



# **John H. Reagan Early College High School**

**2013-2014**

**Campus Improvement Plan**

**Austin Independent School District**

*Inspiring our community to discover their highest potential -- JHRECHS*

## CIP CHECKLIST AND CONFIRMATION

Completed (✓)	CIP Items
✓	The current membership of the CAC is reported correctly.
10/8	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	Anabel Garza	9/19/2013
Co-Chair	Alisia Longoria	9/19/2013
Co-Chair	Patti Winstantley	9/19/2013



## **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	Anabel Garza

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Demetria Jaramillo						
Parent	Maria Vazquez						
Parent	Irma Ayala						
Parent	Paula Castelan						
Parent	Maria Campos						
Parent	Ivan Mendez			✓			
Professional Staff Member	Alisia Longoria	✓					
Professional Staff Member	Desirae Hendricks				✓		
Professional Staff Member	Van Savage				✓		
Professional Staff Member	Terryn Daughtry						Counselor
Professional Staff Member	Seth Fowler				✓	✓	
Professional Staff Member	Rikki Dautel				✓	✓	
Professional Staff Member	Chelsea Garcia						
Professional Staff Member	Emily Edwards						Social Worker
Classified Staff Member	Richard Castillo						Parent Support Specialist
Student (If Applicable)	Ranferi Vences						
Student (If Applicable)	Keosha Clark						
Business Representative	Patti Winstantley	✓					
Community Representative	Crystal Cotti						

### 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):	2 <sup>nd</sup> Tuesday of the Month
Normal Time:	5:30pm

### 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
6	10

## CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

### CAMPUS NEEDS ASSESSMENT

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

- Below safeguard in: All, African American, Hispanic, Econ Dis, Special Ed, ELL in Writing
- Below safeguard in: Special Ed, ELL in Reading
- Below safeguard in: ELL in Social Studies
- In creating a new leadership structure that includes more instructional staff so that the Climate Survey in 2014 will note at least a 5% increase in positive school climate.
- Academic Advising – Encompasses an increasing level of presence and involvement in the development of students, teachers and Parents and the educational paths they choose.

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

- Address Writing as part of a campus wide Literacy Plan and tutoring programs.
- Address Reading as part of Lexile testing to work with campus wide Literacy Plan.
- Additional training for Social Studies teachers through the District for ELL strategies
- 5% increase in positive school climate due to increased accountability
- By communicating with parents and students about mastery of state standards, graduation requirements, and student progress towards graduation, student failures in the 2013-2014 school year will decrease by 10% in each core subject.

### 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: Meet safeguard standard of 50%</b>					
<b>Achieve safeguard level in Writing</b>					
Applicable Strategic Plan Goal(s): <b>Implement a campus wide literacy plan to increase Writing scores above safeguard levels.</b> <b>Follow common lesson plan to lead to more rigorous instruction.</b> <b>CSF 1: Improve Academic Performance</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide embedded PD on state standards; Review and adjust district curriculum as needed	Campus Administrators PLC Leads Teachers Instructional Specialist	District Curriculum Specialist	Student test scores will increase. Teacher lesson plans and instruction will be more rigorous and aligned to state	August 19-20, 2013	Ongoing

	District Curriculum Specialist		standards. Increase teacher collaboration. Using data to drive instructional adjustments.		
Create rigorous lesson plans that are aligned to state standards and the Common Instructional Framework	Campus Administrators PLC Leads Teachers Instructional Specialist	Lesson Plan template Common Instructional Framework	Teacher lesson plans and instruction will be more rigorous and aligned to state standards.	August, 2013-May, 2014	Ongoing
Teachers and Administrators will participate in Classroom observations and Instructional Rounds	Campus Administrators PLC Leads Teachers Instructional Specialist	Training information on classroom walkthroughs and Instructional Rounds	Student test scores will increase.	September, 2013-May, 2014	Ongoing
Teachers will look at student work data, collaborate with content teachers about success and needed adjustments, then provide timely feedback to the students.	Campus Administrators PLC Leads Teachers Instructional Specialist	PD on data analysis, and protocol for LSW	Using data to drive instructional adjustments and create interventions for tutoring and Saturday school sessions.	September, 2013-May, 2014	Ongoing
Teachers will attend PD and work with District coaches on strategies for ELLs	Teachers District Coaches	Completion of Strategies training	Completion of ELPS webinar, evidence of strategies in classrooms and lessons plans visible.	Fall 2013	Ongoing
New teachers in English Department will participate in ELPS webinar	Teachers Admin	Webinar completion	Teachers collaborate and imbed ELL strategies in lesson plans.	Fall 2013	Complete

Table #CI-2 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Accountability - Inclusive Leadership (PLC Leads) – CSF 3 – Increase Leadership Effectiveness**

Applicable Strategic Plan Goal(s): **In creating a new leadership structure that includes more instructional staff, the Climate Survey in 2014 will note at least a 5% increase in positive school climate**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Develop a flow chart of the leadership tiers; assign PLC leads for each content area and define the PLC role	Principal	Organizational Chart	1. Quarterly climate surveys will indicate positive results on the leadership structure and communication efforts 2. There will be a decrease in communication break-down 3. Quarterly climate surveys will indicate positive results in teachers feeling valued 4. More teachers will participate in shared leadership	19-Aug-13	Complete
Create a plan for on-going two-way communication; Communicate the leadership structure and the communication plan to the staff; Provide PD and set clear expectations and protocols for planning, Rtl, and data analysis	Principal Campus Administrators Instructional Coaches	Principal/PLC Meeting calendar PLC Calendar Grading cycle	Admin schedule for visiting PLCs, communication with PLCs and Principal.	19-Aug-13	Complete
Mentors assigned Staff Development surrounded around	Reach Mentors Admin Team	Agenda template PLC information Research based initiatives	Attendance in PLCs Submission of agendas PLC rounds by Admin	19-Aug-13	Complete
Develop meeting agendas and desired expectations; Teacher	Principal Academic Director	Agenda template	Submission of agendas to shared drive.	19-Aug-13	Complete



Leaders will develop action plans for the PLC	PLC Leads Reach Mentors				
Monitor progress of leadership structure and adjust as needed	Principal Academic Director PLC Leads	Monitoring Action Plans, and PLC agenda/notes	Based on observation and PLC effectiveness.	August, 2013- May, 2014	Ongoing

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Academic Advising – Encompasses an increasing level of presence and involvement in the development of students, teachers and Parents and the educational paths they choose.</b>					
<b>CSF 1 – Increase Academic Performance, CSF 5 – Increase Parent Involvement</b>					
Applicable Strategic Plan Goal(s): <b>By communicating with parents and students about mastery of state standards, graduation requirements, and student progress towards graduation, student failures in the 2013-2014 school year will decrease by 10% in each core subject.</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Establish Collegiate Friday, PD/SLC calendar, and desired expectations	Campus Administrators	Google Calendar	1. Decrease student failures 2. Increase Distinguished Graduates 3. Increase Parent Involvement 4. Increase positive student/parent feedback from teachers	August, 2013	Complete
Create action plan of communicating state standards, graduation requirements, and student progress to teachers, students, and parents	Campus Administrators Counselors Parent Support Specialist	Action Plan template	1. Decrease student failures 2. Increase Distinguished Graduates 3. Increase Parent Involvement 4. Increase positive student/parent feedback from teachers	September 2013	Complete
Train teachers, students, and parents on how to access Parent Connect	Campus Administrators Counselors Parent Support Specialist	Calendar and Action Plan Template	1. Decrease student failures 2. Increase Distinguished Graduates 3. Increase Parent Involvement	September 2013	Complete – teachers Complete – students Ongoing –

			4. Increase positive student/parent feedback from teachers		Parents
Small group parent meetings to advise and inform about student progress, and graduation requirements	Parent Support Specialist Campus Administrator	Calendar and Action Plan Template	1. Decrease student failures 2. Increase Distinguished Graduates 3. Increase Parent Involvement 4. Increase positive student/parent feedback from teachers	Starting in September – monthly	Ongoing

Table #CI-4 ☒ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Reading to above safeguard passing rate.**

**CSF 1 – Improve Academic Performance**

Applicable Strategic Plan Goal(s): **Meet safeguard standard of 50%**

**Implement schoolwide literacy plan and Lexile testing to better differentiate instruction.**

**Follow common lesson plan to lead to more rigorous instruction.**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide embedded PD on state standards; Review and adjust district curriculum as needed	Campus Administrators PLC Leads Teachers Instructional Specialist District Curriculum Specialist	District Curriculum Specialist	Student test scores will increase. Teacher lesson plans and instruction will be more rigorous and aligned to state standards. Increase teacher collaboration. Using data to drive instructional adjustments.	August 19-20, 2013	Ongoing
Create rigorous lesson plans that are aligned to state standards and the Common Instructional	Campus Administrators PLC Leads Teachers Instructional	Lesson Plan template Common Instructional Framework	Attendance in SLCs and receipt of Toolkit	August, 2013- May, 2014	Ongoing

Framework	Specialist				
Lexile test students to ascertain reading levels and scaffold lessons and texts appropriately	Instructional Specialist English Teachers Dept Chair	Complete Lexile testing Lexile books in classrooms and library	Increase by one grade level equivalent	August 2013-May 2014	90% complete
Teachers and Administrators will participate in Classroom observations and Instructional Rounds	Campus Administrators PLC Leads Teachers Instructional Specialist	Training information on classroom walkthroughs and Instructional Rounds	Feedback and growth in dilemma areas. Follow up discussions in PLC meetings.	September, 2013- May, 2014	Ongoing
Teachers will look at student work data, collaborate with content teachers about success and needed adjustments, then provide timely feedback to the students.	Campus Administrators PLC Leads Teachers Instructional Specialist	PD on data analysis, and protocol for LSW	Review agenda PLC minutes.	September, 2013- May, 2014	Ongoing

Table #CI-5 ☒ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Meet safeguard standard of 50%**  
**Meet safeguard target in Social Studies – ELL group**  
**CSF #1 – Improve Academic Performance**

Applicable Strategic Plan Goal(s):

**Increase Social Studies performance to meet safeguard target in ELL group**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide embedded PD on state standards; Review and adjust district curriculum as needed	Campus Administrators PLC Leads Teachers Instructional Specialist District Curriculum Specialist	District Curriculum Specialist	Student test scores will increase. Teacher lesson plans and instruction will be more rigorous and aligned to state standards. Increase teacher collaboration. Using data to drive	August 19-20, 2013	Ongoing

			instructional adjustments.		
Create rigorous lesson plans that are aligned to state standards and the Common Instructional Framework	Campus Administrators PLC Leads Teachers Instructional Specialist	Lesson Plan template Common Instructional Framework	Review of lesson plans and structured strategies observable in classroom rounds.	August, 2013-May, 2014	ONgoing
Teachers and Administrators will participate in Classroom observations and Instructional Rounds	Campus Administrators PLC Leads Teachers Instructional Specialist	Training information on classroom walkthroughs and Instructional Rounds	Evident by HCP observations and campus observation protocol	September, 2013-May, 2014	Ongoing
Teachers will look at student work data, collaborate with content teachers about success and needed adjustments, then provide timely feedback to the students.	Campus Administrators PLC Leads Teachers Instructional Specialist	PD on data analysis, and protocol for LSW	Review PLC agendas and Admin attend and report back on PLC meetings.	September, 2013-May, 2014	Ongoing
Teachers will attend PD and work with District coaches on strategies for ELLs	Teachers District Coaches	Completion of Strategies training	Attendance of Strategies for ELLs PD	Fall 2013	Ongoing
New teachers in Social Studies Department will participate in ELPS webinar	Teachers Admin	Webinar completion	Successful completion of website.	Fall 2013	Complete

Table #CI-6 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase students meeting or exceeding STAAR End of Course Exams passing standards and close performance gaps</b>					
Applicable Strategic Plan Goal(s): <b>CSF 1 - Increase Academic Performance; CSF 2 - Increase these of Quality Data to Drive instruction, CSF 3 - Increase Leadership Effectiveness</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Continue with the established	Academic Director	• Data Analysis and	• Increase % of all	May, 2013	Ongoing

campus-wide system for monitoring and reporting all students' and student group's academic improvement, and progress towards the state standard.	Campus Administrators School Improvement Facilitator Core Instructional Coaches Technical Assistance	<p>monitoring of ABCD Data – determining tiered intervention</p> <ul style="list-style-type: none"> <li>• Pullout Tutoring</li> <li>• Increase the use of quality data for instructional planning in PLC meetings</li> </ul>	<p>students and student groups (including economically disadvantaged, African American, Hispanic, special education and LEP) meeting passing standard:</p> <p><b>ELA/Reading/Writing</b>  9<sup>th</sup> Grade – 50%  10<sup>th</sup> Grade – 50%  <u>Level 3</u> – 10%</p> <p><b>Math- Algebra 1</b>  9<sup>th</sup> Grade - 70%  <u>Level 3</u> – 10%</p> <p><b>Math- Geometry</b>  9<sup>th</sup> Grade – 70%  <u>Level 3</u> – 25%  10<sup>th</sup> Grade – 70%  <u>Level 3</u> – 10%</p> <p><b>Math – Algebra II</b>  10<sup>th</sup> Grade – 70%  <u>Level 3</u> – 10%</p> <p><b>Science/Biology</b>  9<sup>th</sup> Grade – 70%  <u>Level 3</u> – 10%</p> <p><b>Science/Chemistry</b>  10<sup>th</sup> Grade – 70%  <u>Level 3</u> – 10%</p> <p><b>Social Studies</b>  11<sup>th</sup> Grade – 70%  <u>Level 3</u> – 10%</p> <p>Parents will receive academic assessment results in English and Spanish</p>		
b. Retrain staff with research based, job embedded professional development to increase their knowledge of new Reporting Categories in content area and how	Academic Director Campus Administrators School Improvement Facilitator Core Instructional	Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional	<ul style="list-style-type: none"> <li>• Teachers will be trained in KILGO, ELPS, CIF,</li> </ul>	August, 2013-May, 2014	Ongoing

they are tested.	Coaches	development.			
c. Provide specific student interventions to address performance gaps with our African American, English Language Learners, and Special Education students.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	Analysis of SchoolNet data– determining tiered intervention	<ul style="list-style-type: none"> <li>Intervention service schedule</li> <li>SES provider schedule</li> </ul>	September, 2013-May, 2014	Ongoing
d. Align curriculum with the Readiness to Teach framework, in which curriculum/instruction is based on the National Center on RTI's three tier student intervention framework.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	<ul style="list-style-type: none"> <li>Provide intervention services both before and after school, on Saturday's and during the summer</li> <li>SES services to provide specific services to identified students who failed the EOC in the 9<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>Intervention service schedule</li> <li>SES provider schedule</li> </ul>	September, 2013-May, 2014	Ongoing
e. Develop comprehensive literacy and math plans that include ongoing monitoring of implementation.	Lisa Girard Robert Castaneda Jesse De La Huerta Jennifer Mendez Katherine Chang Aimee Dillawn	<ul style="list-style-type: none"> <li>ELA Instructional Coach will work with ELA Solution Team member to develop a comprehensive literacy plan aligned with the Common Instructional Framework</li> <li>Math Instructional Coach will develop a comprehensive math plan aligned with the Common Instructional Framework</li> </ul>	<ul style="list-style-type: none"> <li>Implement Reading Counts</li> <li>Measure Lexile levels of all students</li> <li>Pre- and post-assessments of ELA and MATH for each objective</li> </ul>	Fall 2013	Complete for development – ongoing implementation
f. provide training on use of data to inform differentiated instruction to meet the academic needs of individual students and support IMPACT team decisions	Jesse De La Huerta ICs Dept Chairs PLC Leads	Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional development.	Through SLC's teachers will receive PD on differentiation, anchors of support, and scaffolding	Fall 2013	Ongoing
g. Planning time to evaluate student data and support collaborative study of student data will be incorporated	Jesse De La Huerta Jeff Wright Jennifer Mendez	Develop and execute 90 day action plans	Quarterly Implementation Reports for 90 day action plan	2013-2014 school year	Complete

into the schedule.	Tiffany Roberson Lindsey Pendleton Alisia Longoria				
h. Principal and administrative team attend Leadership Capacity Training, participate in SIRC online professional development for leadership, and requiring district staff to participate in the District Institute	Anabel Garza Tiffany Roberson Lindsey Pendleton	<ul style="list-style-type: none"> <li>Campus leadership attends professional development targeting school turnaround</li> </ul>	Increase Leadership effectiveness in leading campus turnaround	Summer-Fall 2013	Complete
i. Attend NSDC conference to support campus administration in transformation.	Anabel Garza Tiffany Roberson	<ul style="list-style-type: none"> <li>Campus leadership attended TSI Conference, District Institute, and NSDC in the Summer</li> </ul>	Analyze campus programs for sustainability	Summer 2013	Complete
j. Provide additional professional development opportunities for teachers, teacher leaders, and administrators.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	<ul style="list-style-type: none"> <li>All teachers will participate in online PD 360 Professional Development</li> <li>New teachers will attend Educate Texas Toolkit sessions</li> </ul>	<ul style="list-style-type: none"> <li>Educate Texas will present "Toolbox" to all teachers – teachers will receive certificates.</li> <li>Linguistic Instructional Alignment will be presented in SLC's to all teachers</li> </ul>	Imbedded in YL PD plan.	Ongoing

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input checked="" type="checkbox"/> AYP: Area of low performance					
<b>Objective: Maintain Academically Acceptable Standard Without Required Improvement and Meet AYP Standards</b>					
Applicable Strategic Plan Goal(s): <b>CSF 3 – Increase Leadership Effectiveness; CSF 7 – Increase Teacher Quality</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Continue established campus-wide system for monitoring and reporting all students and student groups' academic improvement and progress towards the state and federal standards.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	<ul style="list-style-type: none"> <li>ABCD Data Monitoring</li> <li>Analyze SchoolNet data</li> <li>Increase the use of quality data for instructional planning in PLC meetings</li> </ul>	All students and student groups will meet state and federal performance standards without recommended improvement or appeals.	August 19-20, 2013	Ongoing

		<ul style="list-style-type: none"> <li>• Provide parents</li> <li>• written notice about school's "identified for improvement" status</li> </ul>			
b. Provide staff with research based, job embedded professional development to increase their knowledge of new tested TEKS in content area and how they are tested.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional development, including differentiated instruction	Teachers will be trained in KILGO, CIF, and ELPS	August, 2013-May, 2014	Ongoing
c. Provide specific student interventions to address performance gaps with our African American, and English Language Learners, and Special Education students.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	Analysis of SchoolNet data – determining tiered intervention	<ul style="list-style-type: none"> <li>• Intervention service schedule</li> <li>• SES Provider Schedule</li> </ul>	September, 2013-May, 2014	Ongoing
d. Provide professional development opportunities that may include Kilgo Workshops and Leadership programs, and other available professional development opportunities for teachers, teacher leaders, and administrators.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches Kelly Armstrong	<ul style="list-style-type: none"> <li>• Educate Texas will provide ongoing professional development to all teachers</li> <li>• Teachers will receive professional development in implementation of the literacy and math plans</li> </ul>	<ul style="list-style-type: none"> <li>• Educate Texas will present "Toolbox" to all teachers – teachers will receive certificates.</li> <li>• Linguistic Instructional Alignment will be presented in SLC's to all teachers</li> <li>• Administrators attend NSDC conference to support campus administration in transformation.</li> </ul>	September, 2013-May, 2014	Ongoing

Table #CI-8 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Grade Level Advancement Rates.**

Applicable Strategic Plan Goal(s):

**CSF 6 – Improve School Climate**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. During Collegiate Fridays, teachers and students will review grades and graduation requirements.	School Improvement Facilitator Director of Student	<ul style="list-style-type: none"> <li>• Students will receive their Grade Monitoring Form for each class</li> </ul>	Increase grade level advancement rates by 10%	Fall 2013	Ongoing



	Services Teachers	<ul style="list-style-type: none"> <li>Create action plans for Missing and/or Failed Assignments</li> <li>Attendance Monitoring</li> </ul>	Increase percentage rate of 9 <sup>th</sup> grade students passing Math and English classes.		
b. Implemented increased class time in 9 <sup>th</sup> grade Math and English for students not in advanced-placement classes.	Academic Director Campus Administrators School Improvement Facilitator Counselors	<ul style="list-style-type: none"> <li>Create a modified double-block schedule in which students attend Math and English every day.</li> </ul>	Extended learning time and support for RTI is embedded throughout the day.	Fall 2013	Complete
c. Continue to expand and support AVID and advocacy programs.	Principal AVID Coordinator	<ul style="list-style-type: none"> <li>Increase the AVID courses offered</li> <li>Recruit at the Middle Schools in the Vertical Team</li> </ul>	Increase percentage of total school population participating in the AVID elective classes. Increase participation in AVID strategies (INB, Cornell notes)	SY 2013-2014	Ongoing

Table #CI-9 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Attendance Rates.**

Applicable Strategic Plan Goal(s):

**CSF 6 - Improve School Climate**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Increase parent awareness and involvement. Provide ongoing communication to parents re: student academic performance, graduation credits, behavior and attendance.	Director of Academics Dropout Prevention Specialist PEIMS Clerk Assistant Principals Attendance Clerk Director of Family Services School counselor SRO's Parent Support Specialist	<ul style="list-style-type: none"> <li>Phone calls when student is marked absent in class</li> <li>Letters home when a student has 3 absences in a class</li> <li>Letters and phone calls home when a student has lost credit to attendance</li> <li>Students/Administrator conferences</li> </ul>	Increase attendance rate to 92%	September 2013	Ongoing
b. Support and strengthen the IMPACT Team to address attendance, academic, and discipline concerns. Above this, school will continue to support Positive Behavior Support program.	Dropout Prevention Specialist PEIMS Clerk Assistant Principals School Improvement Attendance Clerk	<ul style="list-style-type: none"> <li>Parents of students with attendance problems will attend Parent University and work with staff in the Family Resource</li> </ul>	Increase attendance rate to 92%	Fall 2013	Ongoing

	Parent Support Specialist CAC/PTSA Family Resource Center Director of Family Services	Center to attend a Connecting the Dots workshop, and Love and Logic classes.			
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Table #CI-10 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Students Enrolling in Advanced and Dual-Credit Courses.**

Applicable Strategic Plan Goal(s):

**CSF 1 - Improve Academic Performance**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Inform and notify students and parents re: opportunity for advanced courses or dual-credit college enrollment.	Counselors Director of Academics Assistant Principals AP Teachers Project Advance Facilitator ACC Early College High School Staff Parent University Facilitators	<ul style="list-style-type: none"> <li>Parent newsletter, on a monthly basis students will meet with Project Advance Facilitator re: advanced courses and dual enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Increase percent of students taking the AP Exam to 85%</li> </ul>	Fall 2013	Ongoing
Increase parent knowledge of the benefits of advanced course and dual-credit enrollment through Parent University.	Counselors Director of Academics Assistant Principals AP Teachers Project Advance Facilitator ACC Early College High School Staff Parent University Facilitators	<ul style="list-style-type: none"> <li>Offer morning and night college education courses to parents.</li> <li>Free student access to take all AP exams</li> </ul>	Increase the number of students enrolled in AP and dual-credit courses	Fall and Spring 2013-2014	Ongoing
Provide professional development on advanced placement curriculum and instruction.	Lindsey Pendleton	<ul style="list-style-type: none"> <li>Friday interventions for students in college courses</li> <li>Students in advanced courses and dual enrollment will receive support</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students scoring 3 and above on AP tests</li> <li>Increases the percentage of students completing advanced coursework to 30%</li> <li>Increase number of</li> </ul>	Summer PD 2013	Ongoing

			students meeting the TSI requirement for dual enrollment courses		
Investigate opportunities that will develop our teachers to teach dual enrollment classes	ACC Early College High School Staff	<ul style="list-style-type: none"> <li>• Provide Masters Degree program information</li> <li>• Hire teachers with Masters Degrees</li> </ul>	Increased dual credit course offerings	Fall 2013 Spring 2014	Ongoing
Strengthen partnerships with local Institutes of Higher Education (IHE)	Principal Lindsey Pendleton	<ul style="list-style-type: none"> <li>• Monthly meetings with Austin Community College</li> <li>• Learning walk with the Board of ACC</li> <li>• Meet with Department Heads</li> </ul>	Increased dual credit course offerings	Year Long	Ongoing
Increase the course offerings of advanced and dual enrollment courses	Director of Academics Assistant Principals AP Teachers ACC Early College High School Staff	1. Hire and Retain teachers that can teach advanced or dual enrollment classes	Increased advanced and dual credit course offerings	Fall 2013 Spring 2014	Fall – complete Spring -
Create comprehensive literacy and math plans with assistance of external provider; Launch two new programs in partnership with local IHEs: Arts and A/V Communications and Health Sciences; Strengthen STEM and Auto Body programs; continue to grow ECHS enrollment.	Counselors Director of Academics Assistant Principals AP Teachers Project Advance Facilitator Advocacy Teachers ACC Early College High School Staff Instructional Coaches Adjunct Professors Parent University Facilitators	2. Recruit students into our educational pathways: Health Science, Auto Body, Forensics, Engineering, Business Information Management, and A/V Production.	3. Increase students enrolled in articulated courses	Fall PD – August 20-21, 2013	Ongoing

Table #CI-11 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Gifted and Talented Program Participation by Students in Under-Represented Groups.</b>					
Applicable Strategic Plan Goal(s): <b>Improve School Climate CSF 6</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Notify teachers and parents of GT referral timelines.	Counselors Director of Academics Assistant Principals PLC Leads Parent Support Specialist	<ul style="list-style-type: none"> <li>Inform teacher via faculty meeting and email re: GT referral submission deadline</li> <li>Provide training to all teachers on characteristics of gifted students</li> <li>Increase course offerings to support the educational needs of gifted and talented students</li> </ul>	Increase Gifted and Talented Program participation by students in under-represented groups	Fall 2013	Complete

Table #CI-12 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Students in Regular Education Program Graduating High School Under Recommended or Distinguished Achievement Plan.</b>					
Applicable Strategic Plan Goal(s): <b>CSF 6 - Improve School Climate</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Prepare all students for college and/or career success through opportunities for post secondary credit, industry certification, scholarships, and thorough college and career planning	Counselors Project Advance Facilitator Principal Director of Academics, Assistant Principals Teachers	<ul style="list-style-type: none"> <li>Audit student transcripts in the beginning of every semester, September &amp; January</li> <li>Identify the four TEA Graduation cohorts and design intervention plans to ensure that each student graduates in four years.</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students graduating from high school to 80%</li> </ul>	SY 2013-2014	Ongoing

Continue to expand and support AVID and advocacy programs.	Principal Director of Academics Assistant Principals	<ul style="list-style-type: none"> <li>An additional AVID sections will be added.</li> </ul>	<ul style="list-style-type: none"> <li>Increase students in regular education program graduating high school under Recommended or Distinguished Achievement Plan.</li> </ul>		Ongoing
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Table #CI-13 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Students Taking SAT/ACT Exams and Scoring At or Above Criterion.**

Applicable Strategic Plan Goal(s):

**Increase Learning Time – CSF 4**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide student and parent information re: SAT/ACT exams via newsletter, school messenger, flyers and public announcement	Counselors Director of Academics Director of Family Services Project Advance Facilitator Assistant Principals AVID Teachers Generation Texas Facilitators	<ul style="list-style-type: none"> <li>SAT/ACT preparatory tutoring; SAT/ACT waivers</li> <li>Students will receive ongoing notice of tutorial dates and times for SAT/ACT exams</li> <li>All students will be taking PSAT</li> <li>Student/teacher conferences to review PSAT student reports</li> <li>Students will be provided the opportunity to participate in SAT/ACT tutorials before, during , after school and on Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>Increase students taking SAT/ACT exams by 5%</li> <li>Increase students at or above criterion for SAT/ACT exams by 5%</li> </ul>	Fall 2013	Complete
All 11 <sup>th</sup> grade AVID students will participate in the Princeton Review SAT course; the course will also be offered to students not in the AVID program	Counselors Director of Academics PLC Advocacy Teachers Director of Family Services	<ul style="list-style-type: none"> <li>AVID, band, advance placement and dual credit students will receive SAT/ACT prep classes, including three practice exams,</li> </ul>	<ul style="list-style-type: none"> <li>Increase students taking SAT/ACT exams by 5%</li> <li>Increase students at or above criterion for SAT/ACT exams by 5%</li> </ul>	October 2013	Ongoing until exam.

	Project Advance Facilitator Assistant Principals AVID Teachers Generation Texas Facilitators	<ul style="list-style-type: none"> <li>through Princeton Review</li> <li>Three teachers will be Princeton Review trained to offer Princeton Review quality services in SAT and ACT test preparation.</li> </ul>			
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Table #CI-14 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase High School Graduates Meeting HERC and Percentage of Students Enrolling in a Postsecondary Institution After High School Completion**

Applicable Strategic Plan Goal(s):

**CSF 2 – Increase the Use of Quality Data to Drive Instruction**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Expand AVID program opportunities	Principal AVID Coordinator	<ul style="list-style-type: none"> <li>Increase the AVID courses offered</li> <li>Recruit at the Middle Schools in the Vertical Team</li> </ul>	<ul style="list-style-type: none"> <li>Increase students graduating at HERC standards ELA – 65% Math – 55%</li> </ul>	SY 2013-2014	Complete
Project Advance Facilitator will oversee and maintain all postsecondary activities	Jennifer Mendez Project Advance Facilitator	<ul style="list-style-type: none"> <li>Increase the number of students visiting and applying to postsecondary institutions</li> <li>Provide multiple venues to disseminate information on post secondary opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students enrolling in a postsecondary institution after high school completion to 60%</li> </ul>	SY 2013-2014	Ongoing
Strategic professional development with Educate Texas to expose students to rigor	Educate Texas External Coach	<ul style="list-style-type: none"> <li>Ongoing embedded PD in SLC's covering the Common Instructional Framework for College Readiness</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students enrolling in a postsecondary institution after high school completion to 60%</li> </ul>	SY 2013-2014 during SLC	Ongoing
Continue improving the implementation of Early College High School and build	TEA ECHS Design Coach	<ul style="list-style-type: none"> <li>Collaborate with district personnel to</li> </ul>	<ul style="list-style-type: none"> <li>Increase students in advance or dual credit</li> </ul>	Fall and Spring SLC meetings.	Ongoing

capacity in new teachers – by the Common Instructional Framework Toolkit.		design and plan the structure of early college high school	courses		
Work to implement screening and diagnostic assessment of students to determine career interests, academic strengths and weaknesses that will drive instruction.	Counselors Instructional Coaches Classroom Teachers Advocacy Teachers AVID elective teachers Assistant Principals Director of Academics	<ul style="list-style-type: none"> <li>Identify students meeting HERC requirements by reviewing AEIS and HERC data.</li> <li>NAVIANCE</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students enrolling in a postsecondary institution after high school completion to 60%</li> </ul>	Summer 2013	Complete

Table #CI-15 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Increase Parent/Stakeholder Involvement**

Applicable Strategic Plan Goal(s):

**CSF 5 – Increase Parent/Community Involvement**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide parents with information regarding college readiness and academic requirements	Counselors Project Advance Facilitator Director of Academics	<ul style="list-style-type: none"> <li>Communicate all school activities to parents through school messenger in dual language</li> <li>All forms of written parent communication will be in a dual language format</li> </ul>	100% of parents complete parent orientation	Back to school Principal's coffees monthly.	Ongoing – monthly
Enhance communication with parents regarding student academic progress and expectations for success	Parent Support Specialist	<ul style="list-style-type: none"> <li>Communicate with parents concerning information on how to access gradespeed through Parent Connect</li> </ul>	Increase parents accessing gradespeed (Parent Connect)	Parent nights and attendance assemblies.	Ongoing
Build upon and continue to support our parent resource center on campus; provide college preparedness classes for parents through Parent University; and offer Love and Logic courses through the Parent Support Specialist	Director of Student and Family Services Technical Assistance	<ul style="list-style-type: none"> <li>Parent University</li> <li>Connecting the Dots</li> </ul>	Participation of parents in Parent University	Parent nights and attendance assemblies – year long.	Ongoing
Establish a focus group to support the	Parent Support	<ul style="list-style-type: none"> <li>Principal Coffee</li> </ul>	Increase enrollment in parent	Parent nights and	Ongoing

parent recruitment effort	Specialist	<ul style="list-style-type: none"> <li>• Parent ESL classes on campus</li> <li>• Utilize the PTSA members to recruit additional parents</li> <li>• CAC</li> </ul>	ESL classes	attendance assemblies – year long.	
Expand impact of Family Resource Center and will support parent/student college tours to promote parental involvement.	Principal	<ul style="list-style-type: none"> <li>• Parent resource center schedule</li> <li>• Social Worker</li> <li>• Food, and Clothes Pantry</li> <li>• Parent University</li> <li>• Provide college field trips for parents and students</li> </ul>	<ul style="list-style-type: none"> <li>• Parent sign in documentation for use of parent resource center</li> <li>• College trip calendar</li> <li>• Participation of parents in Parent University</li> </ul>	Parent nights and attendance assemblies – year long.	Ongoing
Reagan HS support and expand the capacity of the FRC who will be responsible for coordinating student and family support services on campus/increase access to community services	Director of Student and Family Services Parent Support Specialist Dropout Prevention Specialist	<ul style="list-style-type: none"> <li>• Parent orientation required for all families</li> </ul>	<ul style="list-style-type: none"> <li>• Increased rating of parent survey to 3.4 in the following subscales:</li> <li>• Respectful School Community</li> <li>• Support for Parent Involvement</li> <li>• Academic Planning Information</li> <li>• Communication about Student Progress and Expectations</li> </ul>	Parent nights and attendance assemblies – year long.	Ongoing

*(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					
<b>Specific Improvement Strategy</b>	<b>Responsible Person(s)</b>	<b>Needed Resources (Include PD Support)</b>	<b>Evidence of Implementation/ Effectiveness</b>	<b>Timeframe for Completion</b>	<b>Status</b>
a. 100% of students in grades 9-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Jerry De La Huerta Valerie Deyo	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	Fall and Spring 2013-2014	Fall – complete
b. 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.	Jerry De La Huerta Valerie Deyo Nurse Sweetman	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	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 AISD case management plan for obesity.	Fall and Spring 2013-2014	Ongoing
c. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Anabel Garza Jerry De La Huerta Valerie Deyo	Include distribution of data on school calendar.	Spot checks to see if data were received.	Fall and Spring 2013-2014	After test
d. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Anabel Garza Food Service Personnel	Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents.  Principals will communicate contents of	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Fall and Spring 2013-2014	Ongoing

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
		<p>the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>			

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
Continue development of a comprehensive discipline management system (Child Study Team) that establishes a safe learning environment for all students.	Director of Academics, Assistant Principals, All grade level Teachers Child Study Team Reach Mentors Instructional Coaches Personal Responsibility Center Coordinator	<ul style="list-style-type: none"> <li>Analyzing DEEDS, SchoolNet, e-CST, and PIEMS discipline data</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in percentage of students disciplined to 3%</li> <li>Home Suspension - 100</li> <li>Discretionary Removals - 15</li> </ul>	Fall 2013	Ongoing – monthly meetings
All classrooms will have guidelines for success posted	Director of Academics Campus Administrators Core Content Instructional Coaches Teachers	<ul style="list-style-type: none"> <li>Set campus guidelines for success</li> <li>development for all staff concerning student /teacher expectations before school start</li> </ul>	Evidence of classroom management structures observed in classroom walkthroughs	Fall 2013	Complete
All classrooms will have evidence of classroom management structures.	Director of Academics Campus Administrators Core Content	<ul style="list-style-type: none"> <li>Train teachers on the 3 Tiers of discipline management</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Lunch Detentions</li> <li>Ongoing Friday Night Bites</li> </ul>	Fall 2013	Complete

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
	Instructional Coaches Teachers	<ul style="list-style-type: none"> <li>Increase the ratio of total teacher responses to positive behavior to total teacher responses to negative behavior</li> <li>½ day professional</li> </ul>	<ul style="list-style-type: none"> <li>Referrals to the Personal Responsibility Center</li> </ul>		
Implement the Personal Responsibility Center, Lunch Detention, and Friday Night Bites	Jennifer Mendez Jesse De La Huerta Campus Administrators Personal Responsibility Center Coordinator Technical Assistant	<ul style="list-style-type: none"> <li>Establish protocols for student placement</li> <li>Train teachers on the expectation of supplying student work when a student is placed</li> <li>Communicate with students when, where, and how lunch detention, and Friday Night Bites occurs.</li> </ul>	<ul style="list-style-type: none"> <li>Student Referrals</li> <li>DEEDS</li> <li>Sign in Sheets</li> <li>Detention Rosters</li> </ul>	October - May	Lunch detention – complete, PRC – complete, Friday Night Bites – pending
Continue to build/support/expand comprehensive guidance program and strengthen the IMPACT Team to address attendance, academic, and discipline concerns.	Director of Academics, Assistant Principals, All grade level Teachers Child Study Team Reach Mentors Instructional Coaches	<ul style="list-style-type: none"> <li>Bi-weekly SLC meetings to discuss student behavior and best classroom management practices and implementation of the Common Instructional Framework</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in percentage of students disciplined to 3%</li> <li>Home Suspension - 100</li> <li>Discretionary Removals - 15</li> </ul>	August - May	Complete
Follow the guidelines as a No Place for Hate school, and continue schoolwide projects maintain No Place for Hate status	Director of Academics, Assistant Principals, All grade level Teachers Child Study Team Reach Mentors Instructional Coaches	<ul style="list-style-type: none"> <li>No Place For Hate documentation</li> </ul>	<ul style="list-style-type: none"> <li>Complete schoolwide project</li> </ul>	Fall 2013	Ongoing

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
Provide parents with information regarding college readiness and academic requirements	Counselors Project Advance Facilitator Director of Academics	<ul style="list-style-type: none"> <li>Communicate all school activities to parents through school messenger in dual language</li> <li>All forms of written parent communication will be in a dual language format</li> </ul>	100% of parents complete parent orientation	Spring 2014	Ongoing
Enhance communication with parents regarding student academic progress and expectations for success	Parent Support Specialist	<ul style="list-style-type: none"> <li>Communicate with parents concerning information on how to access gradespeed through Parent Connect</li> </ul>	Increase parents accessing gradespeed (Parent Connect)	Monthly year long	Ongoing
Continue to support our parent resource center on campus; provide college preparedness classes for parents through Parent University; and offer Love and Logic courses through the Parent Support Specialist	Director of Student and Family Services Technical Assistance	<ul style="list-style-type: none"> <li>Parent University</li> <li>Connecting the Dots</li> </ul>	Participation of parents in Parent University	SY 2013-2014	Ongoing
Support a focus group to support the parent recruitment effort	Parent Support Specialist	<ul style="list-style-type: none"> <li>Principal Coffee</li> <li>Parent ESL classes on campus</li> <li>Utilize the PTSA members to recruit additional parents</li> <li>CAC</li> </ul>	Increase enrollment in parent ESL classes	SY 2013-2014	Ongoing
Director of Family Services will continue to build Family Resource Center and will support parent/student college tours to promote parental involvement.	Principal	<ul style="list-style-type: none"> <li>Parent resource center schedule</li> <li>Social Worker</li> <li>Food, and Clothes Pantry</li> <li>Parent University</li> <li>Provide college field</li> </ul>	<ul style="list-style-type: none"> <li>Parent sign in documentation for use of parent resource center</li> <li>College trip calendar</li> <li>Participation of parents in Parent University</li> </ul>	SY 2013-2014	Ongoing

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
		trips for parents and students			
Reagan HS will continue to support and expand the capacity of the FRC – the Director of Family and Student Services who will be responsible for coordinating student and family support services on campus/increase access to community services	Director of Student and Family Services Parent Support Specialist Dropout Prevention Specialist	<ul style="list-style-type: none"> <li>Parent orientation required for all families</li> </ul>	<ul style="list-style-type: none"> <li>Increased rating of parent survey to 3.4 in the following subscales:               <ol style="list-style-type: none"> <li>Respectful School Community</li> <li>Support for Parent Involvement</li> <li>Academic Planning Information</li> <li>Communication about Student Progress and Expectations</li> </ol> </li> </ul>	SY 2013-2014	Ongoing

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
Common and grade level planning time will be supported to evaluate student data and support collaborative study of student data.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches Teachers	<ul style="list-style-type: none"> <li>Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional development.</li> <li>ABCD system for identifying students' need for intervention using differentiated instruction</li> <li>Analyze data by student groups</li> </ul>	<ul style="list-style-type: none"> <li>Through PLC's, and Late Start Thursday's teachers will create and continually update the ABC Data list</li> <li>Student interventions will be based on list and continually change as objectives are covered and mastered</li> </ul>	SY 2013-2014	Complete & ongoing

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
Retrain staff with research based, job embedded professional development to increase their knowledge of new Reporting Categories in content area and how they are tested.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches	Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional development.	<ul style="list-style-type: none"> <li>Teachers will be trained in KILGO, ELPS, CIF,</li> </ul>	SY 2013-2014	Ongoing
Provide training on use of data to inform differentiated instruction to meet the academic needs of individual students and support IMPACT team decisions	Jesse De La Huerta ICs Dept Chairs PLC Leads	Twice a week, 90 min. block common planning times for content areas teacher, and specific ongoing professional development.	Through SLC's teachers will receive PD on differentiation, anchors of support, and scaffolding	SY 2013-2014	Ongoing
Provide professional development opportunities that may include Kilgo Workshops, ECHS professional development with Common Instructional Framework and professional development/support for implementing comprehensive literacy/math plans.	Academic Director Campus Administrators School Improvement Facilitator Core Instructional Coaches Kelly Armstrong	<ul style="list-style-type: none"> <li>Newly hired teachers will attend Kilgo Training</li> <li>Texas High School Project will provide ongoing professional development to all teachers</li> <li>Teachers will receive professional development in implementation of the literacy and math plans</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic Instructional Alignment will be presented in SLC's to all teachers</li> </ul>	Fall 2013	Ongoing
Strategic professional development with Educate Texas to expose students to rigor – by Common Instructional Framework.	Educate Texas External Coach	<ul style="list-style-type: none"> <li>Ongoing embedded PD in SLC's covering the Common Instructional Framework for College Readiness</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students enrolling in a postsecondary institution after high school completion to 60%</li> </ul>	Fall 2013 – SLC meetings.	Ongoing
Build leadership capacity with all school staff – promote inclusive leadership	Principal Director of Academics	<ul style="list-style-type: none"> <li>Identify teacher leaders and provide</li> </ul>	<ul style="list-style-type: none"> <li>Develop PLC Teacher Leads</li> </ul>	SY 2013-2014	Ongoing

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
		<ul style="list-style-type: none"> <li>professional development opportunities to build leadership skills</li> <li>Implement a teacher mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Leaders' schedule of peer support</li> </ul>		
Build grade level SLCs in which teachers annotate lesson plans and participate in peer-to-peer observations	Principal Director of Academics Instructional Leadership Teams	<ul style="list-style-type: none"> <li>Lesson plans turned in Monday morning</li> <li>Classroom Observations</li> </ul>	Improved Teacher Quality	Bi-weekly	Complete
Select staff will attend Title 1 district trainings: Cultural Proficiency & Power of 1 during District PD days.	Admin Team Classroom teachers	<ul style="list-style-type: none"> <li>Dates of PD</li> <li>Number of spots available</li> <li>Registration in HCP</li> </ul>	Completion of and reflection on trainings. Admin discuss what can be shared in the classroom, or taken back with teachers.	Fall 2013 Spring 2014	Complete

## 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					
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
a. Review campus level data on SPED representation provided by SPED department.	Rikki Dautel	Audit of qualifications and support needed	Each semester students will be assessed in: least restrictive environment, testing, eligibility, and support services.	Fall 2013	Ongoing
b. Continue developing and implementing new Child Study System.	Rikki Dautel	Conferences and constant communication between department, and Child Study Team.	Referral and documentation of collaboration with Child Study Team in eCST.	Spring 2014	Ongoing – monthly meetings

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					
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
a. Review campus level data on SPED representation provided by SPED department.	Rikki Dautel	Audit of qualifications and support needed	Each semester students will be assessed in: least restrictive environment, testing, eligibility, and support services.	SY 2013-2014	Ongoing
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Teachers	On-going embedded PD on research-based Tier II interviews will be conducted bi-weekly	Classroom walkthroughs and observations will utilize protocol tools to determine the use or presence of Tier II interventions	SY 2013-2014	Ongoing
c. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the	Administrators Teachers	Teachers will attend professional development evaluating the impact of the teachers culture,	Arrange to have the PD brought into SLC sessions for all teachers.	SY 2013-2014 – Fall 2013	Ongoing



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

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
impact on the classroom environment.		values, beliefs on the classroom.			

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

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 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					
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-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): 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-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): 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 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					
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
a. Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Rikki Dautel, sped teachers, APs.	Qualifying student spreadsheet will be reviewed each semester. ARD committees will always consider LRE. Co-teach model implemented in all core tested subjects. Common planning in core subjects with general education staff and special education staff.	Spreadsheet, ARD deliberation sample, master schedule with co-teach indicated. PLC meeting notes.	Fall 2013	Ongoing

## 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	
<b>Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).</b>									
Condition: If rate < 50%								Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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>									
Condition: If rate > 20%								Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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): Yes					
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
a. Continue to implement the 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.	Rikki Dautel, case managers	Review of IEP before ARD. Training on measureable goals and PLAAFP.	Sample of IEP paperwork, SPP 13 audit.	SY 2013-2014	Ongoing
b. Continue monitoring of cases and ensure case workers are preparing ARDs to meet this goal	Rikki Dautel, case managers	Meetings with Special Education teachers as Department Chair.	Sample paperwork, audits of ARD documents.	SY 2013-2014	Ongoing
c. Review 2012-2013 case worker documentation to ensure training is conducted for specific or all caseworkers.	Rikki Dautel, case managers	Audit case manager paperwork to find the gaps.	Documentation of incomplete ARD plans – those lacking postsecondary transition goals.	SY 2013-2014	Ongoing

## 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): No					
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

## Dropout Rates – MS and HS Levels Only

Table #DR-16						<input type="checkbox"/> State: Below safeguard target	<input checked="" 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							
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 use ARD transition plan to recommend course options when meeting with each student with a disability individually		Counselors	Ongoing cohort recovery spreadsheet reviewable by Counselors and Special Ed Chair	Spreadsheet, counselor senior audit meeting with parent		Ongoing	
Identify students with disabilities who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions		Counselors ICs APs	Scheduled remediation times, tutoring hours, regular interventions	Attendance in tutoring programs, December EOC results		Ongoing	

Table #DR-17						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Reduce the ELL annual dropout rate.							
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): No							
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	

#### 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					
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					
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
Special education case managers and guidance counselors provide comprehensive counseling services to students with disabilities (SWDs). Case managers will provide counselors with course needs that are specific to students' IEP each term to ensure SWDs are scheduled properly and are on target for graduation. This will include course completions in special education courses and those courses deemed acceptable replacements by ARD and aligned to the 4 year graduation plan.	Rikki Dautel Case Managers Classroom Teachers Admin Counselors	Follow up. Tracking of courses and completion	Review target each term to increase students meeting their IEPs	May 2014	Ongoing
Counselors will be responsible for scheduling all SWDs for the classes recommended by case managers and will have sold responsibility selecting with students and scheduling them for all general education courses required outside of the special education coursework.	Rikki Dautel Case Managers Classroom Teachers Admin Counselors	Follow up. Tracking of courses and completion	Review target each term to increase students meeting their IEPs  Discuss needs and areas of concern with Counselors.	May 2014	Ongoing

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):					
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
a. Continue to use LUCHA (Language Learners at University of Texas Center for Hispanic Achievement) services	APIE Volunteer Coordinator Linda Rodriguez Jeff Wright	Orientation to ELL teachers Differentiation in Lesson Plans – ELPS training	1. Improve performance on SCA's, grades, and EOC's.	SY 2013-2014	Ongoing
b. Conduct efforts to provide credit recovery to ELL students i.e. Saturday School, summer school, and during the school day	Teachers Counselors Administrators Jeff Wright	Collegiate Friday Teachers will monitor students grades and attendance  Conduct Summer School Now at after each 6 weeks Saturday School will be held after progress reports and 6weeks grades.  DELTA classes offered after-school and during Summer School.	1. Decrease course failures at each 6 weeks. 2. Increase students On Track to graduate 3. Keep students within their cohort group.	SY 2013-2014	Completing all year – Saturday schools schedules
c. Review student on track indicator to graduation for ELL and Sped/ELLs secondary students	Yolanda Paredes Counselors Rikki Dautel Jeff Wright	Lead personnel will meet to review ARD's, and graduation plans.	1. Students placed in appropriate classes, and/or interventions 2. Course/Testing adjustments based on reviews	SY 2013-2014	Ongoing

## 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):					
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

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):					
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



## 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	Achievement: Increase students achieving STAAR EOC Level III Performance. Tutorials will be used to increase instructional minutes to support students in content areas. Tutoring interventions are based on student self data tracking and is TEKS specific to create a more purposeful plan for tutoring.
AVID	Achievement: Increase students achieving STAAR EOC Level III Performance. Students are also exposed to and supported in their high school career as a preparation for college. AVID gives many first generation college students a strong foundation for college as college visits are planned, study skills are taught, and a college mindset is built.
After-school detention	Achievement: Increase students achieving STAAR EOC Level III Performance. Detention is used to redirect behavior so students do not lose out on instructional time. This can be assigned as a result of attendance, behavior, etc.
Dropout prevention services	Dropout prevention is used to potentially increase a chance students will graduate from our campus, or ensure they have enrolled in another campus and they do not have a break or gap in their education. Services provided to students meeting dropout risk criteria: poor attendance, truancy, performing below grade level, etc.
DELTA	Achievement: Increase students achieving STAAR EOC Level III Performance. Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates. Students are given additional support to recover credits
Parent Support Specialist	Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates. Parent involvement and attendance rates increase as a result of PSS and the efforts and coordination between parents, school, and community. Services provided to at risk youth and their families.
9 <sup>th</sup> Grade Initiatives	Achievement: Increase students achieving STAAR EOC Level III Performance. Students are transitioned by the ECHS Summer Bridge, by tutoring efforts and supported during their transition from high school. These services are for students identified as at risk of drop out: truancy, poor attendance, not performing academically on grade level.
<b>TOTAL</b>	<b>\$240,964.00</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):

✓	Work with staffing coordinator, identify staff not meeting HQ standards
✓	Notify staff of deficit area(s)
✓	Agree with staff on appropriate ways to meet the standard
✓	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
✓	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):

✓	Participate in district-sponsored job fairs
✓	Participate in recruiting trips
✓	Provide mentors to first and second year teachers
✓	Offer high-quality professional development
✓	Provide leadership opportunities for teachers
✓	Encourage participation in National Board program
✓	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):

✓	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	6, 7, 10, 12, 13, 14
Instruction by highly qualified staff	7, 10-12, 14, 19, 42
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	9, 11-16, 18-19, 23, 29-31
Strategies to attract highly qualified teachers to high-need schools	8, 18-19, 29-31, 42
Strategies to increase parental involvement	9, 17, 18, 21, 23, 24, 28, 29
<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.)	8, 15, 16, 17, 20
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	7, 12, 17, 20, 21, 26, 29, 32, 37, 39
Coordination and integration of federal, state, and local services and programs	7, 14, 17, 22, 25, 35, 36
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	13, 17, 20-23, 25, 32, 41, 45, 46

**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	7-8, 10-12, 14, 18-19, 29-31, 42
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	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><i>Personnel</i></b>				
Instructional Coach	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	\$55,942.00	Increased STAAR EOC scores
Math Teacher	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	\$55,584.00	Increased STAAR EOC scores
Dropout Prevention	Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates.	Increase parent awareness and involvement.	\$47,410.00	Increased STAAR EOC scores
Technology Support	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	\$47,526.00	Increased STAAR EOC scores
Parent Support 50%	Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates.	Increase parent awareness and involvement.	\$29,624.00	Increased high school graduation and 4 year graduation rates.
Director Family & Student	Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates.	Increase parent awareness and involvement.	100,966.00	Increased high school graduation and 4 year graduation rates.
Counselor	Engagement: Increase high school completion rates and 4	Establish a campus-wide system for monitoring and	63,583.00	Increased high school graduation and 4 year

	year graduation rates. Increase attendance rates.	reporting students' academic Improvement and progress towards the state standard.		graduation rates.
Social Services Specialist	Engagement: Increase high school completion rates and 4 year graduation rates. Increase attendance rates.	Increase parent awareness and involvement.	\$57,967.00	Increased high school graduation and 4 year graduation rates.
<b>Instructional Supplies, Materials, and Equipment</b>				
Reproduction Costs	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	3821\$	Increased STAAR EOC scores
General Supplies	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	2000\$	Increased STAAR EOC scores
Nutritious Snacks & Water for Student Tutoring & Testing	Achievement: Increase students achieving STAAR EOC Level III Performance	Establish a campus-wide system for monitoring and reporting students' academic Improvement and progress towards the state standard.	2000\$	Increased STAAR EOC scores
<b>Professional Development/Staff Training</b>				
			\$	
			\$	
			\$	
<b>Community Services (Function 61)</b>				
			\$	
			\$	
			\$	
<b>Other Requests</b>				
			\$	
			\$	
			\$	
<b>TOTAL (Must Match BTO Total)</b>			<b>466,423.00\$</b>	Salary cushion: \$18,140.00

## 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 – 2012-2013	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b>Personnel</b>				
2 reading tutors	Increase EOC scores as a result of specialized instruction based on student need – push in or pull out.	District benchmarks – SCA and MOY data was analyzed by subpopulation to pull students out to review specific TEKS or to push in and add an extra layer of support.	\$6,171.43	Increase in MOY I to MOY II scores leading to adjustment in instruction and tutoring focus and increase in EOC scores.
2 Geometry Tutors	Increase EOC scores as a result of specialized instruction based on student need – push in or pull out.	District benchmarks – SCA and MOY data was analyzed by subpopulation to pull students out to review specific TEKS or to push in and add an extra layer of support.	\$6,171.43	Increase in MOY I to MOY II scores leading to adjustment in instruction and tutoring focus and increase in EOC scores.
2 Physics Tutors	Increase EOC scores as a result of specialized instruction based on student need – push in or pull out.	District benchmarks – SCA and MOY data was analyzed by subpopulation to pull students out to review specific TEKS or to push in and add an extra layer of support.	\$6,171.43	Increase in MOY I to MOY II scores leading to adjustment in instruction and tutoring focus and increase in EOC scores.
Coordinator	Increase EOC scores as a result of specialized instruction based on student need – push in or pull out.	District benchmarks – SCA and MOY data was analyzed by subpopulation to pull students out to review specific TEKS or to push in and add an extra layer of support.	\$3,085.71	Increase in MOY I to MOY II scores leading to adjustment in instruction and tutoring focus and increase in EOC scores.

<b>Instructional Supplies, Materials, and Equipment</b>				
SRA Reading	Allows for Lexiling of students and focused instruction based on reading level – coincides with comprehensive Literacy Program for 2013-2014 school year.	Students must be reading at their level to move to the next level. The need is to increase reading comprehension, fluency, and frequency to increase EOC scores.	\$9,617.00	Increase in EOC Reading and Writing scores as a result of reading academic text, seeing models of good writing and being able to better comprehend text.
Instant Word Power	Allows for an additional method of direct vocabulary instruction with the use of the text to align with the comprehensive Literacy Program for 2013-2014 school year.	Students must be able to write with and comprehend more complex vocabulary in order to increase their reading and writing scores, fluency and effectiveness.	\$700.00	Increase in EOC Reading and Writing scores as a result of reading academic text, building a stronger vocabulary to vary their writing and being able to better comprehend text.
			\$	
<b>Professional Development/Staff Training</b>				
			\$	
			\$	
			\$	
<b>Community Services (Function 61)</b>				
			\$	
			\$	
			\$	
<b>Other Requests</b>				
			\$	
			\$	
			\$	
<b>TOTAL (Must Match BTO Total)</b>			<b>\$31,917</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	37	32	50.00	45
Asian	>99	>99	100.00	>99
AA	31	28	50.00	43
Hispanic	36	33	50.00	46
White	*	*	50.00	*
2 or More	>99	<1	50.00	20
EcD	35	31	50.00	45
ELL	11	11	50.00	29
Spec Ed	46	26	50.00	41
9th Grade	37	29	50.00	43
10th Grade		35	50.00	48

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	6	8	50.00	27
Asian	<1	n/a	50.00	n/a
AA	*	*	50.00	*
Hispanic	6	9	50.00	27
White	<1	<1	50.00	20
2 or More	>99	<1	50.00	20
EcD	5	8	50.00	27
ELL	*	*	50.00	*
Spec Ed	*	16	50.00	33
9th Grade	6	10	50.00	28
10th Grade		*	50.00	*

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	12	50.00	29
Asian	>99	<1	50.00	20
AA	19	11	50.00	28
Hispanic	9	12	50.00	30
White	*	<1	50.00	20
2 or More	>99	<1	50.00	20
EcD	12	12	50.00	30
ELL	*	*	50.00	*
Spec Ed	*	13	50.00	30
9th Grade	13	15	50.00	32
10th Grade		7	50.00	26

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	16	22	50.00	38
Asian	>99	n/a	50.00	n/a
AA	21	19	50.00	35
Hispanic	14	24	50.00	39
White	*	*	50.00	*
2 or More	>99	<1	50.00	20
EcD	14	23	50.00	39
ELL	<1	*	50.00	*
Spec Ed	39	*	50.00	*
9th Grade	16	26	50.00	41
10th Grade		<1	50.00	20

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	4	13.50	13
Asian	<1	<1	10.00	10
AA	*	5	14.50	14
Hispanic	*	3	13.00	13
White	<1	<1	10.00	10
2 or More	>99	<1	10.00	10
EcD	*	3	13.00	13
ELL	<1	*	11.50	*
Spec Ed	*	*	12.80	*

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	*	*	11.50	*
Asian	<1	n/a	10.00	n/a
AA	<1	<1	10.00	10
Hispanic	*	*	12.00	*
White	<1	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	*	*	12.00	*
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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	<1	*	10.25	*
Asian	<1	<1	10.00	10
AA	<1	*	10.75	*
Hispanic	<1	<1	10.00	10
White	<1	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	<1	*	10.25	*
ELL	<1	<1	10.00	10
Spec Ed	<1	*	11.75	*

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	13.00	12
Asian	<1	n/a	10.00	n/a
AA	<1	<1	10.00	10
Hispanic	*	3	13.00	13
White	<1	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	*	3	12.50	12
ELL	<1	<1	10.00	10
Spec Ed	<1	<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	84.1%	84.1%	86.2%	90.1%	89.7%	91.7%	93.00
African American	85%	84.4%	85.1%	89.7%	88.7%	91.9%	92.00
Asian	84.1%	94.7%	93.1%	95.3%	94.7%	96.4%	97.00
Hispanic	83.5%	83.7%	86.4%	90.1%	89.9%	91.5%	92.00
Native American	84%		96.8%	93.7%	92.9%	85.4%	86.00
White	89%	89.3%	90.6%	93.4%	88%	90%	91.00
2 or More				84.8%	93.2%	93.9%	94.00
EcD	85.3%	84.4%	86.8%	91.9%	89.7%	91.7%	92.00

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	76.9%	77.7%	83.7%	76.4%	80.6%	
African American	66.7%	74.5%	72.1%	69.6%	74.1%	
Asian	*					
Hispanic	80.7%	80.8%	90.5%	80.2%	84.3%	
Native American			*	*	*	
White	*		50%	*	*	
2 or More			87.5%	80%	*	
EcD	82.7%	79.6%	84.6%			

Data Source, PEIMS Submission 1

### Graduation Rate (with exclusions)

			Improvement Goal
	Class of 2011	Class of 2012	Class of 2013
All Students	71.8%	79.7%	81.00
African American	73.6%	78.8%	80.00
Asian	-%	-%	0.00
Hispanic	70.9%	81.4%	82.00
Native American	*	*	0.00
White	*	*	0.00
2 or More	*	*	0.00
EcD	76.8%	84.5%	85.00
ELL	64.9%	78.3%	80.00
Spec Ed	55.6%	84.6%	85.00

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	3.3%	4.9%	3.50
African American	6.1%	5.1%	4.50
Asian	0.0%	18.2%	15.00
Hispanic	2.5%	4.8%	4.00
Native American	*	*	0.00
White	4.3%	5.6%	4.00
2 or More	0.0%	0.0%	0.00
EcD	2.3%	4.8%	4.00
ELL	1.0%	4.7%	4.00
Spec Ed	2.5%	8.9%	7.50

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	54%	49.3%	55.4%	>=70%	All Students	4.9%	4.5%	2.4%	>=40%
African American	78%	65.7%	78.4%	>=70%	African American	3.1%	4.3%	0%	>=40%
Asian	*			>=70%	Asian				>=40%
Hispanic	38%	45.2%	47.6%	>=70%	Hispanic	7.4%	4.8%	4%	>=40%
Native American		*	*	>=70%	Native American				>=40%
White	?	0%	*	>=70%	White	*		*	>=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	28.7%	29.1%	44.7%	>=15%	All Students	3.1%	3.5%	5.5%	>=50%
African American	28.1%	27.5%	35.9%	>=15%	African American	7.5%	0%	0%	>=50%
Asian	*			>=15%	Asian	*			>=50%
Hispanic	28.2%	29.5%	45.9%	>=15%	Hispanic	1.2%	4.7%	5.9%	>=50%
Native American		*	*	>=15%	Native American			*	>=50%
White	*	25%	*	>=15%	White	*	*	0%	>=50%
2 or More		*	*	>=15%	2 or More		*	60%	>=50%

Data Source: AEIS

### Advanced Course / Dual Enrollment

	AEIS			End Goal Target
	2008-09	2009-10	2010-11	
All Students	13.8%	23.5%	34.2%	>=30%
African American	16.2%	21.9%	31.1%	>=30%
Asian	*	0%	40%	>=30%
Hispanic	12.8%	24.5%	34.2%	>=30%
Native American		*	*	>=30%
White	10%	19%	50%	>=30%
2 or More		20%	60%	>=30%

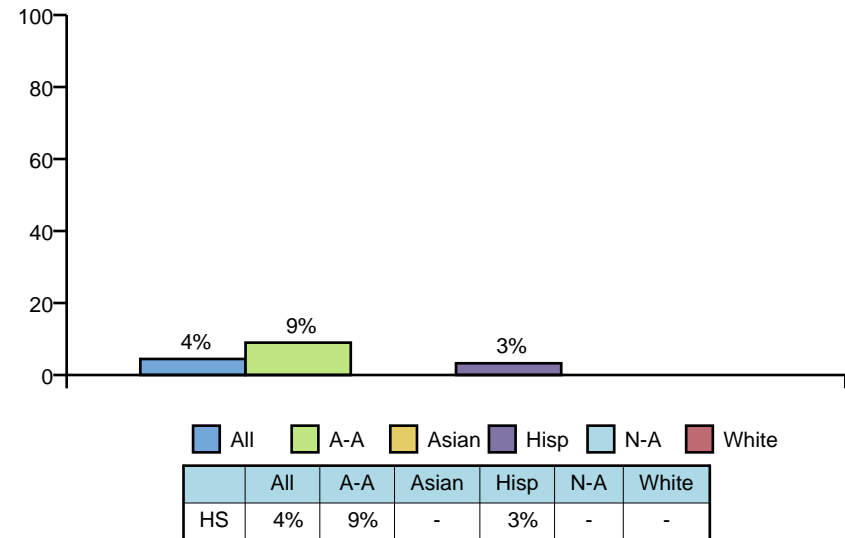
Data Source: AEIS

### Student Discipline Aggregate Counts

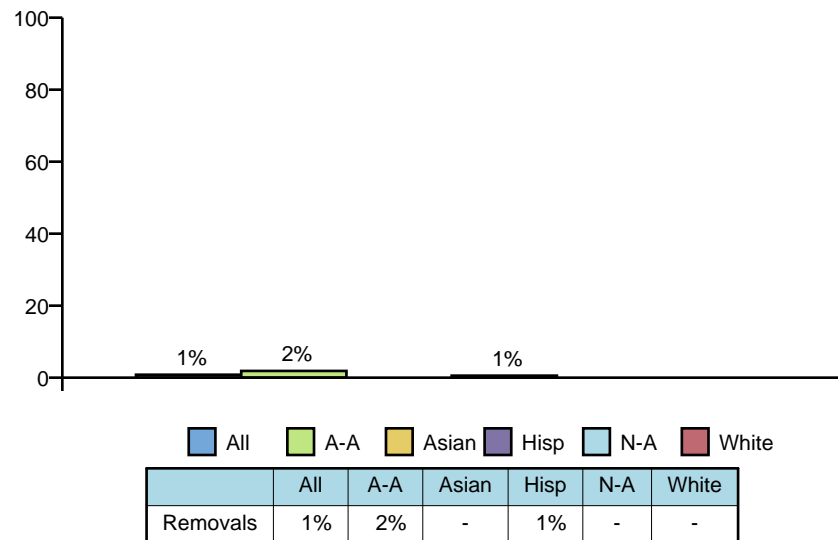
Student Group	Enrollment 2012-13
All Students	1213
African American	267
Asian	25
Hispanic	890
Native American	2
White	23

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

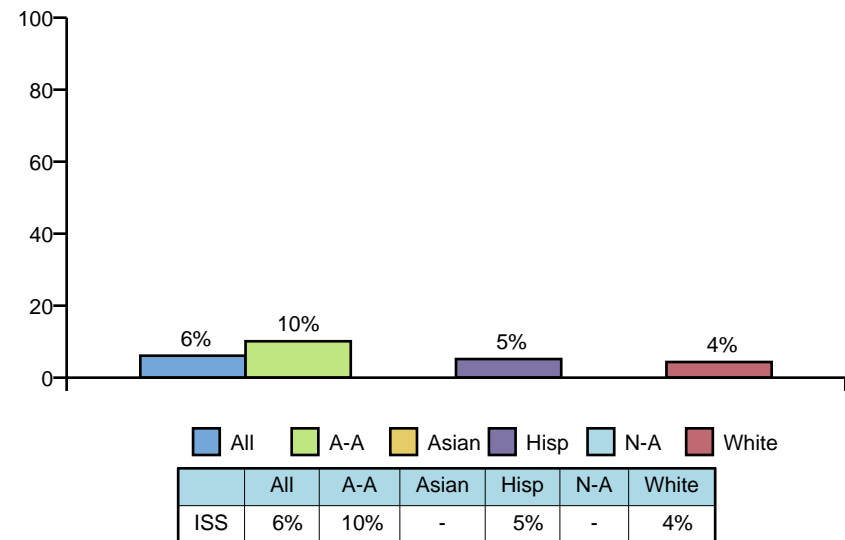
### Campus Suspension to Home



### 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	48	4.81%	36	2.79%	10	.82%	0.80
African American	23	10.27%	17	5.61%	5	1.87%	1.75
Asian							0.00
Hispanic	25	3.45%	18	1.97%	5	.56%	0.50
Native American							0.00
White			1	2.27%			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	180	18.05%	207	16.02%	54	4.45%	4.00
African American	80	35.71%	73	24.09%	24	8.99%	8.00
Asian							0.00
Hispanic	98	13.52%	128	13.97%	29	3.26%	3.00
Native American							0.00
White	1	3.7%	5	11.36%			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 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	31	3.11%			74	6.1%	5.50
African American	10	4.46%			27	10.11%	9.00
Asian							0.00
Hispanic	20	2.76%			46	5.17%	5.00
Native American							0.00
White	1	3.7%			1	4.35%	4.00

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	921	910	849	970	1022
African American	258	234	198	202	217
Asian	4	3	7	17	23
Hispanic	640	648	601	700	740
Native American		2	4	2	1
White	19	23	17	21	15
2 or More			22	28	26

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	220	6	3%	231	7	3%	3.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	*	*	*	20.00	
Hispanic	205	5	2%	204	6	3%	2.75	
White	*	*	*	*	*	*	0.00	
EcD	213	6	3%	222	7	3%	3.00	
Special Ed	25	1	4%	26	2	8%	7.00	

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	74	52	70%	74	42	57%	118	66	56%	118	50	42%	61	32	52%	61	27	44%
F	Hispanic	294	170	58%	278	122	44%	520	268	52%	482	204	42%	251	140	56%	245	125	51%
F	White	10	8	80%	10	8	80%	16	12	75%	16	16	>99%	*	*	*	*	*	*
F		378	230	61%	362	172	48%	654	346	53%	616	270	44%	316	175	55%	310	156	50%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	110	76	69%	108	70	65%	142	90	63%	136	82	60%	78	40	51%	76	45	59%
M	Hispanic	364	212	58%	356	178	50%	596	334	56%	580	318	55%	276	150	54%	267	150	56%
M	White	10	4	40%	6	-	-	10	-	-	10	6	60%	7	4	57%	5	3	60%
M		484	292	60%	470	248	53%	748	424	57%	726	406	56%	361	194	54%	348	198	57%
total		862	522	61%	832	420	50%	1402	770	55%	1342	676	50%	677	369	55%	658	354	54%

Data Source: AISD Fitnessgram