programs/Services	Use
After-School Tutorials	Saturday School to bring at-risk student up to and beyond grade level.
General Supplies for at-risk students	Paper, calculators, math tools, books, science equipment, school supplies, etc. We will be updating equipment and purchasing additional supplies to ensure at-risk students have the same opportunities to be successful as students who are not at-risk.
Transition Services	Helping at-risk students transition to the high school level more successful.
Dropout prevention services	Salaries are split from .75% from TTIPS and .25% from Title I to help at-risk students stay on track to graduate with their cohort.
DELTA	To staff the DELTA lab during the school year and for extra hours on Saturday and in the summer. Salary for Mr. Solana, Mr. Seale, and Ms. Martinez. Staffed to allow at-risk students more time to make up class to ensure the students will graduate with their cohort.
Parent Support Specialist	Parent support specialist is on campus to help support the parents of at-risk students.
<b>TOTAL</b>	<b>\$246,432</b>

The figures above include the salaries (in part or whole) of the equivalent of [number] full-time staff members (FTEs), added to the faculty in order to support the supplemental programs and services funded through State Compensatory Education.

## APPENDIX B

### Highly Qualified Teacher Recruitment and Retention Plan

Area 1: Increase percentage of highly qualified (HQ) teachers to meet and/or maintain 100%. Strategies (check all that apply, but check at least one):

x	Work with staffing coordinator, identify staff not meeting HQ standards
x	Notify staff of deficit area(s)
x	Agree with staff on appropriate ways to meet the standard
x	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

Area 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ. Strategies (check all that apply, but check at least one):

	Offer early-bird signing bonuses to teachers at Title I campuses
	Provide bilingual and special education stipends
x	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

Area 3: Attract and retain HQ teachers. Strategies (check all that apply, but check at least one):

x	Participate in district-sponsored job fairs
	Participate in recruiting trips
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
X	Encourage participation in National Board program
X	Meet on a regular basis with new teachers to review needs/issues
	Other:

Area 4: Assist teachers not currently HQ to meet the HQ requirements in a timely manner. Strategies (check all that apply, but check at least one):

X	Assign teachers to areas in which already meet HQ
	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
	Provide substitutes or stipends for professional development
	Other:

**APPENDIX C**  
**Components for Title I Schools**  
*(All Title I Schools)*

For all Title I schools, indicate the pages of the plan where the following components can be found:

<b>Components</b>	<b>Pages</b>
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	7,23-29,32
Instruction by highly qualified staff	8,35, 12-13, 18-20, 29
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	12-13, 18-20, 29
Strategies to attract highly qualified teachers to high-need schools	8,35, 12-13, 18-20, 29
Strategies to increase parental involvement	6, 11-12
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	n/a
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	16, 20
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	13-33
Coordination and integration of federal, state, and local services and programs	11-12
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	11-12,23,26,30

**APPENDIX D**  
**Components for Title I Schools**  
**(For Title I Schools in Stages 1-5 Needs Improvement)**

*\* In February 2013, The Texas Education Agency (TEA) submitted a request to the United States Department of Education (USDE) to waive specific provisions of the Elementary and Secondary Education Act of 2001. The waiver was intended to provide all 1,200 Texas public school districts greater flexibility in budgeting and in providing high quality education services to students.*

*The waiver request was granted conditionally by Arne Duncan, U.S. Secretary of Education on September 30, 2013. Because the waiver was granted, districts were not required to comply with many of the AYP School Improvement requirements in the 2013-2014 school year.*

For Title I schools in Stages 1-5 Needs Improvement, indicate the sections and pages of the plan where the following components can be found:

<b>Components</b>	<b>Pages</b>
CIP must be for two years	N/A
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	N/A
Plan addresses the specific academic issues that caused the campus to not meet AYP	N/A
Plan reflects policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring all groups will meet the state's proficient level of achievement by 2013-2014 (included in SIP addendum)	N/A
Details of how the campus will spend not less than 10% of Title I, Part A campus allocation for providing teachers and the principal high-quality professional development that: directly addresses the academic achievement problem that caused the campus to not meet AYP; meets the requirements for of high-quality professional development under Section 1119; and is provided in a manner that affords increased opportunity for participating in that professional development	8,35, 12-13, 18-20, 29
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	N/A
Describes how the school will provide written notice about Needs Improvement status to parents in a format, and to the extent practicable, in a language that parents understand (included in SIP addendum)	N/A
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	N/A
Includes strategies to promote effective parental involvement in the school	N/A
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	N/A
Incorporates a teacher mentoring program	35
SIP	N/A

**APPENDIX E**  
**Explanation of Title I, Part A Expenditures for Improving Student Performance**  
**(All Title I Schools)**

For all Title I schools, this table provides an executive summary of Title I, Part A expenditures, and ties them directly to improving student performance, as identified in the Needs Assessments and corresponding Improvement Strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b>Personnel</b>				
Academy Director (1)	Monitor classroom instruction for curriculum alignment and rigor; monitor student progress, monitor students' being on track to graduate in 4 years and also to increase post-secondary enrollment; Leading PLC meetings with core curriculum	Student performance on state assessments are below the district and state average, low percentage of students passing AP exams, rigor of instruction is low.	\$101,000	Student achievement on State exams and AP exams will improve, student enrollment in advanced and Dual Credit courses will increase, as indicated through teacher evaluations conducted by admin on campus, rigor instruction will improve
Instructional Coach (1.0)	Coach will work with teachers to improve on lessons, delivery and rigor levels.	TAKs scores, SCA's and feedback from teachers indicate there is a need for additional support for teachers with regards to content and pedagogy for the teaching of science	\$59,065	Student achievement on state and local testing will improve, as well as passing rates.
Classroom teacher (2.25)	Provide additional support for students where data indicates they need additional help.	To be able to provide two additional teachers to support the structure of Smaller Learning Communities in an effort to improve graduation rates. Three additional positions during second semester to provide additional support in a pull-out program.	\$132,897	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation

				Plan
Misc. Contracted Services	Teachers will work with UT to up the rigor of their lessons with students in Algebra 2 so that students are truly college ready increase the level of students who are college ready	Improve the level of college readiness in the area of math Contracted service to provide extra tutoring for advance courses/SAT and ACT prep Color Copier	\$15,000.00	More students will be college ready in math, based on state testing and college entrance exams
Technology Support Spec. (1.0)	Utilize interactive technology in the classroom. PD on incorporated technology into the classroom using in-house knowledge to present use of technology.	Increase availability of and training for technology to students and staff	\$44,150.00	Teachers will increase the use of interactive technology in their classrooms.
Parent Support Specialist (.5)			\$17,000.00	
Drop-Out Intervention Specialist (1.0)	Reduce dropout rates	increase graduation and completion rates	\$46,900.00	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Substitute Pay for Teacher's Co-planning (211-11-6112-00-004-0-30-0-00), writing curriculum, evaluating student work			\$9,000.00	
<b>Instructional Supplies, Materials, and Equipment</b>				
Extra Duty	targeted tutoring will be provided for students who need additional support to be successful	tutoring, training, planning	\$13,000.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
General Supplies	All Campus Goals and Strategies	provide additional instructional materials such as paper, pencils, pens, highlighters,	\$67,234.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach

		charts, graph paper, calculators, post-its, folders, binders, composition notebooks, also including technology (SMartBoards, computers, ink cartridges for printers, printers, scanners, science equipment such as gloves, aprons, beakers, test tubes, bottles, racks to store chemicals, instruction DVDs, stop watches, consumables for lab experiences, specimen samples, and preserved organisms for dissecting, updated maps and atlases, supplemental reading sources for all content areas, whiteboards, etc.) for curriculum delivery. Also to pay for phones to set up in the call center to help with attendance rates		Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan; Attendance Rate will increase to 90%; Lanier will reach Recognized Status
Technology	Students will present information learned via technology	Computers for student use in labs and in classrooms, Additionally, computers for teachers and or administrators to use to monitor student success, complete data analysis of student progress and to work on improving teacher quality in the classroom.	\$20,000.00	Student to Computer ratio will decrease to 4:1
Refreshments	Staff development will be provided in the areas of Integrating technology, increasing rigor in the classroom and scaffolding lessons	For working lunches converting instructional strategies, graduation rate, post-secondary education topics	\$3,500.00	more rigorous lessons will be planned; students will be better monitored so school goals will be met
Reproduction/Printing		professional print TAKS Blitz booklets, advisory tracking folders, etc	\$1,500.00	
Reading Materials(11)	Increase Reading Levels of	provide for classroom libraries	\$5,000.00	all students will be on



	Students	and books in the library		grade level for reading
Reading Materials (12)	Increase Reading Levels of Students	provide for additional books for the library and magazine subscriptions	\$6,000.00	all students will be on grade level for reading
Field Trips	Students will increase their interest in the core classes based on their filed trip experience.	provide opportunities for students to learn on-site, to deepen understanding of concepts taught in the classroom by exploring how those concepts play out in real life	\$4,000.00	LHS students will reach campus goals in all content area classes.
Technology		software for subscriptions		
Student Travel			\$1,000.00	
Misc. Operating Expenses			\$5,000.00	
General Supplies (12)		provide additional materials to highlight and promote reading		
<b>Professional Development/Staff Training</b>				
Substitutes	Teachers will plan in PLC's to increase rigor of lessons and to track and monitor student progress		\$5,000.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
Extra Duty		To pay for teachers to attend additional professional development/work on curriculum outside the normal school hours		
General Supplies	Provide materials for teachers to promote their professional growth	Provide staff development supplies such as charts, markers, binders, post-its, index cards, paper	\$5,000.00	Professional Development Cycles will have the resources needed
Refreshments	New teachers will receive additional staff development during 10 working lunches	Provide light refreshments during staff development sessions	\$3,000.00	

	through the year. All staff will attend PD throughout the year			
Travel and Registration	Teachers and staff will attend out of district training to support campus goals	Attend conferences highlighting strategies that are campus initiatives	\$	Teachers who attend will conduct PD when they return
Misc. Contracted Services		To pay for professional development contract to support campus goals	\$	
Reproduction Costs		To provide individual copies of PD materials for teachers	\$	
Reading Materials	Teachers will increase their knowledge and repertoire of skills on how to reach campus goals	Book studies on increasing rigor in classrooms, community involvement, engaging with students, teaching second language learners, technology in the classroom	\$	Teachers will engage in PD Discussions and implement ideas gained from the readings
<b>Community Services (Function 61)</b>				
Reproduction/Printing	Send Newsletters and Flyers to Parents notifying them of event at the school	Informational material to be distributed to parents and community	\$1,000.00	Parental Involvement will increase by 20%
Reading Materials	Provide families with information and resources on topics concerning their students	For family center	\$500.00	20% Increase in the number of Parents who visit the parent center
Technology	Information will be broadcast to the community	Software to set up a school to community radio station to increase communication, computer to generate and hold the programming		
General Supplies such as paper, toner, pens, pencils, USB card printer, cards, ink, poster paper and postage	Increase communication with parents and community members	To support the Parent Center, meter for mail, send out calendars on cards, important phone numbers and dates of important events for parents to attend	\$3,000.00	Parental Involvement will increase by 20%
Travel and Registration	Parent Specialist will attend training that will support reaching Campus Goals	To attend Parent Support Training	\$800.00	Parental Involvement will increase by 20%
Refreshments	Increase communication with and to gather input from parents and community members	To provide for parents and community at meetings	\$2,000.00	Parental Involvement will increase by 20%

Extra Duty	Increase attendance by parents	To provide after hour services for parent meetings		Parental Involvement will increase by 20%
Advertising School Events and Successes	Parents and community will be more informed of events at Lanier - creating a Lanier Radio Station	To notify parents of special events, school news and school successes		Parental Involvement will increase by 20%
Web-Page Design Consultant	Parents and community will be more informed of events at Lanier	To provide academic information to parents, calendars on events, advertise Family Algebra Night, etc	\$7,000.00	Parental Involvement will increase by 20%
<b>School administration (Function 23)</b>				
Admin Extra Duty	Provide summer offerings for students who need classes to graduate with their cohorts	To support summer school/extended day, ensure curriculum and proper student placement	\$	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Other Reading Materials		To support administration and their professional growth	\$	
Administrative Reproduction	Keep parents informed of event	To notify parents of special events	\$	20% Increase in the number of Parents who participate in events and functions
General Supplies for Administrative tasks	Reach campus goals	Paper, pens, pencils, folders, poster paper, ink	\$	All campus Goals will be met
Travel and Registration for conferences	Admin will attend out of district training that support campus goals	To pay fees for administration to attend conferences with topics related to campus goals	\$	Admin who attend will conduct PD when they return; Campus Goals will be met
Classified overtime	Provide summer offerings for students who need classes to graduate with their cohorts	To support summer school/extended day	\$	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Salary Cushion			\$20,051.00	
<b>TOTAL (Must Match BTO Total)</b>			<b>\$598,597.00</b>	

## APPENDIX F

### Explanation of Title I, Part A Expenditures for Improving Student Performance (Stages 1-5 Needs Improvement)

*\* In February 2013, The Texas Education Agency (TEA) submitted a request to the United States Department of Education (USDE) to waive specific provisions of the Elementary and Secondary Education Act of 2001. The waiver was intended to provide all 1,200 Texas public school districts greater flexibility in budgeting and in providing high quality education services to students.*

*The waiver request was granted conditionally by Arne Duncan, U.S. Secretary of Education on September 30, 2013. Because the waiver was granted, districts were not required to comply with many of the AYP School Improvement requirements in the 2013-2014 school year.*

For Title I schools in Stages 1-5 Needs Improvement, this table provides an executive summary of Title I, Part A expenditures, and ties them directly to improving student performance, as identified in the Needs Assessments and corresponding Improvement Strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b>Personnel</b>				
Academy Director (1)	Monitor classroom instruction for curriculum alignment and rigor; monitor student progress, monitor students' being on track to graduate in 4 years and also to increase post-secondary enrollment; Leading PLC meetings with core curriculum	Student performance on state assessments are below the district and state average, low percentage of students passing AP exams, rigor of instruction is low.	\$101,000	Student achievement on State exams and AP exams will improve, student enrollment in advanced and Dual Credit courses will increase, as indicated through teacher evaluations conducted by admin on campus, rigor instruction will improve
Instructional Coach (1.0)	Coach will work with teachers to improve on lessons, delivery and rigor levels.	TAKs scores, SCA's and feedback from teachers indicate there is a need for additional support for teachers with regards to content and pedagogy for the teaching of science	\$59,065	Student achievement on state and local testing will improve, as well as passing rates.
Classroom teacher (2.25)	Provide additional support for students where data indicates they need additional help.	To be able to provide two additional teachers to support the structure of Smaller Learning Communities in an effort to improve graduation rates. Three additional	\$132,897	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC

		positions during second semester to provide additional support in a pull-out program.		standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
Misc. Contracted Services	Teachers will work with UT to up the rigor of their lessons with students in Algebra 2 so that students are truly college ready increase the level of students who are college ready	Improve the level of college readiness in the area of math Contracted service to provide extra tutoring for advance courses/SAT and ACT prep Color Copier	\$15,000.00	More students will be college ready in math, based on state testing and college entrance exams
Technology Support Spec. (1.0)	Utilize interactive technology in the classroom. PD on incorporated technology into the classroom using in-house knowledge to present use of technology.	Increase availability of and training for technology to students and staff	\$44,150.00	Teachers will increase the use of interactive technology in their classrooms.
Parent Support Specialist (.5)			\$17,000.00	
Drop-Out Intervention Specialist (1.0)	Reduce dropout rates	increase graduation and completion rates	\$46,900.00	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Substitute Pay for Teacher's Co-planning (211-11-6112-00-004-0-30-0-00), writing curriculum, evaluating student work			\$9,000.00	
<b>Instructional Supplies, Materials, and Equipment</b>				
Extra Duty	targeted tutoring will be provided for students who need additional support to be successful	tutoring, training, planning	\$13,000.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the

				Recommended or Distinguished Gradation Plan
General Supplies	All Campus Goals and Strategies	provide additional instructional materials such as paper, pencils, pens, highlighters, charts, graph paper, calculators, post-its, folders, binders, composition notebooks, also including technology (SMartBoards, computers, ink cartridges for printers, printers, scanners, science equipment such as gloves, aprons, beakers, test tubes, bottles, racks to store chemicals, instruction DVDs, stop watches, consumables for lab experiences, specimen samples, and preserved organisms for dissecting, updated maps and atlases, supplemental reading sources for all content areas, whiteboards, etc.) for curriculum delivery. Also to pay for phones to set up in the call center to help with attendance rates	\$67,234.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan; Attendance Rate will increase to 90%; Lanier will reach Recognized Status
Technology	Students will present information learned via technology	Computers for student use in labs and in classrooms, Additionally, computers for teachers and or administrators to use to monitor student success, complete data analysis of student progress and to work on improving teacher quality in the classroom.	\$20,000.00	Student to Computer ratio will decrease to 4:1
Refreshments	Staff development will be provided in the areas of Integrating technology, increasing rigor in the	For working lunches converting instructional strategies, graduation rate, post-secondary education	\$3,500.00	more rigorous lessons will be planned; students will be better monitored so school goals will be met

	classroom and scaffolding lessons	topics		
Reproduction/Printing		professional print TAKS Blitz booklets, advisory tracking folders, etc	\$1,500.00	
Reading Materials(11)	Increase Reading Levels of Students	provide for classroom libraries and books in the library	\$5,000.00	all students will be on grade level for reading
Reading Materials (12)	Increase Reading Levels of Students	provide for additional books for the library and magazine subscriptions	\$6,000.00	all students will be on grade level for reading
Field Trips	Students will increase their interest in the core classes based on their field trip experience.	provide opportunities for students to learn on-site, to deepen understanding of concepts taught in the classroom by exploring how those concepts play out in real life	\$4,000.00	LHS students will reach campus goals in all content area classes.
Technology		software for subscriptions		
Student Travel			\$1,000.00	
Misc. Operating Expenses			\$5,000.00	
General Supplies (12)		provide additional materials to highlight and promote reading		
<b>Professional Development/Staff Training</b>				
Substitutes	Teachers will plan in PLC's to increase rigor of lessons and to track and monitor student progress		\$5,000.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
Extra Duty		To pay for teachers to attend additional professional development/work on curriculum outside the normal school hours		
General Supplies	Provide materials for teachers	Provide staff development	\$5,000.00	Professional Development

	to promote their professional growth	supplies such as charts, markers, binders, post-its, index cards, paper		Cycles will have the resources needed
Refreshments	New teachers will receive additional staff development during 10 working lunches through the year. All staff will attend PD throughout the year	Provide light refreshments during staff development sessions	\$3,000.00	
Travel and Registration	Teachers and staff will attend out of district training to support campus goals	Attend conferences highlighting strategies that are campus initiatives	\$	Teachers who attend will conduct PD when they return
Misc. Contracted Services		To pay for professional development contract to support campus goals	\$	
Reproduction Costs		To provide individual copies of PD materials for teachers	\$	
Reading Materials	Teachers will increase their knowledge and repertoire of skills on how to reach campus goals	Book studies on increasing rigor in classrooms, community involvement, engaging with students, teaching second language learners, technology in the classroom	\$	Teachers will engage in PD Discussions and implement ideas gained from the readings
<b>Community Services (Function 61)</b>				
Reproduction/Printing	Send Newsletters and Flyers to Parents notifying them of event at the school	Informational material to be distributed to parents and community	\$1,000.00	Parental Involvement will increase by 20%
Reading Materials	Provide families with information and resources on topics concerning their students	For family center	\$500.00	20% Increase in the number of Parents who visit the parent center
Technology	Information will be broadcast to the community	Software to set up a school to community radio station to increase communication, computer to generate and hold the programming		
General Supplies such as paper, toner, pens, pencils, USB card printer, cards, ink, poster paper and postage	Increase communication with parents and community members	To support the Parent Center, meter for mail, send out calendars on cards, important phone numbers and dates of important events for parents to attend	\$3,000.00	Parental Involvement will increase by 20%
Travel and Registration	Parent Specialist will attend	To attend Parent Support	\$800.00	Parental Involvement will



	training that will support reaching Campus Goals	Training		increase by 20%
Refreshments	Increase communication with and to gather input from parents and community members	To provide for parents and community at meetings	\$2,000.00	Parental Involvement will increase by 20%
Extra Duty	Increase attendance by parents	To provide after hour services for parent meetings		Parental Involvement will increase by 20%
Advertising School Events and Successes	Parents and community will be more informed of events at Lanier - creating a Lanier Radio Station	To notify parents of special events, school news and school successes		Parental Involvement will increase by 20%
Web-Page Design Consultant	Parents and community will be more informed of events at Lanier	To provide academic information to parents, calendars on events, advertise Family Algebra Night, etc	\$7,000.00	Parental Involvement will increase by 20%
<b>School administration (Function 23)</b>				
Admin Extra Duty	Provide summer offerings for students who need classes to graduate with their cohorts	To support summer school/extended day, ensure curriculum and proper student placement	\$	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Other Reading Materials		To support administration and their professional growth	\$	
Administrative Reproduction	Keep parents informed of event	To notify parents of special events	\$	20% Increase in the number of Parents who participate in events and functions
General Supplies for Administrative tasks	Reach campus goals	Paper, pens, pencils, folders, poster paper, ink	\$	All campus Goals will be met
Travel and Registration for conferences	Admin will attend out of district training that support campus goals	To pay fees for administration to attend conferences with topics related to campus goals	\$	Admin who attend will conduct PD when they return; Campus Goals will be met
Classified overtime	Provide summer offerings for students who need classes to graduate with their cohorts	To support summer school/extended day	\$	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Salary Cushion			\$20,051.00	
<b>TOTAL (Must Match BTO Total)</b>			<b>\$598,597.00</b>	

## **APPENDIX G**

### **Additional NCLB Requirements**

#### **Parent Notice**

By the date required by the Texas Education Agency, all parents will be informed of individual student academic assessment results and AYP status via letters sent home in both English and Spanish. Assistance to families seeking choice and/or SES options will be provided. Student assessment results will be shared with parents in both English and Spanish whenever possible.

#### **Support**

This Campus Improvement Plan was developed collaboratively with Campus Advisory Council members and central office support. The district is committed to providing the campus support in school improvement efforts. Support includes but is not limited to:

Guidance, Leadership, and Monitoring	Associate Superintendent
Compliance and Fiscal Monitoring as per Section 1120A	Departments of State and Federal Accountability and Finance
Data Analysis	Campus and District Accountability
Curriculum and Benchmark Data, Professional Development	Department of Curriculum
Professional Development and Support in Determining Student Needs	Department of Special Education and Bilingual Education
Dropout Recovery	School Community Liaisons
Parental Involvement Planning and Training Opportunities	Family Resource Center

TEA, through the School Improvement Resource Center, provides technical assistance in the areas of needs assessment, scientifically based research, and best practices. The technical assistance provider (TAP), approved by SIRC, will support the principal in improvement efforts.

As evidenced throughout this plan, the campus, in working with central office support, is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2013-2014. Programs and practices are based on current scientifically based research.

Enhancing rigor and relevance in [specify subject(s) missed in AYP] especially for [specify the student group(s) that missed the standards] is critical since performance was not within NCLB standards. Also, the participation rates and/or attendance rate, or graduation rate was/were below standard so it will be essential to focus on this/these area/areas as well.

#### **Evaluation and Outcomes**

The ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs. The principal, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on TEKS and Principles of Learning. Specific evaluation measures and performance targets are included in the Long-Range Matrix for Student Achievement and in the Action Plan.

## **APPENDIX H**

### **Pregnancy Related Services**

**Pregnancy Related Services (PRS)** are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

**Support Services** are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

**Compensatory Education Home Instruction (CEHI)** is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

**APPENDIX I**  
**Strategic Performance Measures and Improvement Targets**

## Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:

- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:

- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:

- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:

- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

Improvement goals and end goal targets for STAAR/EOC are pre-populated at district growth rates, but may be set at higher rates. Improvement goals and end goal targets for other indicators must be set by the campus. All improvement goals and end goal targets must be approved by the Associate Superintendent for the campus.

STAAR/EOC tables based on estimated accountability subset. Students in U.S. schools Year 1 through Year 3 are excluded.

**STAAR/EOC Reading/ELA at Level II - Final**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	28	33	46.70	47
Asian	*	*	50.77	*
AA	26	30	44.00	44
Hispanic	27	33	46.02	46
White	47	50	60.00	60
2 or More	*	*	60.00	*
EcD	28	32	45.90	46
ELL	13	12	29.92	30
Spec Ed	38	23	38.00	38
9th Grade	28	26	40.71	41
10th Grade		41	52.69	53

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Reading, English II Reading, English I, and English II EOC tests

**STAAR/EOC Math at Level II - Final**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	18	15	91.94	32
Asian	*	<1	20.00	20
AA	*	*	31.43	*
Hispanic	20	14	31.15	31
White	*	32	45.26	45
2 or More	<1	*	60.00	*
EcD	18	14	31.11	31
ELL	11	6	24.78	25
Spec Ed	20	*	26.67	*
9th Grade	18	18	34.12	34
10th Grade		<1	20.00	20

Data Source: Contractor's Electronic Files  
Includes EOC taken in Middle School  
Includes Algebra I EOC test

**STAAR/EOC Writing at Level II - Final**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	13	16	33.18	33
Asian	<1	*	48.57	*
AA	17	13	30.67	31
Hispanic	13	16	32.80	33
White	*	22	37.56	38
2 or More	*	*	46.67	*
EcD	13	17	33.30	33
ELL	*	6	24.81	25
Spec Ed	19	25	39.76	40
9th Grade	13	15	32.37	32
10th Grade		17	33.88	34

Data Source: Contractor's Electronic Files  
Includes EOC taken in Middle School  
Includes English I Writing and English II Writing EOC tests



**STAAR/EOC Science at Level II - Final**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	14	22	37.54	38
Asian	*	*	40.00	*
AA	*	25	40.00	40
Hispanic	12	21	36.67	37
White	39	*	45.00	*
2 or More	*	*	60.00	*
EcD	14	21	36.53	37
ELL	*	*	21.67	*
Spec Ed	*	*	30.26	*
9th Grade	14	25	39.73	40
10th Grade		*	21.60	*

Data Source: Contractor's Electronic Files  
Includes EOC taken in Middle School  
Includes Biology EOC test

**STAAR/EOC Reading/ELA at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	3	6	15.37	15
Asian	<1	*	23.85	*
AA	*	*	15.14	*
Hispanic	3	5	14.47	14
White	<1	21	28.53	29
2 or More	<1	*	25.00	*
EcD	3	6	15.02	15
ELL	*	*	11.44	*
Spec Ed	*	8	16.75	17

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Reading, English II Reading, English I, and English II EOC tests

**STAAR/EOC Math at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	5	4	13.30	13
Asian	*	<1	10.00	10
AA	*	*	17.71	*
Hispanic	5	2	12.23	12
White	<1	*	19.47	*
2 or More	<1	*	55.00	*
EcD	5	3	12.75	13
ELL	*	<1	10.00	10
Spec Ed	*	*	12.50	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

**STAAR/EOC Writing at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	10.52	*
Asian	<1	<1	10.00	10
AA	*	*	11.20	*
Hispanic	*	*	10.50	*
White	<1	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	*	*	10.56	*
ELL	*	*	10.68	*
Spec Ed	*	*	14.24	*

Data Source: Contractor's Electronic Files  
Includes EOC taken in Middle School  
Includes English I Writing and English II Writing EOC tests

**STAAR/EOC Science at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	2	1	11.30	11
Asian	*	<1	10.00	10
AA	<1	*	12.81	*
Hispanic	2	*	11.00	*
White	*	<1	10.00	10
2 or More	<1	*	55.00	*
EcD	2	2	11.38	11
ELL	*	<1	10.00	10
Spec Ed	*	<1	10.00	10

Data Source: Contractor's Electronic Files  
Includes EOC taken in Middle School  
Includes Biology EOC test

### Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	86.9%	86.1%	86.2%	90.1%	90.5%	93.1%	93.50
African American	85.5%	82.5%	85.1%	89.8%	88.3%	91.5%	93.50
Asian	92.6%	86.2%	91.9%	94.6%	95.1%	96%	96.10
Hispanic	86.9%	86.5%	86.1%	89.9%	90.6%	93.2%	93.50
Native American	90.7%	81.4%	83.8%	91.5%	90.2%	92%	93.50
White	87.3%	89.5%	88.2%	91.4%	89.7%	91.3%	93.50
2 or More				90.1%	92.1%	92.8%	93.10
EcD	88.3%	86.5%	86.9%	91.5%	90.7%	93.2%	93.50

Data Source: AISD Student Information System

### State Recommended High School Program or Distinguished Achievement Program Participation

	AEIS					Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2013-2014
All Students	74.9%	80.7%	77.9%	65.5%	66.6%	
African American	56.4%	72%	72.3%	51.4%	58.5%	
Asian	75%	>99%	>99%	77.8%	88.9%	
Hispanic	78.7%	83.3%	79.9%	67%	67.2%	
Native American		*	*	*	*	
White	78.9%	59.1%	72.2%	62.5%	45%	
2 or More			66.7%	70%	>99%	
EcD	76.1%	81.6%	82.1%			

Data Source, PEIMS Submission 1

### Graduation Rate (with exclusions)

			Improvement Goal
	Class of 2011	Class of 2012	Class of 2013
All Students	74.5%	82.7%	89.00
African American	70.2%	78.3%	89.00
Asian	87.5%	87.5%	89.00
Hispanic	75.4%	83.3%	89.00
Native American	*	*	89.00
White	70.0%	86.7%	89.00
2 or More	*	100.0%	100.00
EcD	82.4%	85.3%	89.00
ELL	67.7%	74.4%	78.00
Spec Ed	79.1%	73.0%	78.00

Data Source: Based on preliminary TEA data tables

### Annual Dropout Rate (9-12) (with exclusions)

			Improvement Goal
	2010-11	2011-12	2013-14
All Students	5.6%	3.9%	3.00
African American	7.9%	4.3%	4.00
Asian	0.0%	2.0%	1.80
Hispanic	5.5%	3.8%	3.00
Native American	15.4%	9.1%	3.00
White	2.7%	3.1%	3.00
2 or More	7.1%	10.0%	4.00
EcD	4.4%	3.1%	3.00
ELL	7.4%	4.8%	3.00
Spec Ed	5.3%	5.9%	4.00

Data Source: Based on preliminary TEA data tables

### SAT/ACT Exam Participation & Performance by 11th and 12th Grade Students

Participation	AEIS			End Goal Target	Performance	AEIS			End Goal Target
	2008-09	2009-10	2010-11			2008-09	2009-10	2010-11	
All Students	76.8%	58.3%	64.9%	>=70%	All Students	2.2%	5%	5%	>=40%
African American	?	76.9%	82.6%	>=70%	African American	9.1%	3.3%	0%	>=40%
Asian	?	80%	62.5%	>=70%	Asian	0%	*	20%	>=40%
Hispanic	68.6%	54.7%	60.9%	>=70%	Hispanic	.8%	4.1%	4.9%	>=40%
Native American	*	*	*	>=70%	Native American		*	*	>=40%
White	100%	38.5%	84.6%	>=70%	White	6.7%	0%	9.1%	>=40%
2 or More		*	?	>=70%	2 or More		*	*	>=40%

Data Source: AEIS

### Advanced Placement/International Baccalaureate Exam Participation & Performance by 11th and 12th Grade Students

Participation	AEIS			End Goal Target	Performance	AEIS			End Goal Target
	2008-09	2009-10	2010-11			2008-09	2009-10	2010-11	
All Students	20.4%	28.6%	28.2%	>=15%	All Students	26.6%	25.7%	24%	>=50%
African American	15.5%	13.7%	15.8%	>=15%	African American	0%	0%	10%	>=50%
Asian	36.8%	58.3%	46.7%	>=15%	Asian	44.4%	0%	21.4%	>=50%
Hispanic	20.9%	29%	29.3%	>=15%	Hispanic	28.5%	32.1%	26.4%	>=50%
Native American	*	*	*	>=15%	Native American		*	*	>=50%
White	10.7%	26.9%	29.2%	>=15%	White	40%	0%	0%	>=50%
2 or More		*	11.1%	>=15%	2 or More		*	*	>=50%

Data Source: AEIS

### Advanced Course / Dual Enrollment

	AEIS			End Goal Target
	2008-09	2009-10	2010-11	
All Students	18.1%	19.7%	22%	>=30%
African American	16.5%	15.5%	20.5%	>=30%
Asian	34.4%	43.5%	22.2%	>=30%
Hispanic	17.6%	19.1%	22%	>=30%
Native American	*	55.6%	27.3%	>=30%
White	22.4%	32.4%	23.9%	>=30%
2 or More		10%	33.3%	>=30%

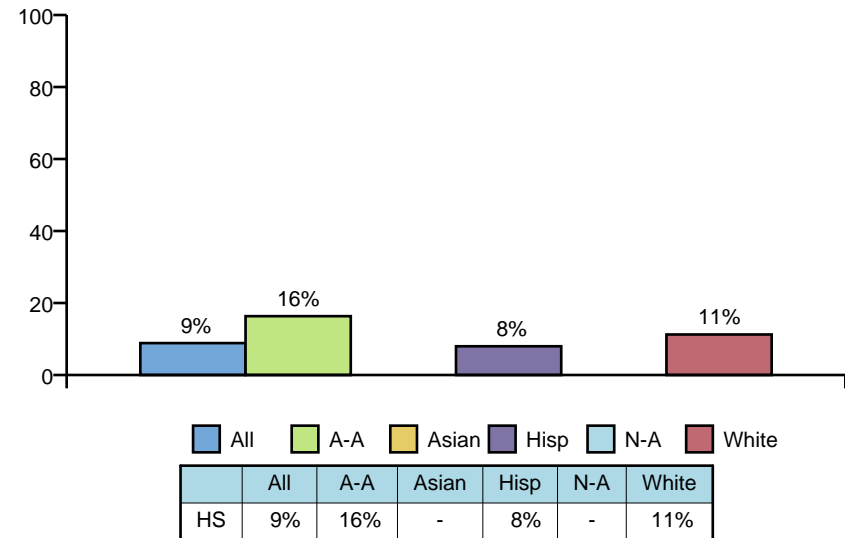
Data Source: AEIS

### Student Discipline Aggregate Counts

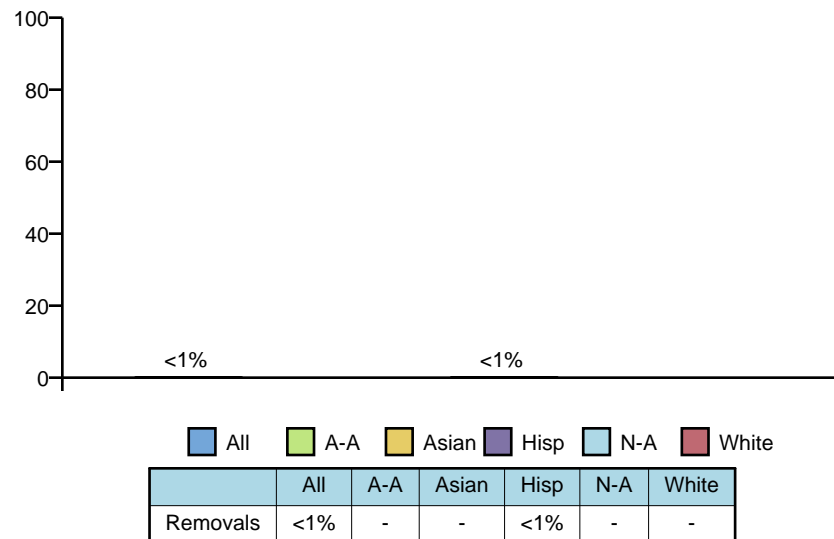
Student Group	Enrollment 2012-13
All Students	1772
African American	202
Asian	63
Hispanic	1403
Native American	7
White	80

Counts as of discipline report date, June 2013.  
Includes both active and inactive students.

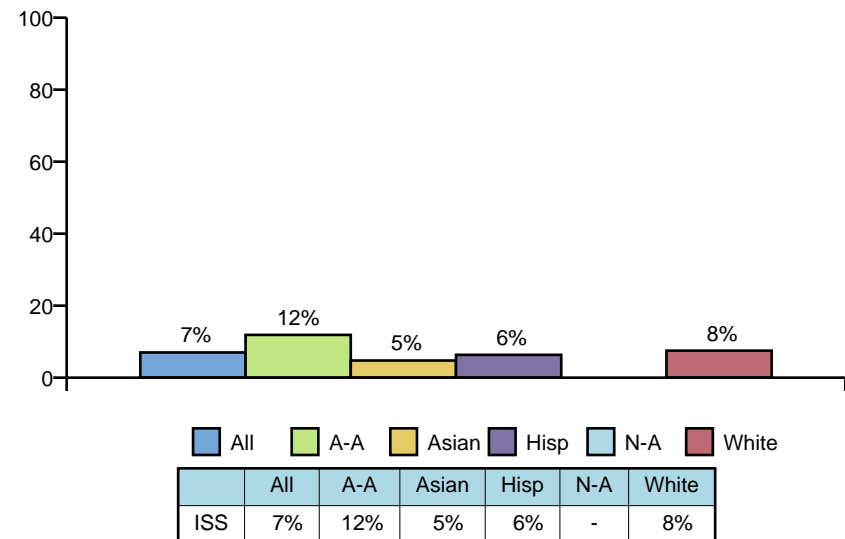
### Campus Suspension to Home



### Campus Discretionary Removals



### Campus ALC/EDAP or ISS





## Discipline Targets

### Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	32	1.76%	39	1.98%	1	.06%	0.05
African American	7	3.32%	16	6.56%			0.00
Asian							0.00
Hispanic	25	1.75%	22	1.46%	1	.07%	0.05
Native American							0.00
White			1	.92%			0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	309	16.98%	255	12.98%	157	8.86%	8.75
African American	59	27.96%	64	26.23%	33	16.34%	16.00
Asian	1	1.92%	1	1.35%			0.00
Hispanic	228	15.94%	170	11.3%	112	7.98%	7.50
Native American	1	5.26%	1	7.69%			0.00
White	18	19.78%	19	17.43%	9	11.25%	11.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	127	6.98%	207	10.53%	124	7%	6.50
African American	25	11.85%	33	13.52%	24	11.88%	11.75
Asian			1	1.35%	3	4.76%	4.60
Hispanic	93	6.5%	161	10.7%	89	6.34%	6.10
Native American	3	15.79%	2	15.38%			0.00
White	6	6.59%	10	9.17%	6	7.5%	7.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

### Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	1533	1459	1534	1617	1489
African American	194	183	166	179	153
Asian	32	24	40	64	58
Hispanic	1217	1177	1192	1213	1138
Native American	5	3	12	11	7
White	85	72	70	84	65
2 or More			54	64	68

Data Source: PEIMS Submission 1.

## TELPAS - Students Testing Over Two Years Test at Beginner Level in Second Year

Group	2011-12			2012-13			2013-14	End Goal
	# Tested 2 Yrs	# Beginning 2012	%	# Tested 2 Yrs	# Beginning 2013	%	Improvement Goal	Target
All Students	369	24	7%	356	12	3%	3.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	6	0	<1%	0.00	
Hispanic	317	14	4%	305	10	3%	3.00	
White	8	3	38%	*	*	*	16.00	
EcD	339	24	7%	336	12	4%	3.25	
Special Ed	46	6	13%	56	3	5%	5.10	

Data Source: Contractor's Electronic Files

## Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	51	32	63%	49	31	63%	64	38	59%	63	40	63%	33	17	52%	31	15	48%
F	Hispanic	433	264	61%	423	269	64%	461	287	62%	439	286	65%	401	230	57%	383	243	63%
F	White	25	12	48%	25	10	40%	25	13	52%	25	14	56%	22	12	55%	22	11	50%
F		509	308	61%	497	310	62%	550	338	61%	527	340	65%	456	259	57%	436	269	62%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	47	27	57%	44	30	68%	67	33	49%	63	49	78%	40	23	57%	40	28	70%
M	Hispanic	395	208	53%	387	277	72%	458	222	48%	433	281	65%	369	158	43%	354	236	67%
M	White	23	12	52%	23	15	65%	29	13	45%	28	15	54%	18	8	44%	16	9	56%
M		465	247	53%	454	322	71%	554	268	48%	524	345	66%	427	189	44%	410	273	67%
total		974	555	57%	951	632	66%	1104	606	55%	1051	685	65%	883	448	51%	846	542	64%

Data Source: AISD Fitnessgram