

Lyndon B. Johnson Early College High School

2013-2014

Campus Improvement Plan

Austin Independent School District



CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information ...

Position	Name	Date
Principal	Sheila L. Henry	9/03/13
Co-Chair	Betty Johnson	9/03/13
Co-Chair	Pamela Jessie	9/03/13



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	Sheila L. Henry

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Betty Johnson	✓		✓			
Parent	Helen Miller						
Parent	Lee Dawson						
Parent	Deanna Mercer		✓				
Parent	Vanessa Crawford						
Parent	Dora Flores						
Professional Staff Member	Debra Harper					✓	Special Education Coordinator
Professional Staff Member	Pamela Jessie	✓					Guidance Counselor
Professional Staff Member	Rhonda Thomas				✓		
Professional Staff Member	Beatriz Fernos				✓		
Professional Staff Member	Ruben Covarrubias				✓		
Professional Staff Member	Susie Smith				✓		
Classified Staff Member	Jose Carrosco						Parent Support Specialist
Student (If Applicable)	Tempra Watson						
Student (If Applicable)	Kebriana Nash						
Business Representative	Michael McCellan						
Community Representative	Larry Jackson						

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):	2 nd Tuesday
Normal Time:	4:30 PM

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
4hours (draft copy)	10 hrs

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- TEA 2013 Indicators Report
- TEA Accountability Performance Index Summary
- TEA performance-based monitoring
- Fitnessgram results

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

- Percentage of all students meeting Level II on the STAAR Writing exam
- Percentage of African American students meeting Level II on the STAAR Writing exam
- Percentage of Hispanic students meeting Level II on the STAAR Writing exam
- Percentage of Economically Disadvantaged students meeting Level II on the STAAR Writing exam
- Percentage of English Language Learners students meeting Level II on the STAAR Reading, Writing, Math and Social Studies exams
- Percentage of Special Education students meeting Level II on the STAAR Reading, Writing, Math, Science and Social Studies exams
- Increase the graduation rate for the class of 2014
- Increase the number of graduates who graduate on the recommended or distinguished plans

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					
Objective: Increase the percentage of all students meeting Level II on the STAAR Writing exam to a minimum of 50%.					
Applicable Strategic Plan Goal(s): 1,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implementation of a campus wide focus on literacy.	LBJ Administration Teachers	Ongoing professional development Support of the planning process through professional learning communities	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the	Ongoing	In Progress

		Support of implementation of effective literacy instruction in all classrooms	interventions and determine if course correction is needed		
Use of prescriptive push in and pull out tutoring delivered by Sylvan tutors in conjunction with LBJ HS	Sylvan Tutoring Company LBJ Administration Teachers	Executed contract to allow Sylvan to begin working	Sylvan will develop a data tracking system that will demonstrate the growth and mastery of students who are being impacted by the tutoring. The data will be used to determine the effectiveness of the intervention and determine if course correction is needed	Ongoing	Targeted start date 10/9/13
Use of a daily Enrichment Period built into the master schedule to expose students to literacy skills and practice daily	LBJ Administration LBJ Counselors Teachers	none	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of literacy focused, research based electronic programs Reading Plus, Teen Engagement, Achieve 3000, Language Live! In order to increase reading and writing fluency of students at LBJ	LBJ Administration LBJ Counselors Teachers	technical and professional development support from software providers	Use of software data to monitor the reading level progress of each student	Ongoing	In Progress
The Texas Literacy Initiative	AISD TLI Grant	Ongoing professional	Use of data dashboard	Ongoing	In Progress

(TLI) Grant will be used to purchase Language! Live to support students in RTI Tier III	Team LBJ Administration LBJ Counselors Teachers	development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed		
PLC artifacts collected twice per six weeks. Classroom observation data collected through the use of Marzano's iObservation.	LBJ Administration LBJ Instructional Specialists Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of implementation of effective instruction in all classrooms Include teachers in decisions regarding use of academic assessments	Use of PLC autonomy rubric to measure the effectiveness of and provide detailed feedback to each content team. Use of the iObservation tool to collect walkthrough data that is specific to teachers and campus identified focus instructional strategies in order to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Student will track their own progress by skill. Students will be assessed on skills multiple times throughout the year. A focus will be placed on student growth over time within the measured skills.	LBJ Administration LBJ Instructional Specialists Teachers	Ongoing professional development Support of the planning process through professional	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine	Ongoing	In Progress

		learning communities Support of implementation of effective instruction in all classrooms	the effectiveness of the interventions and determine if course correction is needed		
Implementation of After School and Saturday Project Based Learning and reading enrichment. Ongoing recruitment efforts will be conducted throughout the school year	LBJ Administration LBJ Counselors LBJ Instructional Specialists Teachers	Project based curricular resources extra duty compensation for staff resources to assist with communicating and advertising to LBJ parents and families	Attendance data will be tracked to determine the effectiveness of after-hours school. Student proficiency will be measured and tracked through the project-based or reading enrichment lessons in order to determine the effectiveness of the program and to determine if course correction is needed	Ongoing	Target start date 10/5/13
Campus wide use of interactive notebooks with a focus on organization and the development of ideas using graphic organizers, foldables, and writing prompts	Instructional Coaches PLC leads Teachers	Notebooks, additional examples of exemplar use	Student use of notebooks Increased retention and fluency within content vocabulary and skills	Ongoing	In Progress
Implement a cross-curricular infusion of concepts between ELA and Social Studies content.	Academic Director English and Social Studies Instructional Coaches English and Social	AISD Curriculum guides and resources Curricular support from the AISD Curriculum Office	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the curriculum and	Ongoing	In Progress

	Studies teachers		determine if course correction is needed		
Expository writing in science classes – use of the STAAR Expository Writing Rubric	Science Teachers	Science Literacy PD	Student work in Interactive Notebook, peer review using STAAR Expository Writing Rubric, teacher feedback provided at least every 20 days	Ongoing	In Progress
Development of science literacy fluency program	Science Instructional Coach Science teachers	Science Literacy PD, ELA support with lesson ideas and design	Observational data of student discussion and writing composition	Once per semester	In Progress

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

Objective: Increase the percentage of African American students meeting Level II on the STAAR Writing exam to a minimum of 50%.

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
Implementation of a campus wide focus on literacy with a specific focus on monitoring the progress of African American students	LBJ Administration Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Use of prescriptive push in and pull out tutoring delivered by Sylvan tutors in conjunction with LBJ HS with a specific focus on intervening with and monitoring	Sylvan Tutoring Company LBJ Administration	Executed contract to allow Sylvan to begin working	Sylvan will develop a data tracking system that will demonstrate the growth and mastery of students who are	Ongoing	Targeted start date 10/9/13

the progress of African American students	Teachers		being impacted by the tutoring. The data will be used to determine the effectiveness of the intervention and determine if course correction is needed		
Use of a daily Enrichment Period built into the master schedule to expose students to literacy skills and practice daily with a specific focus on monitoring the progress of African American students	LBJ Administration LBJ Counselors Teachers	none	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of literacy focused, research based electronic programs Reading Plus, Teen Engagement, Achieve 3000, Language Live! In order to increase reading and writing fluency of students at LBJ with a specific focus on monitoring the progress of African American students	LBJ Administration LBJ Counselors Teachers	technical and professional development support from software providers	Use of software data to monitor the reading level progress of each student	Ongoing	In Progress
The Texas Literacy Initiative (TLI) Grant will be used to purchase Language! Live to support students in RTI Tier III with a specific focus on monitoring the progress of African American students	AISD TLI Grant Team LBJ Administration LBJ Counselors Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course	Ongoing	In Progress

		implementation of effective literacy instruction in all classrooms	correction is needed		
Implementation of After School and Saturday Project Based Learning and reading enrichment. Ongoing recruitment efforts will be conducted throughout the school year with a specific focus on monitoring the progress of African American students	LBJ Administration LBJ Counselors LBJ Instructional Specialists Teachers	Project based curricular resources extra duty compensation for staff resources to assist with communicating and advertising to LBJ parents and families	Attendance data will be tracked to determine the effectiveness of after-hours school. Student proficiency will be measured and tracked through the project-based or reading enrichment lessons in order to determine the effectiveness of the program and to determine if course correction is needed	Ongoing	Target start date 10/5/13

Table #CI-3 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of Hispanic students meeting Level II on the STAAR Writing exam to a minimum of 50%.					
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
Implementation of a campus wide focus on literacy with a specific focus on monitoring the progress of Hispanic students	LBJ Administration Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of implementation of	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress

		effective literacy instruction in all classrooms			
Use of prescriptive push in and pull out tutoring delivered by Sylvan tutors in conjunction with LBJ HS with a specific focus on intervening with and monitoring the progress of Hispanic students	Sylvan Tutoring Company LBJ Administration Teachers	Executed contract to allow Sylvan to begin working	Sylvan will develop a data tracking system that will demonstrate the growth and mastery of students who are being impacted by the tutoring. The data will be used to determine the effectiveness of the intervention and determine if course correction is needed	Ongoing	Targeted start date 10/9/13
Use of a daily Enrichment Period built into the master schedule to expose students to literacy skills and practice daily with a specific focus on monitoring the progress of Hispanic students	LBJ Administration LBJ Counselors Teachers	none	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of literacy focused, research based electronic programs Reading Plus, Teen Engagement, Achieve 3000, Language Live! In order to increase reading and writing fluency of students at LBJ with a specific focus on monitoring the progress of Hispanic students	LBJ Administration LBJ Counselors Teachers	technical and professional development support from software providers	Use of software data to monitor the reading level progress of each student	Ongoing	In Progress
The Texas Literacy Initiative	AISD TLI Grant	Ongoing professional	Use of data dashboard	Ongoing	In Progress

(TLI) Grant will be used to purchase Language! Live to support students in RTI Tier III with a specific focus on monitoring the progress of Hispanic students	Team LBJ Administration LBJ Counselors Teachers	development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed		
Implementation of After School and Saturday Project Based Learning and reading enrichment. Ongoing recruitment efforts will be conducted throughout the school year with a specific focus on monitoring the progress of Hispanic students	LBJ Administration LBJ Counselors LBJ Instructional Specialists Teachers	Project based curricular resources extra duty compensation for staff resources to assist with communicating and advertising to LBJ parents and families	Attendance data will be tracked to determine the effectiveness of after-hours school. Student proficiency will be measured and tracked through the project-based or reading enrichment lessons in order to determine the effectiveness of the program and to determine if course correction is needed	Ongoing	Target start date 10/5/13

Table #CI-4 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of Economically Disadvantaged students meeting Level II on the STAAR Writing exam to a minimum of 50%.					
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
Implementation of a campus	LBJ Administration	Ongoing professional	Use of data dashboard	Ongoing	In Progress

wide focus on literacy with a specific focus on monitoring the progress of Economically Disadvantaged students	Teachers	development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed		
Use of prescriptive push in and pull out tutoring delivered by Sylvan tutors in conjunction with LBJ HS with a specific focus on intervening with and monitoring the progress of Economically Disadvantaged students	Sylvan Tutoring Company LBJ Administration Teachers	Executed contract to allow Sylvan to begin working	Sylvan will develop a data tracking system that will demonstrate the growth and mastery of students who are being impacted by the tutoring. The data will be used to determine the effectiveness of the intervention and determine if course correction is needed	Ongoing	Targeted start date 10/9/13
Use of a daily Enrichment Period built into the master schedule to expose students to literacy skills and practice daily with a specific focus on monitoring the progress of Economically Disadvantaged students	LBJ Administration LBJ Counselors Teachers	none	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of literacy focused, research based	LBJ Administration	technical and professional	Use of software data to monitor the reading	Ongoing	In Progress

electronic programs Reading Plus, Teen Engagement, Achieve 3000, Language Live! In order to increase reading and writing fluency of students at LBJ with a specific focus on monitoring the progress of Economically Disadvantaged students	LBJ Counselors Teachers	development support from software providers	level progress of each student		
The Texas Literacy Initiative (TLI) Grant will be used to purchase Language! Live to support students in RTI Tier III with a specific focus on monitoring the progress of Economically Disadvantaged students	AISD TLI Grant Team LBJ Administration LBJ Counselors Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of After School and Saturday Project Based Learning and reading enrichment. Ongoing recruitment efforts will be conducted throughout the school year with a specific focus on monitoring the progress of Economically Disadvantaged students	LBJ Administration LBJ Counselors LBJ Instructional Specialists Teachers	Project based curricular resources extra duty compensation for staff resources to assist with communicating and advertising to LBJ parents and families	Attendance data will be tracked to determine the effectiveness of after-hours school. Student proficiency will be measured and tracked through the project-based or reading enrichment lessons in order to determine the effectiveness of the program and to	Ongoing	Target start date 10/5/13

			determine if course correction is needed		
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Table #CI-5 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of English Language Learners students meeting Level II on the STAAR Reading, Writing, Math and Social Studies exams to a minimum of 50%.					
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
Implementation of Sheltered Instruction with ELPS Toolkit - professional development.	AISD ELL department liaison LBJ Administration Teachers	Professional Development support from the AISD ELL department	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Hinajosa ongoing sheltered instruction coaching with STAAR testing instructors.	Ms. Hinajosa LBJ Administration Teachers	Professional Development support from the AISD ELL department	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Use of classroom supports such as interactive notebooks, interactive word walls and academic vocabulary strategies.	LBJ Administration LBJ Instructional Specialists Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Ongoing	In progress

		implementation of effective ELL instruction in all classrooms			
Student progress monitoring forms are used to diagnose why students are having academic difficulties.	AISD ELL Department Personnel Department Administrative Supervisor Teachers	Professional Development AISD ELL department support	Lesson plans and classroom walkthrough data	Periodic progress monitoring every six weeks	In Progress
Implementation of the ESL Smart Reader program designed to increase students' linguistic levels specifically listening, speaking, reading, writing.	AISD ELL department members LBJ Administration Teachers	Professional development on effective implementation of the program	Increased ELL student performance data on campus based formative assessments, MOY I and MOY II as well as STAAR in all subject areas	Ongoing	In Progress
Increase the use of Sheltered Instruction strategies in every classroom	LBJ Administration Teachers	Professional development on effective implementation of sheltered instruction strategies	Increased ELL student performance data on campus based formative assessments, MOY I and MOY II as well as STAAR in all subject areas	Ongoing	In Progress
Implement a progress monitoring system to track the students' linguistic levels.	AISD ELL department LBJ High School ELL department	none	Existence and use of an ELL student progress monitoring system	Ongoing	In Progress
Student testing accommodations are utilized by teachers to design specific instruction and supports for ELL students	AISD ELL department LBJ High School	Professional development on effective implementation of	Increased ELL student performance data on campus based formative assessments,	Ongoing	In Progress

	ELL department Teachers	ELL testing accommodations	MOY I and MOY II as well as STAAR in all subject areas		
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Table #CI-6 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of Special Education students meeting Level II on the STAAR Reading, Writing, Math, Science and Social Studies exams to a minimum of 50%.					
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
Student progress monitoring forms are used to diagnose why students are having academic difficulties.	SPED Department Manager Case Managers Department Administrative Supervisor	Professional Development AISD SPED department support	Lesson plans and classroom walkthrough data	Periodic progress monitoring every six weeks	In Progress
Improve the effectiveness of co-teacher planning.	SPED Department Manager Case Managers Department Administrative Supervisor Teachers	Professional Development AISD SPED department support	Lesson plan	Periodic progress monitoring every six weeks	In Progress
Use of classroom supports such as interactive notebooks, interactive word walls and academic vocabulary strategies.	LBJ Administration LBJ Instructional Specialists Teachers	Ongoing professional development Support of the planning process through professional learning communities	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made	Ongoing	In progress

		Support of implementation of effective ELL instruction in all classrooms	if necessary.		
Student testing accommodations are utilized by teachers to design specific instruction and supports for SPED students	AISD SPED department LBJ High School SPED department Teachers	Professional development on effective implementation of SPED testing accommodations	Increased SPED student performance data on campus based formative assessments, MOY I and MOY II as well as STAAR in all subject areas	Ongoing	In Progress
Implementation of a campus wide focus on literacy with a specific focus on monitoring the progress of SPED students	LBJ Administration Teachers	Ongoing professional development Support of the planning process through professional learning communities Support of implementation of effective literacy instruction in all classrooms	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Use of prescriptive push in and pull out tutoring delivered by Sylvan tutors in conjunction with LBJ HS with a specific focus on intervening with and monitoring the progress of SPED students	Sylvan Tutoring Company LBJ Administration Teachers	Executed contract to allow Sylvan to begin working	Sylvan will develop a data tracking system that will demonstrate the growth and mastery of students who are being impacted by the tutoring. The data will be used to determine the effectiveness of the intervention and determine if course	Ongoing	Targeted start date 10/9/13

			correction is needed		
Use of a daily Enrichment Period built into the master schedule to expose students to literacy skills and practice daily with a specific focus on monitoring the progress of SPED students	LBJ Administration LBJ Counselors Teachers	none	Use of data dashboard to review trend data for student performance on common formative assessments, and MOY I and II to determine the effectiveness of the interventions and determine if course correction is needed	Ongoing	In Progress
Implementation of literacy focused, research based electronic programs Reading Plus, Teen Engagement, Achieve 3000, Language Live! In order to increase reading and writing fluency of students at LBJ with a focus on SPED students	LBJ Administration LBJ Counselors Teachers	technical and professional development support from software providers	Use of software data to monitor the reading level progress of each student	Ongoing	In Progress

Table #CI-7 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the graduation rate for the class of 2014 to a minimum of 90%.					
Applicable Strategic Plan Goal(s): 3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement a Cohort tracking system which will monitor the senior cohort of 2014 to ensure successful progression of all students in the class	Drop Out Prevention Specialist LBJ Counselors LBJ Registrar	tracking system intervention support for students in need of graduation requirements and acceleration	Six week checks on the graduation status of each member of the 2014 cohort	June 2014	Ongoing
Credit Checks for Cohort 2014	LBJ Counselors	Progress reports and Six weeks grade reports	Monthly meetings with each student	End of each six week reporting period	Ongoing
Provide interventions during the	Drop Out	intervention support	Reduction in the	Ongoing	Ongoing

school day as well as after school hours for students who are not on track to graduate in May 2014.	Prevention Specialist LBJ Counselors	for students in need of graduation requirements and acceleration	number of students in the 2014 cohort who are not on track to graduate		
Determine the whereabouts for student who have left LBJ and are currently listed as dropouts and/or re-enroll students who are on the 2014 cohort list and are not currently enrolled elsewhere.	Drop Out Prevention Specialist LBJ Registrar	none	Decrease in the number of students listed on the cohort list not enrolled at LBJ and/or listed as dropouts with whereabouts unknown.	June 2014	Ongoing

Table #CI-8 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of graduates who graduate on the recommended or distinguished graduation plans to a minimum of 90% of the 2014 class.					
Applicable Strategic Plan Goal(s): 3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
All new students will receive a schedule and a course outline that will default to the Recommended plan. These students will be given an opportunity to demonstrate TSI Readiness and provided with an outline of how they can qualify for the Distinguished plan.	LBJ Counselors LBJ SPED Department ACC liaison	TSI Readiness Assessment	Students outcome on the TSI Readiness Assessment	November and December	Ongoing
Provide interventions and additional support for students who have changed from the minimum plan to the RHSP/DAP.	Drop Out Prevention Specialist LBJ Counselors All Department Chairs and Instructional	Use of Twilight, Delta, and campus based credit by examination	Reduction in the number of students in the 2014 set to graduate on the Minimum graduation plan to less than 10% of the cohort	Ongoing	In Progress

	Coaches				
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REQUIRED FOR ALL CAMPUSES

Table #DR-1					
Objective: Student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 9-12.					
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
<ol style="list-style-type: none"> 100% of students in grades 9-12 of the identified non-restricted students will be assessed using Fitnessgram. Identify students in the 85th to 99th plus percentile to receive health and wellness information and case management for obesity. The principal will provide campus staff, teachers, and parents the campus' Fitnessgram report/results. Making healthy nutrition choices and information shall be shared with campus staff, parents and students to positively influence the health of student and community members (through newsletters, email, school 	Physical Education Staff/Teachers with Enrichment Classes/Band/Dance Teacher	Exercise Tubes with Handle Height Charts Rulers Mats Digital Scales Heart Rate Monitors classroom set of 35 Speed Jump Ropes 6' Heavyweight Standards	<p>Students will demonstrate how to complete the Fitnessgram through daily routines. To increase strength, endurance and flexibility.</p> <p>Students and parents will make well informed and healthy nutritional choices as a result of the shared information.</p>	October 31, 2013	In Progress

Table #DR-1

Objective: Student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 9-12.

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
events, etc). 5. Plan and implement PE lessons that include 50% of moderate to vigorous activity weekly.					

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

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
Implement peer mediation and peer counseling groups	The Guidance Department along with the Social Service Specialist	Conflict Resolution materials, Character building materials, Guest speakers	Decrease in the number of student on student physical confrontations	Ongoing and continuing	In Progress
Conduct anti-bullying assemblies	The Guidance Department along with the Social Service Specialist	Conflict Resolution materials, Character building materials, Guest speakers	Decrease in the number of student on student physical confrontations	Ongoing and continuing	In Progress

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
Create opportunities for parents, and/or community members to interact and receive information from campus staff regarding opportunities and initiatives at LBJ ECHS	Family Resource Personnel Parent Support Specialist Truancy officer	Computers (5) Cold Storage for supplies used at tailgates, parent meetings, and various after school events	Parent participation at campus events	Ongoing and continuing	In Progress
Decrease the dropout rate of our Hispanic subgroup	Family Resource Personnel Parent Support Specialist	Projection monitor	Drop out and attendance rate	Ongoing and continuing	In Progress

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
	Truancy officer				
The school will utilize school messenger, school website, school facebook page, school twitter account, and the distribution of paper based communications to provide written notice about Needs Improvement status to parents in a language that the parents can understand	Campus Title I contact Family Resource Center FRC Administrative Supervisor	none	Effective communication with parents through multiple mediums in a language that the parent can understand	October 25, 2013	In Progress

Table #DR-4

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Targeted ongoing professional development focused on Professional Learning Communities and <i>The Art & Science of Teaching</i>	Academic director Contracted Solution Tree Consultants LBJ Administration	Funding for consultant fees	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Targeted and ongoing professional development delivered to the ELA department regarding effective writing instruction.	Academic director TLI Grant Professional Development Consultant	Support of the TLI grant and their liaisons	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions	Periodic progress monitoring every six weeks	

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
	LBJ Administration		implemented. Course correction will be made if necessary.		
Targeted and ongoing professional development delivered to the entire LBJ campus regarding effective reading and writing strategies in non ELA content areas.	Academic director TLI Grant Professional Development Consultant LBJ Administration	Support of the TLI grant and their liaisons	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Implementation of Sheltered Instruction with ELPS Toolkit - professional development.	AISD ELL department liaison LBJ Administration Teachers	Professional Development support from the AISD ELL department	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Hinajosa ongoing sheltered instruction coaching with STAAR testing instructors.	Ms. Hinajosa LBJ Administration Teachers	Professional Development support from the AISD ELL department	Use of formative assessment data, MOY I and MOY II data to determine the effectiveness of interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress
Teacher professional	SPED department	Professional	Assessment data	Periodic	In Progress

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
development regarding effective co-teaching, effective modification of content.	Supervisor SPED department chair AISD SPED department liaison Teachers	Development support from the AISD SPED department		progress monitoring every six weeks	
New Teacher Mentoring and support within classroom provided to new teachers to LBJ.	REACH Mentor LBJ Administration	none	Classroom walkthrough data, use of formative assessment data, MOY I and MOY II data to determine the effectiveness of the interventions implemented. Course correction will be made if necessary.	Periodic progress monitoring every six weeks	In Progress

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

Special Education Identification – All Levels

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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
Analyze support needed for all incoming high school students.	Special Education Department Manager Counselors Case Managers Department Administrative Supervisor	Professional development supports for teachers.	Reduce number of special education students. Fewer students on the minimum plan.	Ongoing monitoring	In Progress
Reevaluate the current students that have an IEP.	Special Education Department Manager Counselors Case Managers Department Administrative Supervisor	Professional development supports for teachers.	Fewer students on the minimum plan.	Ongoing monitoring	In Progress
Meet with vertical middle school & elementary school.	Special Education Department Manager	Cooperation with LBJ middle school feeders	Fewer students on the minimum plan.	Ongoing monitoring	In Progress

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):

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
	Department Administrative Supervisor				

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):

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
Analyze support needed for all incoming high school students.	Special Education Department Manager Counselors Case Managers Department Administrative Supervisor	Professional development supports for teachers.	Reduce number of special education students.	Ongoing monitoring	In Progress
Reevaluate the current students that have an IEP.	Special Education Department Manager Counselors Case Managers Department Administrative	Professional development supports for teachers.	Fewer students on the minimum plan.	Ongoing monitoring	In Progress

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):

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
	Supervisor				
Meet with vertical middle school & elementary school	Special Education Department Manager Department Administrative Supervisor	Cooperation with LBJ middle school feeders	Fewer students on the minimum plan.	Ongoing monitoring	In Progress

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):

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
Teachers will attend a five week Sheltered Instruction webinar and implement strategies from the webinar series in their instructional planning.	LBJ Administration AISD ELL department members Teachers	Sheltered Instruction Webinar	Increase in the percentage of SPED students passing STAAR	May 2014	In Progress
Analyze support needed for all incoming high school students.	Special Education Department Manager Case Managers	Training for SPED personnel to effectively implement supports	Reduce number of special education students.	Ongoing monitoring	In Progress

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):

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
	Department Administrative Supervisor				
Reevaluate the current students that have an IEP.	Special Education Department Manager Case Managers Department Administrative Supervisor	Training for SPED personnel to effectively evaluate current IEPs	Fewer students on the minimum plan.	Ongoing monitoring	In Progress
Meet with vertical middle school & elementary school.	Special Education Department Manager Case Managers Department Administrative Supervisor	Support from the middle schools	Fewer students on the minimum plan. Reduce number of special education students.	Ongoing monitoring	In Progress

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):					
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
Implementation of behavior intervention referrals (i.e., behavior specialist in the SBS unit)	Grade level principals Case Managers SBS teacher	none	Referral data	Ongoing monitoring	In Progress
Enroll students with consistent behavior problems into Social Behavioral Skills class (SBS class, not the program)	Grade level principals Case Managers SBS teacher	none	Referral data	Ongoing monitoring	In Progress

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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
Submit behavior intervention referrals (i.e., behavior specialist in the SBS unit)	Grade level principals Case Managers SBS teacher	none	Referral data	Ongoing monitoring	In Progress
Enroll students with consistent behavior problems into Social	Grade level principals	none	Referral data	Ongoing monitoring	In Progress

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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
Behavioral Skills class (SBS class, not the program)	Case Managers SBS teacher				

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):					
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
Refer students to the Harvest Program	Grade level principals Case Managers SBS teacher Case Managers	Continued partnership with the Harvest Foundation	Referral data	Ongoing Monitoring	In Progress
Submit behavior intervention referrals (i.e., behavior specialist in the SBS unit)	Grade level principals	none	Referral data	Ongoing Monitoring	In Progress
Enroll students with consistent behavior problems into Social Behavioral Skills class (SBS class, not the program)	Case Managers	none	Referral data	Ongoing Monitoring	In Progress

Special Education Service in LRE – All Levels

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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
Cluster more special education students into co-teach classes	Special Education Department Manager		Where the students are served	Summer of 2014	In Progress
	Counselors				
	Case Managers				
	Teachers				
	Master Scheduler				

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

Table #DR-12						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).							
Condition: If rate < 50%						Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):							
Applicable Strategic Plan Goal(s): 1,2,4							
Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status	
Reevaluate testing plan for each student within the SPED program at LBJ High School.		Special Education Department Manager	Professional development supports for teachers.	Successful increase in the number of SPED students at LBJ who take STAAR in all subject areas.	May 2014	In Progress	
		Counselors	Education supports for families				
		Case Managers					

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

Table #DR-13					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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
Reevaluate testing plan for each student within the SPED program at LBJ High School who is scheduled to take STAAR Modified exam.	Special Education Department Manager	Professional development supports for teachers.	Successful reduction in the number of SPED students at LBJ who take STAAR Modified exams in all subject areas.	May 2014	In Progress
	Counselors	Education supports for families			
	Case Managers				
	Department Administrative Supervisor				

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):					
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
Review all draft ARDs before the meeting	Special Education Department Manager, Counselors, Case Managers, College Readiness advisor	none	By the number of post-secondary transition goals written	Present and ongoing	In Progress
Update the students transition plans and post-secondary goals	Special Education Department Manager, Counselors, Case Managers, College Readiness advisor	none	By the number of post-secondary transition goals written	Present and ongoing	In Progress
Visit with the college readiness center	Special Education Department Manager, Counselors, Case Managers, College Readiness advisor	none	By the number of post-secondary transition goals written	Present and ongoing	In Progress

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):					
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-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):

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
Implementation of the ESL Smart Reader program designed to increase students' linguistic levels specifically listening, speaking, reading, writing.	AISD ELL department members LBJ Administration Teachers	Professional development on effective implementation of the program	Increased ELL student performance data on campus based formative assessments, MOY I and MOY II as well as STAAR in all subject areas	May 2014	In Progress
Increase the use of Sheltered Instruction strategies in every classroom	LBJ Administration Teachers	Professional development on effective implementation of sheltered instruction strategies	Increased ELL student performance data on campus based formative assessments, MOY I and MOY II as well as STAAR in all subject areas	May 2014	In Progress
Implement a progress monitoring system to track the students' linguistic levels.	AISD ELL department LBJ High School ELL department	none	Existence and use of an ELL student progress monitoring system	ongoing	In Progress
Professional development on coaching instruction using the Hinojosa model: provide sheltered instruction via webinar trainings through Region 13.	Region XIII LBJ High School ELL department LBJ Teachers LBJ Administration	Professional development on effective implementation of sheltered instruction strategies	Increased use of effective ELL strategies observed in classroom instruction.	ongoing	In Progress

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):					
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
Referral to Truancy Specialist	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the SPED population	Present and ongoing	In Progress
Referral to Parent Support Specialist	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the SPED population	Present and ongoing	In Progress
Attendance Tracking	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the SPED population	Present and 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):					
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
Referral to Truancy Specialist	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the ELL population	Present and ongoing	In Progress
Referral to Parent Support Specialist	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the ELL population	Present and ongoing	In Progress
Attendance Tracking	Administration, Counselors, Dropout Prevention Specialist, Case Manager, Parent Support Specialist, Teachers	none	Decrease in dropout rate of the ELL population	Present and ongoing	In Progress
Provide targeted interventions before during and after school: monitor ELL progress to require STAAR/EOC remediation and accelerated instruction.	LBJ ELL department LBJ Teachers Third Party Tutoring service support staff	none	Decrease in dropout rate of the ELL population	Present and ongoing	In Progress

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

Table #DR-18						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
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):							
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		
Credit checks to ensure that they are on track to graduate with their cohort.	SPED counselor SPED department manager	DELTA, TWILIGHT, and ODESSEY	Improved graduation rate	Ongoing	In Progress		
Continued monitoring of academic progress through Case Manager, Counselor, and enrollment in programs to ensure credit recover	Counselors Case Managers Teacher	none	Students are on track to graduate	Present and Ongoing	In Progress		

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):					
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
Increase the amount of tutorial support in order to help students to be better prepared for state wide testing, (TAKS and EOC). Constant monitoring of the students grades for both progress reports and report cards. Increase participation in the credit recovery programs (DELTA and TWILIGHT)	ELL counselor ELL teachers English Department Chair	TAKS, EOC preparation materials, Tutors	Improvement in the TAKS/EOC scores of the ELL students. Improved graduation rates of ELL students with their cohort	On going	In Progress
Use district assessment data to monitor ELL instructional progress.	LBJ ELL Department	none	Improvement in the TAKS/EOC scores of the ELL students.	On going	In Progress

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):							
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	
		LBJ Teachers		Improved graduation rates of ELL students with their cohort			

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
Students that are placed in the regular classrooms will be assigned to take the regular or accommodated TAKS or EOC exams. Increase the amount of tutorial support in order to help the students to be better prepared for the regular state wide testing(TAKS and EOC	SPED counselor SPED department manager	TAKS, EOC preparation materials, Higher number of tutors	Improvement in the TAKS/EOC Scores of the Special Education students. Reduction in the number of Special Education students that graduate un the Minimum Plan	On Going	In Progress
Increase the rate of students taken out of modified classes in Middle School and High School	Case Managers	none	Number of students on the RHSP or DAP	Ongoing	In Progress
Attend ARDs at feeder schools to ensure vertical placement of incoming freshman	Special Education Department Manager	none	Number of students on the RHSP or DAP	Ongoing	In Progress

Table #DR-21

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

Source: AISD Acct/PEIMS Report

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

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
Assign students to mentor or teacher that tracks progress and course completion.	Counselors, ELL teachers, Assistant Principals, Registrar, dropout prevention specialist	none	Graduation rates of ELL students in the 2014 cohort	May 2014	In Progress
Conduct meeting with parents to review graduation plans for secondary ELLS.	Counselors, ELL teachers, Assistant Principals, Registrar, dropout prevention specialist	none	Graduation rates of ELL students in the 2014 cohort	May 2014	In Progress

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	Targeted tutoring for students who are at risk of not passing STAAR EOC, failing high school courses or who are reading below grade level.
General Supplies for at-risk students	Targeted resources intended to instruct students who are at risk of not passing STAAR EOC, failing high school courses or who are reading below grade level.
Transition Services	n/a
Middle School reading and math initiatives	n/a
After-school detention	Used to provide a disciplinary option for at risk students who consistently violate items within the AISD code of conduct.
Reading specialists	n/a
Elementary Counselors	n/a
Dropout prevention services	Resources dedicated to recovering students who are at-risk of dropping out. Resources used to locate and obtain positive leaver codes for students who have withdrawn from LBJ.
DELTA	Used to recover lost course credit by students who are risk of not graduating on time.
Parent Support Specialist	PSS provides services to at risk youth and their families. Resources used to provide support and communication with the families of LBJ High School.
9 th Grade Initiatives	Resources used to implement an introductory skills course that teaches at risk 9 th graders needed study and social skills for success at LBJ High School.
TOTAL	\$331,369

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):

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Participate in district-sponsored job fairs
	Participate in recruiting trips
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
<input checked="" type="checkbox"/>	Provide leadership opportunities for teachers
	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
<input checked="" type="checkbox"/>	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:

Components	Pages
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	6-22
Instruction by highly qualified staff	6-21, 45
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	26-28
Strategies to attract highly qualified teachers to high-need schools	26-28, 45
Strategies to increase parental involvement	25-26
<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.)	7,8,9,10,11,13,15,18
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-22, 29-43
Coordination and integration of federal, state, and local services and programs	6-42, 48-50
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	26

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:

Components	Pages
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	6-21, 45, 26-28
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	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Science Teacher, David Guidorzi, E151317	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$55,429	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Math Teacher, Ariel Taylor, E148558	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$56,315	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Math Teacher, Elizabeth Albee, E150166	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$55,429	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Technology Support Specialist, Cynthia Culberson, E110143		The campus will support one Technology Support Specialist on campus to promote access to technology for teachers and students to promote computer/technology literacy.	\$53,405	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.

Personnel Benefits				
Instructional Supplies, Equipment & Materials				
Substitutes	To provide classroom coverage while the teacher is working with students.	Order as needed	\$15,000.00	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Copier Equipment	In-house reproduction of materials for students	Copier rental	\$10,000.00	
General Supplies	Provide additional instructional materials such as paper, pens, pencils, highlighters, charts, graph paper, calculators, post its, folders, binders, composition notebooks, cartridges for printers, electric hole punches, electric pencil sharpeners, utility carts, dry erase markers, laminating film, and index cards. Also to include Science equipment such as gloves, aprons, beakers, test tubes, bottles, racks, chemical storage, instructional DVDs, stop watches, consumables for lab experiments, specimen samples, preserved organisms for dissecting, updated maps and atlases, supplemental reading resources for all content areas, and technology equipment and all unidentified general supplies.	Order as needed	\$17,982.00	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.

Food & Refreshments	Healthy snacks during tutoring sessions.	Order as needed	\$2,000.00	N/A
Misc. Contracted Services				
Math Masters	Pre-College academic readiness program	The mission of the Math Masters Program is to prepare underrepresented high school students for success in college through the implementation of a three year mathematics cohort program.	\$13,680.00	Increase the % of students being accepted into and graduating from post secondary institutions
Professional Development & Staff Training				
Travel & Registration. See list below:	Training fees and travel out of town.		\$18,400.00	
School Administration				
Clerical Overtime			\$5,000.00	
Travel & Registration. See list below:	Training fees and travel out of town.	Order as needed.	\$11,000.00	
Community Services				
General Supplies.	Necessary supplies for parental involvement and community activities.	Order as needed.	\$2,000.00	20% increase in parental involvement. Improvement measured by increased student attendance and grades.
Computer Equipment	Computer and support equipment for Parent Support Specialist		\$ 4,200.00	
Food & Refreshments	Food for parental involvement & community events	Order as needed.	\$500.00	
Other Requests				
Salary Cushion			\$11,029.00	
Total (Must Match BTO Total)				
			\$331,369.00	

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.

** 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.

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Science Teacher, David Guidorzi, E151317	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$55,429	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Math Teacher, Ariel Taylor, E148558	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$56,315	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Math Teacher, Elizabeth Albee, E150166	Support smaller classes in an effort to improve completion and graduation rates	Lower class sizes and provide support to PLCs in an effort to improve graduation and increase completion rates	\$55,429	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Technology Support Specialist, Cynthia Culberson, E110143		The campus will support one Technology Support Specialist on campus to promote access to technology for teachers and students to promote computer/technology literacy.	\$53,405	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.

Personnel Benefits				
Instructional Supplies, Equipment & Materials				
Substitutes	To provide classroom coverage while the teacher is working with students.	Order as needed	\$15,000.00	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.
Copier Equipment	In-house reproduction of materials for students	Copier rental	\$10,000.00	
General Supplies	Provide additional instructional materials such as paper, pens, pencils, highlighters, charts, graph paper, calculators, post its, folders, binders, composition notebooks, cartridges for printers, electric hole punches, electric pencil sharpeners, utility carts, dry erase markers, laminating film, and index cards. Also to include Science equipment such as gloves, aprons, beakers, test tubes, bottles, racks, chemical storage, instructional DVDs, stop watches, consumables for lab experiments, specimen samples, preserved organisms for dissecting, updated maps and atlases, supplemental reading resources for all content areas, and technology equipment and all unidentified general supplies.	Order as needed	\$17,982.00	5% - 10% increase in student achievement. Student improvement measured by increased test scores in core areas.

Food & Refreshments	Healthy snacks during tutoring sessions.	Order as needed	\$2,000.00	N/A
Misc. Contracted Services				
Math Masters	Pre-College academic readiness program	The mission of the Math Masters Program is to prepare underrepresented high school students for success in college through the implementation of a three year mathematics cohort program.	\$13,680.00	Increase the % of students being accepted into and graduating from post secondary institutions
Professional Development & Staff Training				
Travel & Registration. See list below:	Training fees and travel out of town.		\$18,400.00	
School Administration				
Clerical Overtime			\$5,000.00	
Travel & Registration. See list below:	Training fees and travel out of town.	Order as needed.	\$11,000.00	
Community Services				
General Supplies.	Necessary supplies for parental involvement and community activities.	Order as needed.	\$2,000.00	20% increase in parental involvement. Improvement measured by increased student attendance and grades.
Computer Equipment	Computer and support equipment for Parent Support Specialist		\$ 4,200.00	
Food & Refreshments	Food for parental involvement & community events	Order as needed.	\$500.00	
Other Requests				
Salary Cushion			\$11,029.00	
Total (Must Match BTO Total)				
			\$331,369.00	

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	18	26	40.53	41
Asian	n/a	n/a	100.00	n/a
AA	23	25	40.37	40
Hispanic	15	25	40.10	40
White	<1	>99	100.00	>99
2 or More	<1	*	73.34	*
EcD	17	25	39.85	40
ELL	<1	12	29.35	29
Spec Ed	*	14	31.45	31
9th Grade	18	19	35.00	35
10th Grade		33	46.80	47

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	5	24.30	24
Asian	n/a	n/a	100.00	n/a
AA	*	*	23.40	*
Hispanic	7	5	24.25	24
White	<1	n/a	100.00	n/a
2 or More	<1	*	60.50	*
EcD	7	5	24.25	24
ELL	<1	*	21.80	*
Spec Ed	<1	*	34.50	*
9th Grade	6	6	24.80	25
10th Grade		*	22.10	*

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	12	9	27.35	27
Asian	n/a	n/a	100.00	n/a
AA	17	9	27.00	27
Hispanic	10	9	27.60	28
White	<1	n/a	100.00	n/a
2 or More	<1	<1	20.50	20
EcD	10	9	27.50	27
ELL	*	*	21.70	*
Spec Ed	*	*	27.85	*
9th Grade	12	9	27.20	27
10th Grade		9	27.61	28

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	13	17	33.51	33
Asian	n/a	n/a	100.00	n/a
AA	15	14	31.50	31
Hispanic	10	18	34.60	35
White	>99	n/a	100.00	n/a
2 or More	*	*	61.15	*
EcD	12	16	32.50	32
ELL	*	*	23.70	*
Spec Ed	<1	*	35.40	*
9th Grade	13	19	34.95	35
10th Grade		<1	21.20	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	*	*	11.00	*
Asian	n/a	n/a	100.00	n/a
AA	<1	*	11.10	*
Hispanic	*	*	11.00	*
White	<1	<1	10.50	10
2 or More	<1	<1	10.50	10
EcD	*	*	10.97	*
ELL	<1	*	11.00	*
Spec Ed	<1	<1	10.10	10

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	<1	*	10.50	*
Asian	n/a	n/a	100.00	n/a
AA	<1	<1	10.10	10
Hispanic	<1	*	10.77	*
White	<1	n/a	66.67	n/a
2 or More	<1	<1	10.50	10
EcD	<1	<1	10.50	10
ELL	<1	<1	10.50	10
Spec Ed	<1	<1	10.50	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	*	10.50	*
Asian	n/a	n/a	66.67	n/a
AA	<1	*	10.50	*
Hispanic	<1	*	10.30	*
White	<1	n/a	66.67	n/a
2 or More	<1	<1	10.20	10
EcD	<1	*	10.50	*
ELL	<1	<1	10.20	10
Spec Ed	<1	*	12.30	*

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	*	*	10.75	*
Asian	n/a	n/a	66.67	n/a
AA	*	<1	10.20	10
Hispanic	<1	*	11.30	*
White	<1	n/a	66.67	n/a
2 or More	<1	<1	10.20	10
EcD	*	*	10.90	*
ELL	<1	*	12.15	*
Spec Ed	<1	<1	10.20	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	88.9%	87.6%	88.5%	89%	89%	90.6%	90.70
African American	89%	87.1%	87.7%	88.8%	89.2%	90.9%	90.93
Asian	85%	86.3%	91.4%	93.8%	91.7%	100%	100.00
Hispanic	88.7%	87.9%	89.2%	89.1%	88.9%	90.3%	90.50
Native American				89.7%	71.4%		71.50
White	90.7%	92.2%	89.1%	86.4%	87.9%	92.1%	92.30
2 or More				92.7%	89.3%	92.9%	92.96
EcD	89.2%	87.5%	88.9%	89.7%	88.9%	90.5%	90.60

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	76.8%	84.2%	81.1%	79%	69.7%	
African American	70.7%	84.6%	79.3%	75.3%	63.9%	
Asian						
Hispanic	84%	82.9%	84.4%	83.1%	73.3%	
Native American				*		
White	*	*	*	*	*	
2 or More			*	*	*	
EcD	81.3%	85.6%	88.1%			

Data Source, PEIMS Submission 1

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	77.2%	83.8%	79.5%	>=70%	All Students	6.6%	6.1%	3.2%	>=40%
African American	75%	90.9%	87.8%	>=70%	African American	1.4%	1.7%	1.5%	>=40%
Asian		?		>=70%	Asian		*		>=40%
Hispanic	71.4%	74.6%	69.3%	>=70%	Hispanic	6.7%	8%	1.9%	>=40%
Native American		*	*	>=70%	Native American			*	>=40%
White	?	?	*	>=70%	White	57.1%	*	*	>=40%
2 or More		*	*	>=70%	2 or More		*		>=40%

Data Source: AEIS

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

Participation	AEIS			End Goal Target	Performance	AEIS			End Goal Target
	2008-09	2009-10	2010-11			2008-09	2009-10	2010-11	
All Students	57.2%	58.6%	37.7%	>=15%	All Students	1.4%	4.8%	5.6%	
African American	60%	56.2%	30.2%	>=15%	African American	0%	0%	1.2%	
Asian	*	*	*	>=15%	Asian		*		
Hispanic	55.6%	59.3%	42.9%	>=15%	Hispanic	3%	7.5%	8.1%	
Native American		*	*	>=15%	Native American		*	0%	
White	28.6%	71.4%	50%	>=15%	White	*	18.2%	0%	
2 or More		*	40%	>=15%	2 or More		*	*	

Data Source: AEIS

Advanced Course / Dual Enrollment

	AEIS			End Goal Target
	2008-09	2009-10	2010-11	
All Students	32.3%	33.2%	57.9%	>=30%
African American	31.9%	30.5%	51.4%	>=30%
Asian	*	*	*	>=30%
Hispanic	32.9%	35.4%	63.6%	>=30%
Native American		60%	*	>=30%
White	30.8%	50%	53.3%	>=30%
2 or More		14.3%	62.5%	>=30%

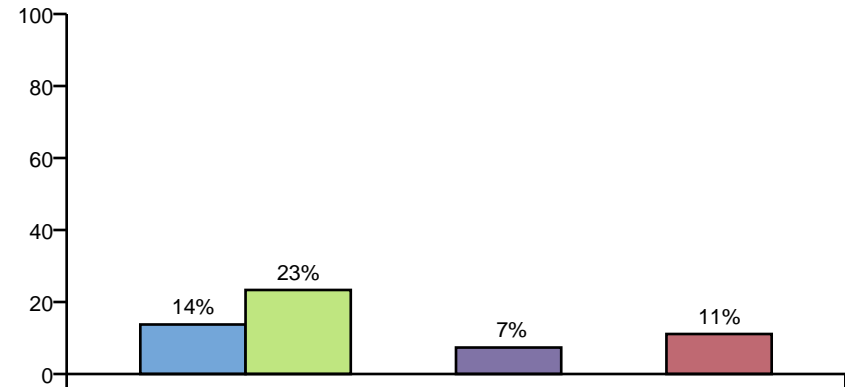
Data Source: AEIS

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	953
African American	377
Asian	1
Hispanic	558
Native American	
White	9

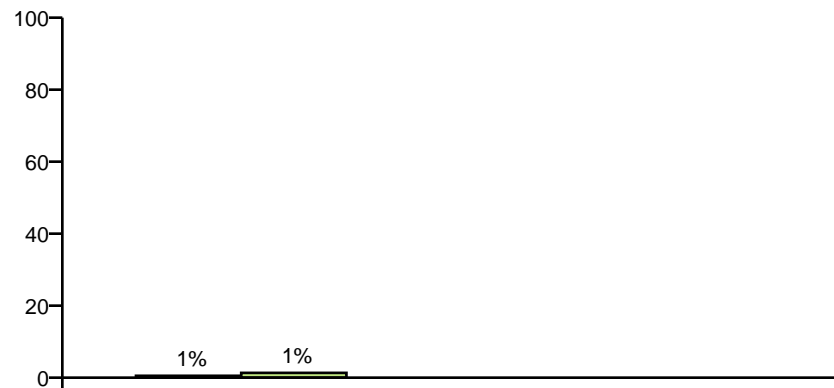
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



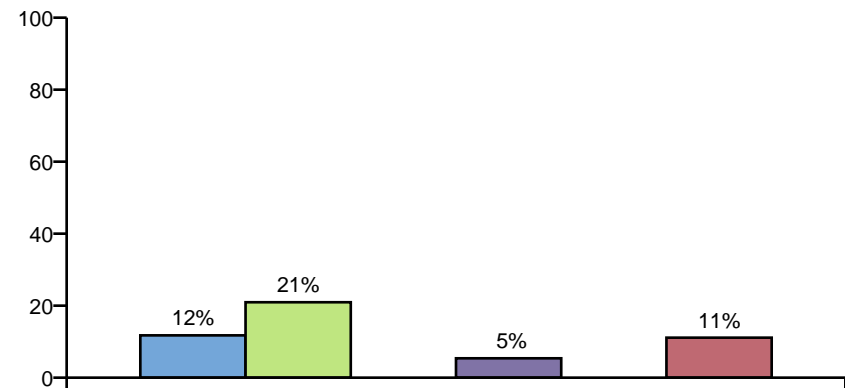
	All	A-A	Asian	Hisp	N-A	White
HS	14%	23%	-	7%	-	11%

Campus Discretionary Removals



	All	A-A	Asian	Hisp	N-A	White
Removals	1%	1%	-	-	-	-

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	12%	21%	-	5%	-	11%

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	51	4.85%	43	3.95%	5	.52%	0.50
African American	38	7.98%	35	8.05%	5	1.33%	1.30
Asian							0.00
Hispanic	13	2.41%	6	.96%			0.95
Native American							0.00
White			1	5.26%			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	216	20.53%	186	17.08%	131	13.75%	13.74
African American	147	30.88%	112	25.75%	88	23.34%	23.30
Asian							0.00
Hispanic	67	12.41%	66	10.61%	41	7.35%	7.25
Native American			2	100%			0.00
White	1	5.26%	2	10.53%	1	11.11%	11.09

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	74	7.03%	40	3.67%	112	11.75%	11.74
African American	45	9.45%	23	5.29%	79	20.95%	20.90
Asian							0.00
Hispanic	28	5.19%	16	2.57%	30	5.38%	5.35
Native American							0.00
White	1	5.26%			1	11.11%	11.10

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	1007	1006	975	937	825
African American	506	488	428	367	326
Asian	1	2	2	2	
Hispanic	476	499	511	542	483
Native American			3		
White	24	17	15	14	7
2 or More			16	12	9

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	140	12	9%	110	4	4%	3.60	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	*	*	*	0.00	
Hispanic	136	11	8%	105	4	4%	3.76	
White	*	*	*	*	*	*	0.00	
EcD	135	11	8%	106	4	4%	3.70	
Special Ed	16	5	31%	11	3	27%	27.20	

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	66	36	55%	65	37	57%	125	81	65%	125	65	52%	119	66	55%	112	53	47%
F	Hispanic	71	37	52%	70	36	51%	192	137	71%	186	106	57%	176	114	65%	174	99	57%
F	White	*	*	*	*	*	*	5	5	>99%	*	*	*	*	*	*	*	*	*
F		139	75	54%	137	75	55%	322	223	69%	315	175	56%	298	181	61%	289	153	53%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	85	40	47%	83	53	64%	128	83	65%	124	85	69%	98	70	71%	95	55	58%
M	Hispanic	78	45	58%	74	42	57%	206	130	63%	202	117	58%	185	104	56%	182	97	53%
M	White	*	*	*	*	*	*	6	4	67%	6	3	50%	*	*	*	*	*	*
M		165	87	53%	159	96	60%	340	217	64%	332	205	62%	284	175	62%	278	153	55%
total		304	162	53%	296	171	58%	662	440	66%	647	380	59%	582	356	61%	567	306	54%

Data Source: AISD Fitnessgram