

James Bowie High School

2013-2014

Campus Improvement Plan



CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information ...

Position	Name	Date
Principal	Steve Kane	September 10, 2013
Co-Chair	Adrian Gonzalez, Parent Co-Chair	September 10, 2013
Co-Chair	Steve Wand, Faculty Co-Chair	September 10, 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	Steve Kane
Academy Director	Susan Leos

Voting Members	Name	CAC Co- Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Adrian Gonzalez	X					
Parent	Kevin Wood (DAC Representative)						
Parent	Brian Crow (PTSA Representative)			X			
Parent	Bill Sheftall						
Parent	Rene Ruiz						
Parent	Doug Jansen						
Parent	Tracey Jackson						
Parent	Aaron Demerson						
Parent	Myluan Vandinh						
Professional Staff Member	Andrea Ramirez						Improvement Facilitator
Professional Staff Member	Patrick Horton				X		
Professional Staff Member	Ann Marie Hutcheson				X		
Professional Staff Member	Brandon Henry/Farra Roessner				X		
Professional Staff Member	Nicholas Stamper				X		
Professional Staff Member	Steve Wand	X			X		
Professional Staff Member	Cynthia Harp				X	X	

Professional Staff Member	Nona May						Counselor
Professional Staff Member	Lila Welchel		X		X		
Classified Staff Member	Julie Scoggin						Bookkeeper/Clerical
Student <i>(If Applicable)</i>	Wesley Higgins						Student Council Co-Pres
Student <i>(If Applicable)</i>	Victor Hernandez-Rodriguez						Student Council Co-Pres
Business Representative	Ray Grasshoff						
Community Representative	Dean Goodnight						

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 nd Tuesday):	1 st Tuesday of each month
Normal Time:	7:30 AM

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
X	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
4 hours	6 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- TEA Accountability Rankings
- EOC & TAKS results
- Benchmark results from 2012-2013
- Dashboard Info including Disciplinary Data, Attendance Data, Graduation Data, etc.
- AP, SAT, ACT participation & performance data
- Class completion rates/failure rates for specific subjects

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

- Increase overall school attendance.
- Increase student performance on Index 2 of the TEA Accountability Standards.
- Increase student performance for writing.
- Non-negotiables will be mastered in all subject areas with intervention provided for any who might need extra time or support.

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Bowie Campus Goal) Increase JBHS attendance rate to 96%.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Teachers will take an active role in contacting parents of students with attendance issues and communicating with administration as needed.	JBHS Teachers	Attendance data & resources as provided by the district or the community	Improved attendance rate	All strategies start immediately and as needed for student body at large as well as individual students	Ongoing
2) Teachers will stand at doors between classes to encourage timeliness and good attendance.	JBHS Teachers				

3) Administrators will conference with students and parents when students accrue excessive absences.	JBHS Administrators				
4) Administrators will follow the plan created to address students who have continued absenteeism.	JBHS Administrators				

Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Bowie Campus Goal) Increase overall student performance for Index 2 of the TEA Accountability Rating System					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
See the specific JBHS departmental improvement strategies in the tables below.					

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Bowie Campus) Increase overall student performance in writing.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide professional development "Writing Across the Curriculum" that can support the various departments in their quest to help our students improve writing skills. (Also, please see the specific discipline-related writing strategies included in the departmental tables below.)	ELA Department, ELA Administrator-Leos, & ELA Dept. Chair - Conroy	Time for planning with ELA Dept.	Feedback from PD sessions on Oct. 14 & Nov. 11 Improved writing scores on EOC testing & SAT/ACT writing results	2013-14	In progress

Table #CI-4

☐ State: Below safeguard target☐ AYP: Area of low performance**Objective: (ELA Dept.) Increase Greater than Expected Progress performance in writing and reading by 5 to 10 %.**

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<ol style="list-style-type: none"> 1. Focus on teaching inferencing skills as well as providing textual evidence. Teachers will scaffold language arts content to address linguistic differentiation for ELLs. 2. Use individual EOC student data as well as GMRT, MOY or other assessments to group students and work on weaknesses for differentiation. Particular weaknesses for English I and II are: Understanding & Analysis Across Genres, Expository Writing, Persuasive Writing, Inferencing across several objectives. 3. All ELA teachers in grades 9-12 will identify those students who did not meet standard as well as those who barely met standard on previous STAAR tests and support them in their areas of weakness. 4. Ensure teachers are attending PD that support linguistic and content 	ELA PLC Teams, Reading Teacher – Pannell, ESOL teacher-Hayes, Dept. Chair-Conroy, Administrator for ELA Dept.- Leos, with support from AISD ELA staff, JBHS SIF & JBHS Instructional Chairs	<p>Funds for materials</p> <p>Funds for teacher workshops, in particular for writing trainings</p> <p>Funds for GMRT testing and score reporting</p> <p>Funds & support from AISD Bilingual Services to continue sending ELA teachers to trainings that support ELL learners</p> <p>Support from HS Office and, in particular, Lisa Girard, ELA Coordinator, & her staff</p> <p>Support from AISD Curriculum & Instruction office, particularly the ELA Division</p>	<p>PLCs that work together to look at student data and student work to intervene/enrich and to drive instruction.</p> <p>Attendance at ELA workshops or trainings, whether on campus or off-campus.</p> <p>Increased student achievement on teacher-made assessments, Benchmark assessments, and state tests overall.</p> <p>Increased student achievement on specific objectives measured by EOC like, composition & writing skills, inference skills, short answer rates, etc.</p> <p>Increased individual student growth as well as increased overall performance on Index 2 in</p>	Begins August 2013 and is ongoing all year	ongoing

<p>advancement of ELLs; i.e. ELPS, Strategies for ELLs, ELPS Academy, LIAG training, etc.</p> <ol style="list-style-type: none"> 5. Across all ELA grade levels, focus on composing skills, in particular expository, persuasive, literary, and analytical writing types. 6. All ELA teachers use their common planning time and Late Starts to impact student results in a way that guarantees all students in each course are focused on the same common learning targets and acquiring the same ELA skills including the grade-level non-negotiables. 7. Use MAPS (ELA EOC Intervention classes) and the Bowie Reading Program to strengthen individual 9th, 10th & 11th grade students' skills in both reading and writing areas. 			<p>the ELA areas.</p> <p>During FIT (Flexible Instructional Tutoring- during school day between 1st & 2nd classes of the day) students will be working on differentiated reading & writing skills and the ELA non-negotiable standards. Evidence of ELA teachers attending ELL workshops.</p> <p>Evidence of improved achievement for ELL students on teacher-made assessments, TELPAS, EOC tests, etc.</p> <p>ELA teachers will agree on the rubrics used for each type of writing assignment and will communicate exemplar models as well as rubric expectations to students. ELA PLC teams will study student compositions and use those essays to drive instruction and to provide feedback to students. Evidence noted in PLC meetings and on agendas/minutes.</p> <p>Evidence in Late Start agendas, minutes &</p>		
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			products, etc.		
			Enrollment in MAPS & Bowie Reading Program and increased achievement for these students.		

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

Objective: (ELA Dept.) Increase SAT, ACT, & AP Participation & Course Completion for English AP courses by 5 to 10%. Increase overall SAT & AP Performance by 5 to 10%.

Applicable Strategic Plan Goal(s): 3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<ol style="list-style-type: none"> 1. Encourage students to remain in Pre-AP/AP classes through tutorials, FIT, and academic interventions during class time. 2. Vertically align AP terms and skill sets from 9th-12th grades (AP) 3. Vertically align SAT vocabulary 9th-12th grades (SAT) 4. Include SAT-type essay prompt assignments 9th-12th grades (SAT) 5. Focus on critical reading (close reading skills) 9th-12th grades (AP/SAT/ACT) 6. AP Lit (seniors) – focus on 	ELA PLC Teams, particularly Pre-AP & AP teachers, Dept. Chair-Conroy, Administrator for ELA Dept.- Leos, with support from AISD ELA staff, JBHS SIF & JBHS Instructional Chairs	Funds for materials Funds for teacher workshops, in particular for writing trainings Support from AISD Advanced Academic Services team	Increased SAT, ACT & AP participation rates. Increased SAT, ACT & AP performance rates. Less than 8% of students dropping down from Pre-AP/AP level to academic level. Creation of FIT sessions that address SAT/ACT & AP skills and/or weaknesses. Student attendance at these sessions.	Begins August 2013 and is ongoing all year	ongoing

improving poetry MC and poetry analysis essay scores 7. AP Lang (juniors) – focus on improving pre-20 th century lit MC and rhetorical analysis essay scores			Evidence of SAT vocab, SAT essay prompts, critical reading skills, poetry analysis, rhetorical analysis, etc. in lesson plans and via discussion of student work/results in PLC meetings.		
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Table #CI-6 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (SPED & ELA Dept.) Increase percentage of SPED students achieving satisfactory on EOC Writing tests for Eng I & II					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Gen ed & SPED teachers will work together to identify students who need support 2. Students who failed Writing EOC will have extra support in one of three ways: MAPS/EOC prep elective taught by gen ed teachers, reading/writing elective taught by either gen ed or SPED staff, or through Study Skills electives 3. Improve co-teach model for ELA classrooms with PD and follow-up via district SPED personnel	Administrators for SPED & ELA Departments & ELA/SPED teachers	PD provided for co-teachers in fall of 2013 with ongoing follow-up support	Increased performance on the writing portions of the Eng I and Eng II EOC tests	1 year	ongoing

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Math Dept.) Increase Math performance on the SAT from 563 to 600.					

Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
4. Geometry and Algebra II teams are looking at released tests and incorporation questions into daily instruction when appropriate.	Math department	SAT preparation materials No PD needed	Increased performance on the Math portion of the SAT	1 year	beginning

Table #CI-8 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Math Dept.) Increase Math performance on the ACT from 24 to 26.					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Geometry and Algebra II teams are looking at released tests and incorporation questions into daily instruction when appropriate. 2. Teachers in all classes are increasing awareness on the ACT & the value of taking it.	Math department	ACT preparation materials Having Bowie as an ACT testing site to encourage more participation More awareness on the ACT and how it can benefit students	Increased performance on the Math portion of the ACT	1 year	beginning

Table #CI-9 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Math Dept.) Maintain at least a 90% passing rate with the increased passing standard for the Algebra I EOC 2012-2014					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Algebra I team will dissect previous tests to identify essential standards being	Algebra I team Lisa Watson- Dept Chair	Time with PLC to analyze data	Bowie Algebra I EOC passing rate is 90% or more	1 year	beginning

tested. 2. Algebra I team will identify most commonly missed topics and alter curriculum and instruction to address.	Cindi Carroll- Inst Spec. Carla De La Rosa- AP				
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Table #CI-10 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: (Math Dept.) Increase student growth progress in Algebra I from 54% to 70%

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Algebra I team has obtained each students growth measure to see what students need for growth and will address students accordingly. 2. Identify students that require larger/more growth and work to identify individual weaknesses with which they can supplement.	Algebra I team Lisa Watson- Dept Chair Cindi Carroll- Inst Spec. Carla De La Rosa- AP	Time with PLC to analyze data specifically in regards to individual student growth measures	Student growth grows from 54% to 70%	1 year	beginning

Table #CI-11 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: (Math Dept.) Increase AP performance in Math from 78% to 83%

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. AP teachers will agree to a common practice for the culminating activity being sitting for the AP exam. 2. Encourage students who are prepared to take the exam. 3. Investigate funding to supplement students staking AP exams (multiple test	Dana Stiles Kelly Flickinger John Graff Betty Joyner	None	Student performance in AP Math increases from 78% to 83%	1 year	beginning

takers and students with financial need)					
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Table #CI-12 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Math Dept.) Increase percentage of students graduating on recommended plan by 2% by increasing the number of students staying in precalculus and completing the course.					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Pre-Cal and AQR teams will work with students to address student needs and re-teach and offer support in higher level math classes to keep students from dropping down to the minimum plan.	Pre-Cal Team AQR Team Calculus	None	Decreased amount of students dropping from Pre-Cal, AQR, and Calculus	1 year	Beginning

Table #CI-13 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (SCI Dept.) Increase performance on Biology EOC (Maintain high passing rates in spite of higher standard) by increasing the percentage of students passing at phase II level II from 94% to 97% and increase percentage of advanced level III from 34% to 38%					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase focus on the Biology standards and continue the focus on intense remediation based on standards acquisition	Biology Team, Instructional Coach-Deckard & Administrator-Britton	FIT - Flexible instructional time and intervention/reteach during regular class time	Formative assessments, District MOY	Beginning August 2013 and ongoing	ongoing

Table #CI-14 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
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Objective: (SCI Dept.) Increase percentage of students graduating on recommended plan by 2% by increasing the number of students staying in physics and completing the course.

Applicable Strategic Plan Goal(s): 3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Focus on the standards and gain a deeper understanding of the minimum requirement to earn credit in physics with intense remediation on those standards	Physics Team & Instructional Coach-Deckard & Science Administrator-Britton	Physics data Physics PLC meeting time to discuss standards, data, & student results	Keeping students in physics; students staying on "Recommended" graduation plan. Participation in FIT - Flexible instructional time and intervention/reteach during regular class time	Beginning August 2013 and ongoing	ongoing

Table #CI-15

☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: (Science Dept.) Increase science participation in AP tests by 5% and increase science AP performance by 5%

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Understand changes in AP requirements and standards and hold students to those standards	JBHS Science PLCs, and particularly the Pre-AP & AP teachers, Instructional Coach-Deckard, Science Dept. Chair-Harding & Science Administrator-Britton	Training as needed & provided by AISD Advanced Academic Services	Reduction in number of students dropping AP and increase in the number of students taking and passing AP tests Student participation in FIT - Flexible instructional time and intervention/reteach during regular class time	Beginning August 2013 and ongoing	Ongoing

Table #CI-16

☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: (SS Dept.) Improve overall performance rates on SAT/ ACT and improve performance on the AP SS tests by 5%.

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Require Social Studies students to complete a minimum of one writing assignment each six weeks that is evaluated using AP, ACT, and/or SAT rubrics. Remediate students who fail to meet rubric standards.	1. All Social Studies Teachers	1. PD using campus experts on AP, ACT, and SAT rubrics and effective strategies for teaching writing skills. Training as needed & provided by AISD Advanced Academic Services	Samples of the writing assignments with correlating student work. Increased ELA/EOC, SAT, ACT, and AP scores, as well as samples of improvement following remediation.	9 months (1 per six weeks)	ongoing
2. Focus on areas of strengths & weaknesses per the individual social studies AP Instructional Reports objectives.	2. Floyd, Widner, Johnson, Grandinetti-Johnson		Attendance at FIT sessions during the year	Ongoing during year	

Table #CI-17 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (SS Dept.) 95% of students will achieve Level II or higher on the US History EOC for the 2013-14 year.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Non-negotiables will be mastered by every student in US History classes for each unit of study. Intervention provided for any students who need the support	US History Team	PLC time for US History team; data support from Instructional Coaches & district	1. Students who do not master non-negotiables will be assigned to remediation sessions during FIT until mastery is demonstrated. Also, intervention will take place inside the classrooms as needed.	9 months	
2. Conduct Review Sessions for students with history of EOC failure in social studies or those with low benchmark scores.	US History Team		2. US History EOC scores that meet academic		

			standard		
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Table #CI-18 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (CTE Dept.) Increase the number of eligible students enrolled into the CATEMA system for credit-in-escrow.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase parent, student and teacher awareness of the process for enrolling into this program and the benefits to be obtained.	R. Winemiller (lead) all CTE staff with eligible courses		Teachers to schedule specific time and place for entry of student data. Comparison of 2011-2012 enrollment numbers with prior data.	SY 2013-2014	ongoing

Table #CI-19 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (CTE Dept.) Increase the number of student certifications and licensures by 50%.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase number of students taking and passing currently offered certifications. Identify additional certifications and licensures that can be offered through our CTE courses	R. Winemiller (lead) and all CTE staff with available certifications	Funding (CTE office) Teacher training in certification process and content areas	Comparison of 2012-2013 certification/licensure data to previous years' data.	SY 2013-2014	ongoing

Table #CI-20 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Fine Arts Dept.) Increase participation & performance on Fine Arts area AP tests.					

Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Study student strengths & areas for growth on 2013 AP Instructional Report. Use that data to drive our instruction for the 13-14 school year.	AP Music teacher, AP Art instructors	Support of Advanced Academic Services for training & updates	Improved participation & performance rates on these AP tests to be given in May of 2014	All year	ongoing

Table #CI-21 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (Fine Arts Dept.) Integrate interdisciplinary learning targets with the various Fine Arts curricula.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. JBHS Band directors will collaborate with JBHS Math teachers on concept of "rise" & "run" to support students in both math and band class.	Shuttlesworth, Math Chair & Math Instructional Coach		Improved understanding of the mathematical concepts on assessments Improved performance of marching band halftime show	Beginning in September through spring of 2014	begun
2. For concert season JBHS band directors will collaborate with SS Dept. for concert on Rosa Parks	Shuttlesworth & SS Chair		Improved understanding of civil rights era in SS classes Improved performance of this concert		

Table #CI-22 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (LOTE Dept.) Improve students' writing skills.					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible	Needed Resources	Evidence of	Timeframe for	Status

	Person(s)	(Include PD Support)	Implementation/ Effectiveness	Completion	
Integrate writing practices, at least one writing assignment every other week, in all LOTE classes.	LOTE Department	Work with ELA Dept. to support student writing skills	Weekly or Biweekly writing practices Students who struggled with the writing practices attending FIT Increased student growth in writing for 2013-14 school year	2013-2014	Begun & in progress

Table #CI-23 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: (LOTE Dept.) Increase AP participation & performance on all LOTE AP tests by 5 to 10%.					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Study data from AP Instructional Report. Foster our students' strengths and adapt our lesson plans to improve student weaknesses. Work with our LOTE vertical teams to integrate rigorous skills needed to increase number of students going to AP Spanish & AP French classes, levels 4, 5 & 6.	LOTE Department	Support from Tina Dong and Advanced Academic Services	Improved participation & performance rates for all LOTE AP tests	2013-2014	Begun

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

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.					
Campus Specific Objective #1: Increase participation rate in Fitnessgram testing to 85%. Increase cardiovascular endurance to 72%.					
Campus Specific Objective #2: Promote Campus Wellness, both staff and students.					
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
1. Ensure student participation in moderate to vigorous physical activity in PE classes. 2. Implement Brain Breaks throughout the day. 3. Improve coordinated plan to test all students, as possible, on the Fitnessgram . 4. Share Fitnessgram data with students & staff at large. 5. Inform students & staff of Wellness activities in the area. 6. Create workout groups on campus for staff & students. 7. Promote campus wellness in large group settings, particularly lunch times, with various campus groups.	Health/PE staff for all strategies With support from Bowie teachers for goal #2 with support on goal #7 from Dance, Band, Cheer, etc.	Common planning, staff coordination Addressed in Aug. 24 PD with Solution Tree consultant	Improved results	May 23, 2014	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provide guidance lessons about forms of bullying and/or harassment and how to seek help.	SROs, administrators, counseling staff, & classroom teachers	Outside agencies like Austin-area counseling groups & district resources	Students reporting any incidents of bullying or harassment.	All year	
2. Provide group supports like "Expect Respect" for students.	Counselors	Seek input from staff in regard to the names of students who might need counseling support groups	Student feedback from those attending the group sessions.	All year	
3. Achieve "No Place for Hate" designation.	SIF & Bowie Campus	Support from Anti-Defamation League	Proof of designation as "No Place for Hate" campus.	By the end of the 13-14 school year	
4. Standardize disciplinary action procedures.	Administrators	Seek input from teachers about the types of discipline infractions, & disciplinary interventions used in the classroom. Begin a staffed detention center during the lunch periods		Ongoing	

Table #DR-3

Objective: Parental involvement will be encouraged.

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Back to School Night	JBHS Leadership Staff and Teachers/Sponsors		Positive Feedback from parents & sign-in sheets	Mid-September	
2) Encourage PTSA involvement.	JBHS Staff & JBHS PTSA staff		Increased PTSA membership & Increased participation in PTSA		
3) Encourage booster club involvement.	JBHS Staff & Coaches/Sponsors		Regular attendance at booster club meetings; participation in sporting events or any appropriate events		
4) Set up & encourage attendance at annual "Bulldogs & Hot Dogs" event.	JBHS Staff & Coaches/Sponsors		Attendance at the event & sales that benefit the teams/groups		
5) Encourage parent volunteerism.	JBHS Staff, Coaches/Sponsors & PTSA		Number of parent volunteers who support the office areas, library, Science Fair judges, Kennel sales, etc.		

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): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Increase staff knowledge for "Response to Intervention" strategies.	JBHS Leadership, Staff members, and Administration	Funds to support trainers from Solution Tree experts for PD days	Number of teachers who attend trainings and serve on leadership teams to implement RTI; improved assessment & intervention strategies used		
2) Implement FIT, Flexible Instructional Time, during the school day to provide extra time for students who need that time.	JBHS Leadership, Staff members, and Administration	Time for RTI Leadership so they can provide feedback and drive the process Support of MIS to help us develop a portal for creating and assigning sessions	Final implementation of the FIT time in the schedule Increased student achievement		
3) Content-specific professional development throughout the year to support student achievement.	JBHS Leadership, Staff members, and Administration as well as AISD HS Office and Curriculum Depts.	Support of various AISD Central Office groups, funds for "outside AISD" trainings; time for staff to attend trainings provided by AISD or provided by outside agencies like Region 13, etc.	Increased teacher knowledge & expertise Positive feedback on evaluations for those trainings Increased student achievement		
4) JBHS staff-led Round Robin Professional Development initiative	JBHS Leadership, teachers & staff members	Funds to buy "Bowie Presenter" staff shirts	Positive feedback on evaluations for those trainings		
5) Improve co-teach model for all academic classes.	Ms. McGraw, SPED Dept. & Gen Ed	AISD SPED Dept. & specialized consultant from the district	Concrete goals written & reviewed; increased teacher effectiveness, &		

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): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	teachers		increased student achievement		

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): 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-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): 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-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
Currently, we do not have a ISS setting.					

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): YES					
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
To develop an “on-call” SPED team to work with student behaviors	Christine Lebel Courtney Britt Quazzarh Bunch David Carroll Cynthia Harp	Development of On-Call procedures and policies	Behavior check sheets for students Weekly meetings Reduced numbers of students in OSS settings	June 2014	Ongoing

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): YES					
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
	Stephanie McGraw				

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
1. Implementation of student accommodations in the GenEd setting. 2. Increase number of Co-Teach academic classes to serve needs of students in GenEd setting	SPED Teachers Stephanie McGraw GenEd academic teachers	Case managers training GenEd teachers. Support from AISD SPED personnel for Co-Teacher pairs	Student passing rates in GenEd setting	June 6, 2014	In progress

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

Table #DR-12	N/A	<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).			
Condition: If rate < 50%			Source: AISD CDA Report
Does Campus Performance Require Inclusion of This Objective (Yes or No):			
Applicable Strategic Plan Goal(s): 1,2,4			

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

Table #DR-13 N/A ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).

Condition: If rate > 20% Source: AISD CDA Report

Does Campus Performance Require Inclusion of This Objective (Yes or No):

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

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

Special Education Measureable Postsecondary Goals - HS

Table #DR-14

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

Condition: If ARD rate < 100% Source: SPED C-IEP (N)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
Improve ARD Facilitation model and train all SPED teachers on the post-secondary transition goals & procedures	Marita Jamison, Cynthia Harp, Stephanie Harp	Campus-level PD during LATE Start	Review of training materials & sign-off Improved compliance percentage	June 2014	ongoing

ELL Proficiency Levels – All Levels

Table #DR-15 N/A

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):					
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 type="checkbox"/> AYP: Area of low performance	
Objective: Reduce the special education annual dropout rate.					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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-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): 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
Identify ELLs who require remediation and/or acceleration and provided planned intervention.	LPAC Chair and Bowie Staff	Tutoring center open to ELLs	LPAC Chair to notify teachers of ELLs on their class rosters.	August 2013	Completed
Meet with ELL students and parents throughout the year and provide support for academics		PD offered to teachers on best practices for use with ELL students	PLC agendas that discuss intervention for ELLs	Ongoing	In progress

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): 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		
Provide interventions for ELLs	Bowie classroom teachers & ESOL teacher	Outside PD & campus-provided PD	ELLs participating in FIT sessions & intervention sessions during school day, before school & after school	Ongoing	In progress		
Counselors will review academic credits with ELL students	Bowie Counseling Staff			Sept – Jan	In progress		
Provide Parent Academic Night in Spanish	Bowie Lead Counselor – K. Reyna		Parent feedback	October	Completed		

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): 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-19 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				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

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
<ul style="list-style-type: none">Consistent monitoring of student behaviorsConsistent communication with classroom teachersEffectively implementing BIPs in all settings	SPED teachers Stephanie McGraw	Develop a protocol for case management	Increased graduation rates of SPED student on RHSP and DAP	June 6,2014	

Table #DR-21					
Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.					
Condition: If LEP student rate < 70%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): YES					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Conduct ongoing & periodic credit checks and review graduation plans with students.	Counselors, Instructional Administrator & LPAC Chair		Student-reviewed documents signed.		
Provide academic support for ELLs			Counselor meeting schedules		

Table #DR-21

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

Condition: If LEP student rate < 70%

Source: AISD Acct/PEIMS Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): YES

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
<p>who are struggling with Summer School Now or actual summer school programming.</p> <p>Hold parent meetings & college attendance workshops in Spanish and in English. Focus on inviting ELL students & their parents.</p>	JBHS Staff		Parent meeting agendas		

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	Tutoring provided to support at-risk students
Dropout prevention services	Summer School Now programs provide credit recovery
DELTA	DELTA provides credit recovery
9 th Grade Initiatives	Academic support for struggling freshmen
TOTAL	\$212,649

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
X	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

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

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

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

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

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

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

	Other:
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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:

Components	Pages
Comprehensive needs assessment	
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	
Instruction by highly qualified staff	
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	
Strategies to attract highly qualified teachers to high-need schools	
Strategies to increase parental involvement	
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	
Coordination and integration of federal, state, and local services and programs	
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	

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

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:

Components	Pages
CIP must be for two years	
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	
Plan addresses the specific academic issues that caused the campus to not meet AYP	
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)	
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	
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	
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)	
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	
Includes strategies to promote effective parental involvement in the school	
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	
Incorporates a teacher mentoring program	

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		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Professional Development/Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
<i>TOTAL (Must Match BTO Total)</i>			\$	

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Professional Development/Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
<i>TOTAL (Must Match BTO Total)</i>			\$	

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	74	80	90.00	84
Asian	69	82	90.00	86
AA	65	75	90.00	80
Hispanic	68	73	90.00	78
White	79	85	90.00	88
2 or More	71	81	90.00	85
EcD	65	62	80.00	70
ELL	<1	*	45.00	*
Spec Ed	46	45	60.00	56
9th Grade	74	76	90.00	81
10th Grade		84	90.00	87

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	53	55	70.00	64
Asian	56	53	70.00	63
AA	38	48	65.00	58
Hispanic	48	45	65.00	56
White	60	64	80.00	71
2 or More	*	52	70.00	61
EcD	42	34	60.00	47
ELL	<1	*	45.00	*
Spec Ed	30	22	45.00	38
9th Grade	53	57	75.00	65
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	63	57	70.00	66
Asian	62	61	70.00	69
AA	42	45	65.00	56
Hispanic	56	46	65.00	57
White	69	65	75.00	72
2 or More	59	61	75.00	69
EcD	38	36	55.00	49
ELL	<1	*	40.00	*
Spec Ed	19	20	40.00	36
9th Grade	63	65	80.00	72
10th Grade		49	70.00	59

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	67	77	85.00	82
Asian	68	86	90.00	89
AA	52	59	80.00	67
Hispanic	59	65	80.00	72
White	74	87	95.00	89
2 or More	65	73	85.00	78
EcD	50	51	70.00	61
ELL	<1	*	45.00	*
Spec Ed	29	38	55.00	50
9th Grade	67	79	85.00	83
10th Grade		*	50.00	*

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	18	31	59.00	38
Asian	23	41	55.00	46
AA	*	23	40.00	31
Hispanic	14	25	40.00	33
White	22	35	50.00	41
2 or More	*	31	45.00	38
EcD	*	12	30.00	21
ELL	<1	<1	10.00	10
Spec Ed	*	12	30.00	21

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	17	20	35.00	28
Asian	*	*	35.00	*
AA	*	*	25.00	*
Hispanic	17	14	30.00	22
White	19	27	45.00	34
2 or More	*	*	35.00	*
EcD	11	5	25.00	15
ELL	<1	<1	10.00	10
Spec Ed	*	*	20.00	*

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	9	6	25.00	15
Asian	16	12	30.00	21
AA	<1	*	25.00	*
Hispanic	6	4	23.00	14
White	12	7	25.00	16
2 or More	<1	*	25.00	*
EcD	*	2	20.00	12
ELL	<1	<1	10.00	10
Spec Ed	*	*	15.00	*

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	16	30	45.00	37
Asian	21	40	55.00	46
AA	*	*	35.00	*
Hispanic	9	18	35.00	26
White	21	40	55.00	46
2 or More	*	27	45.00	35
EcD	*	10	25.00	19
ELL	<1	<1	10.00	10
Spec Ed	*	*	18.00	*

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	94.4%	94.9%	94.9%	94.9%	94.7%	94.3%	96.00
African American	94.8%	94.8%	94.8%	94.6%	93.7%	94.2%	96.00
Asian	96.5%	96.7%	96.3%	96.8%	97%	96.5%	97.00
Hispanic	94.2%	94.9%	94.9%	94.5%	94.5%	94.1%	96.00
Native American	92.9%	95.5%	96.7%	92.5%	95.3%	96.9%	97.00
White	94.3%	94.7%	94.7%	95%	94.7%	94.3%	96.00
2 or More				95.2%	95%	94.9%	96.00
EcD	92.6%	92.9%	93.6%	93.5%	92.9%	92.4%	96.00

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	86.7%	87.1%	87.2%	80.8%	84.5%	
African American	81.8%	81.5%	95.5%	73.7%	69.2%	
Asian	96.3%	>99%	90.6%	82.8%	85%	
Hispanic	86.2%	81.8%	83.7%	78%	86.1%	
Native American	*		*	66.7%		
White	86.5%	88.8%	88.8%	84.5%	86.5%	
2 or More			81%	66.7%	71.4%	
EcD	69.2%	66.7%	69.2%			

Data Source, PEIMS Submission 1

Graduation Rate (with exclusions)

			Improvement Goal
	Class of 2011	Class of 2012	Class of 2013
All Students	94.9%	95.2%	97.00
African American	94.7%	82.8%	85.00
Asian	93.5%	100.0%	100.00
Hispanic	93.2%	95.1%	97.00
Native American	91.7%	*	93.00
White	95.9%	95.5%	97.00
2 or More	95.7%	100.0%	100.00
EcD	86.7%	89.8%	92.00
ELL	63.6%	77.8%	82.00
Spec Ed	75.0%	78.3%	82.00

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	0.7%	0.8%	0.50
African American	1.7%	3.2%	2.50
Asian	0.7%	0.0%	0.00
Hispanic	1.1%	0.8%	0.50
Native American	8.3%	0.0%	0.00
White	0.3%	0.7%	0.50
2 or More	0.0%	1.0%	0.50
EcD	2.3%	1.5%	1.00
ELL	4.5%	0.0%	0.00
Spec Ed	1.8%	1.3%	1.00

Data Source: Based on preliminary TEA data tables

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

Participation	AEIS			End Goal Target	Performance	AEIS			End Goal Target
	2008-09	2009-10	2010-11			2008-09	2009-10	2010-11	
All Students	82.2%	85.9%	93.7%	>=70%	All Students	51.8%	49.1%	54%	>=40%
African American	83.3%	71.4%	88.2%	>=70%	African American	30%	6.7%	40%	>=40%
Asian	?	93.8%	96.3%	>=70%	Asian	72.7%	70%	76.9%	>=40%
Hispanic	68%	83.2%	86.9%	>=70%	Hispanic	37.4%	39.6%	37%	>=40%
Native American	?	*	81.8%	>=70%	Native American	*	*	33.3%	>=40%
White	84.3%	86.8%	97.7%	>=70%	White	56.8%	53.9%	60.6%	>=40%
2 or More		88.9%	91.3%	>=70%	2 or More		37.5%	57.1%	>=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	41.7%	44%	40.7%	>=15%	All Students	63.6%	70.3%	71.8%	>=50%
African American	18.8%	23.1%	9.5%	>=15%	African American	63.2%	37.5%	40%	>=50%
Asian	66.7%	67.7%	61.2%	>=15%	Asian	58%	76%	67.3%	>=50%
Hispanic	35.9%	39.4%	32.1%	>=15%	Hispanic	58.4%	64%	62.6%	>=50%
Native American	*	28.6%	38.5%	>=15%	Native American	*	62.5%	83.3%	>=50%
White	43.4%	45.7%	45.5%	>=15%	White	66.8%	72.5%	76.2%	>=50%
2 or More		45.2%	38.8%	>=15%	2 or More		73.9%	66.7%	>=50%

Data Source: AEIS

Advanced Course / Dual Enrollment

	AEIS			End Goal Target
	2008-09	2009-10	2010-11	
All Students	29%	31.7%	34.7%	>=30%
African American	17.1%	21.1%	24.1%	>=30%
Asian	39.3%	40.3%	43.2%	>=30%
Hispanic	26.9%	26.7%	29.2%	>=30%
Native American	12.5%	30%	52.4%	>=30%
White	30.1%	35%	37.5%	>=30%
2 or More		26.9%	39.8%	>=30%

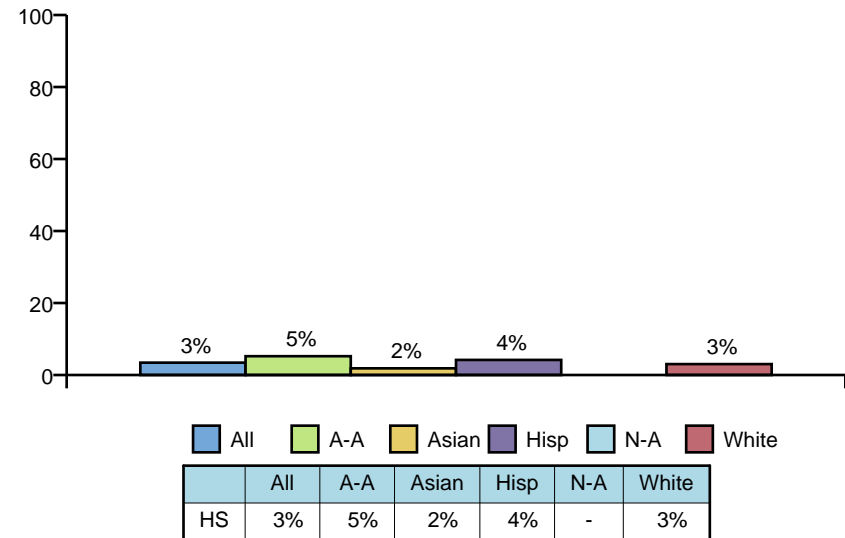
Data Source: AEIS

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	3002
African American	115
Asian	162
Hispanic	1027
Native American	9
White	1582

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

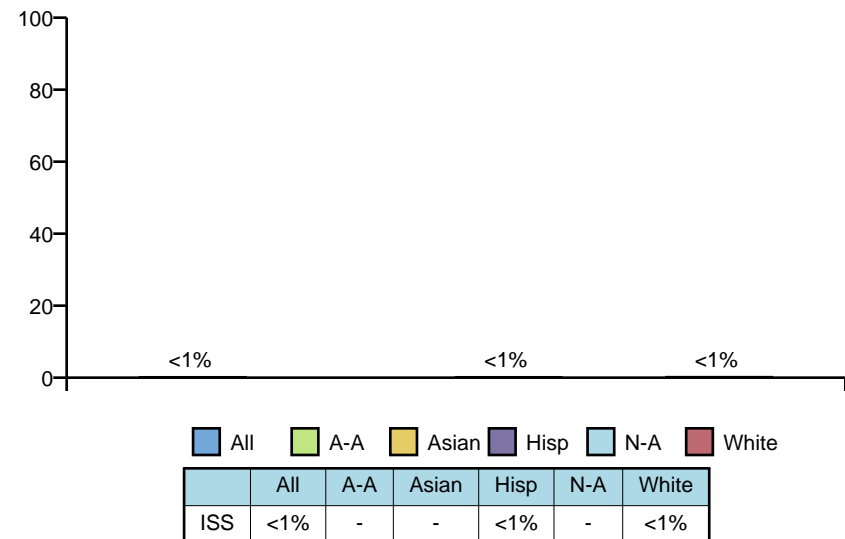
Campus Suspension to Home



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	18	.62%	15	.5%	2	.07%	0.05
African American	4	3.6%	1	.79%			0.05
Asian			1	.6%			0.50
Hispanic	7	.74%	6	.59%	2	.19%	0.00
Native American							0.50
White	7	.44%	7	.44%			0.40

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	198	6.81%	106	3.54%	103	3.43%	3.00
African American	21	18.92%	10	7.94%	6	5.22%	5.00
Asian	3	2.03%	9	5.36%	3	1.85%	1.50
Hispanic	76	7.99%	42	4.13%	43	4.19%	4.00
Native American	2	8.7%					5.00
White	91	5.77%	43	2.73%	48	3.03%	3.00

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	1	.03%			3	.1%	0.00
African American							0.10
Asian							0.10
Hispanic	1	.11%			1	.1%	0.00
Native American							0.10
White					2	.13%	0.10

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	2753	2813	2877	2870	2902
African American	116	127	112	120	108
Asian	162	163	142	149	150
Hispanic	810	855	873	915	944
Native American	17	25	23	8	9
White	1648	1643	1559	1524	1533
2 or More			168	145	150

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	14	0	<1%	18	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	8	0	<1%	12	0	<1%	0.00	
White	-	-	-	*	*	*	0.00	
EcD	7	0	<1%	11	0	<1%	0.00	
Special Ed	*	*	*	*	*	*	0.00	

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	32	25	78%	31	19	61%	84	60	71%	84	58	69%	37	24	65%	36	22	61%
F	Hispanic	376	286	76%	364	236	65%	779	587	75%	753	525	70%	419	304	73%	401	264	66%
F	White	617	511	83%	604	476	79%	1255	987	79%	1223	938	77%	629	508	81%	607	453	75%
F		1025	822	80%	999	731	73%	2118	1634	77%	2060	1521	74%	1085	836	77%	1044	739	71%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	54	35	65%	52	35	67%	104	70	67%	100	74	74%	53	35	66%	50	32	64%
M	Hispanic	365	223	61%	350	228	65%	737	449	61%	717	469	65%	389	225	58%	376	230	61%
M	White	590	412	70%	565	401	71%	1257	867	69%	1228	863	70%	637	454	71%	608	422	69%
M		1009	670	66%	967	664	69%	2098	1386	66%	2045	1406	69%	1079	714	66%	1034	684	66%
total		2034	1492	73%	1966	1395	71%	4216	3020	72%	4105	2927	71%	2164	1550	72%	2078	1423	68%

Data Source: AISD Fitnessgram