Liberal Arts and Science Academy High School (LASA High School)

2013-2018
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION
2013-2014

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

We Confirm the Above Information …

Position	Name	Date
Principal	Stacia Crescenzi	9/25/13
Co-Chair	Ann Phipps	9/25/13
Co-Chair	Brandi Harrison	9/25/13

CIP CHECKLIST AND CONFIRMATION
2014-2015

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		
Co-Chair		
Co-Chair		

CIP CHECKLIST AND CONFIRMATION
2015-2016

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		
Co-Chair		
Co-Chair		

CIP CHECKLIST AND CONFIRMATION
2016-2017

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		
Co-Chair		
Co-Chair		

CIP CHECKLIST AND CONFIRMATION
2017-2018

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		
Co-Chair		
Co-Chair		

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 (to be updated annually)

Non-Voting Members	Name
Principal	**Stacia Crescenzi**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Sondra Marks						
Parent	Ana Irizarry						
Parent	Ann Phipps	X					
Parent	Lori Wallace						
Parent	Elaine Martinez			X			
Parent	Mark Grayson		X				
Professional Staff Member	Tracie Gardner					X	
Professional Staff Member	Andi Brosche				X		
Professional Staff Member	Ruthy DeHolton				X		
Professional Staff Member	Brandi Harrison	X			X		
Professional Staff Member	Joe Oleniczek				X		
Professional Staff Member	Andrew Potter				X		
Classified Staff Member	Karen Foree						
Student *(If Applicable)*							
Student *(If Applicable)*							
Business Representative	Lynn Boswell						
Community Representative	Julie Delgado						

CAMPUS ADVISORY COUNCIL: CAC Database Information

Email Addresses of CAC Co-Chairs	
Staff Co-Chair	Brandi Harrison
Non Staff Co-Chair	Ann Phipps

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	1st Wednesday
Normal Time:	4:00

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
3	25

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- EOC scores/trends
- AP scores/trends
- Attendance data/trends
- Retention/Graduation rates
- Qualitative information from stakeholders
  - Student focus groups
  - PFLASA focus group
  - CAC meeting
  - Teacher all campus group
  - Teacher focus groups
- Application data/trends
- Senior exit survey
- Parent survey
- Staff survey

Based on review of the above data, the following areas of needed improvement were identified:
- Opportunity for students to take more academic and fine arts electives
- Non-classroom based GT opportunities for students
- Success of students coming from non-magnet middle schools
- Recruit and retain students most apt to be successful from all middle-schools in the district
- Streamlining of systems from admittance to graduation needs
- Collection of appropriate post high school data to use to determine school's success with students
- Improvement of professional development offerings for all staff, professional and classified
- Review of curriculum for use of time, technology and practical life applications
- Improve new teacher, to LASA, mentoring program
- Increase in research/internship opportunities and tracking
- Increase understanding of and exposure to community service opportunities
- Recruit and retain the highest quality staff from across the country
- Increase students' competitiveness at the collegiate level

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1		☐ State: Below safeguard target		☐ AYP: Area of low performance		
Objective: Students will be eligible to take more academic, fine arts and athletic electives during their 4 years of high school.						
Applicable Strategic Plan Goal(s): 3						
How will we know we have achieved our goal? Student graduating in the class of 2018 will have an average of 2 more "elective" classes on their transcript than students who graduated in the class of 2012.						
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**		**Status**
Summer session	Crescenzi Department Chairs	*Funds for salaries *Classrooms *Transportation *Basic class supplies *Curriculum writing * Food if go over 4 hours	*Number of classes worth credit that "make" *Number of total credits awarded *Number of total "elective" classes for each student	*1st session summer 2014 *By 2016 have at least 2 viable full credit and 3 viable half credit class options *By 2018 have at least 3 viable full credit and 5 viable half credit options.		
Increase on-line and delta offerings	Gardner Crescenzi	*Determine appropriate on-line courses (Garza, University, ACC) *Determine how MOOCs can be used *Larger dedicated computer lab *Create relationship with other TX magnet schools *TA to assist in virtual classroom?	*Total number of half and full credits received via on-line options	* 2014 based on new graduation plans, review current on-line and delta options *Computer lab to be completed in phase 3 of bond		

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

Objective: Recruit and retain students most apt to be successful from all Austin area public and private middle schools

Applicable Strategic Plan Goal(s): 2

How will we know we have achieved our goal? 1. At least 50% of the top 10% of each middle school will apply to LASA. 2. LASA will maintain a consistent retention rate of 90% or higher by 2018.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Seventh/Eighth grade summer invitational	Coburn	*Establish relationship with NSBE *Funds for food, supplies, T-shirts *Classes, gym space *Presentations to middle school students who qualify *Transportation	*Increase in the number of total applications from Title 1 middle schools and private/charter middle schools *Increase in the number of students accepted from Title 1 middle schools and private/charter middle schools	Establish relationship by 2014 Hold first event summer 2015 By 2018 event and funds for event should be institutionalized.	
Application workshops	Counselors Administration	*Computer space at each participating MS *Support from MS administration *Funds to pay counselors if during non-contract hours	*Increase in the number of completed applications from targeted MS *Increase in the number of students accepted from targeted MS	Hold 2 workshops during Fall 2013 Hold 4 workshops Fall 2014 Hold 6 workshops Fall 2016 Hold 8 workshops Fall 2018	
Personalize Recruiting	Counselors Administration		*Increase in the number of completed applications from targeted MS	Meet with 4 schools summer 2013 to set up specialized	

| | | | *Increase in the number of students accepted from targeted MS | recruiting

Follow up with same 4 schools in spring to evaluate recruiting

Meet with 4 different target schools summer 2014 with follow up in Spring 2015 to evaluate

Meet with final 4 campuses summer 2015 with evaluation to follow in spring 2016 | |

Table #CI-3	☐ State: Below safeguard target	☐ AYP: Area of low performance				

Objective: Recruit and retain the highest quality staff from across the country

Applicable Strategic Plan Goal(s): 1

How will we know we have achieved our goal? 1. 95% of staff who leave will do so for reasons unrelated to their contentment with their job. 2. By 2018 we will have at least 5 exceptionally qualified candidates for every open position.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Add hiring section to website	Cutler IC	*Design hiring page on website	Data base of interested potential employees	Approved and active by Spring 2014	
Create HR relationships with other magnet schools	Administration	*Money to attend state and national magnet/GT conference	Increase database of interested employees as directly related to contacts made at	2013-2014 investigate most relevant conferences for	

			conferences.	networking One conference each year starting 2014 - 2015	
Improve "quality of life" for staff	Administration, counselors, department chairs, PFLASA	*Substitutes to increase planning opportunities *Streamline systems so as to limit time staff spend on non-student related activities *Document curriculum so new teachers do not need to invent curriculum *Ensure that Professional Development is directly related to the goals and needs of staff members	No more than 5% of LASA staff will leave due to job contentment.	*beginning 2013-2014 Keep data base of reasons that teachers are no longer employed at LASA *Use 2012-13 and 2013-14 data to determine base line percent of staff who leave for various reasons.	

Table #CI-4	☐ State: Below safeguard target ☐ AYP: Area of low performance				
Objective: Increase non-classroom based GT opportunities for all LASA students					
Applicable Strategic Plan Goal(s): 3					
How will we know we have achieved our goal? By 2018 students will have the option to attend monthly lunchtime lectures as well as one campus provided GT opportunity each semester and in the summer.					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Student/Staff conference	Crescenzi Harrelson Yaple	*Supplies for speakers *Transportation	In Spring 2014 25% of LASA students and 90% of LASA faculty will	1st conference Spring 2014	

		*Food *Conference incentives *Conference program *Survey of conference experience	attend conference Survey results will show a positive experience for 75% of participants By 2018 60% of LASA students and 95% of LASA faculty will participate in the conference	By Fall 2015 have committee established (parents, students, staff) who develop conference.	
Speaker series	Stephens Harrelson	Pool of ideas, topics, names Snacks Thank you cards	Post speaker survey for all participants	2013-2014 – 8 speakers throughout the school year 2015-2016 – 10 speakers throughout the school year 2017-2018 12 speakers throughout the school year	
Internship/Research/Summer enrichment experience	Administration Kocian Counselors	*Data base of experiences in which students have participated *Relationship with businesses and universities *Scholarships for students unable to	*Searchable data base for students and families *application sessions to assist students with completing application	By end of 2013 – 2014 school year have data base started 2014- 2015 have first 2 application sessions	

| | | afford experiences
*Assistance with applications
*half time position | | 2015 – 2016 have family night to explain opportunities

Class of 2018 over 60% of students will have participated in at least one experience. | |

Table #CI-5	☐ State: Below safeguard target		☐AYP: Area of low performance		
Objective: Increase understanding of and exposure to community service opportunities locally, state wide, nationally and internationally					
Applicable Strategic Plan Goal(s): 3					
How will we know we have achieved our goal?					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
"Get Involved" collaboration	Stacia Crescenzi	Dedicated bulletin board NPR contact	*Increase in the number of students participating in community service *Increase in the number of students participating with the same organization over years	Make contact with NPR during 2013-2014 school year 2014-2015 school year – minimum of 4 lunch time presentations 2015 – 2016 minimum of 6 lunch time presentations 2016 – 2017	

				Minimum of 8 lunch time presentations 2017 – 2018 presentations will occur every month from September through May	
Overton Elementary initiative	Czaplinski M. Brown Emily Demareth	To be determined as events are created	*increase of events between Overton Elementary and LASA HS *By 2016-2017 we will have two fall, two spring and one holiday event to support Overton Elementary	2013 – 2014 Add one spring and fall event 2014-2015 Perfect fall/spring and holiday event 2015 – 2016 Add one event based on needs assessment 2016 – 2017 Add one event based on needs assessment	

Table #CI-6	☐ State: Below safeguard target ☐AYP: Area of low performance					
Objective: Increase the overall academic success of students coming from non-magnet middle schools						
Applicable Strategic Plan Goal(s): 1, 2						
How will we know we have achieved our goal? 1. Retention rate of students from non-magnet middle schools will mirror retention rate of students from magnet middle schools. 2. By 2018 middle school attended will not correlate to bottom quartile class rank.						
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**	
Summer Success Initiatives	Czaplinski	Money for teacher	Increase in first	2013-2014		

	Zucker	salaries and supplies PD for teachers to plan how to best fill academic holes and support transition in a short amount of time	semester grades of students going through program Increase in overall GPA in students at the end of their Freshman year	evaluate program take base line data July 2014 implement program track students through 2014-2015 June 2015 compare GPA of cohort with similar students from 2012 and 2013 end of Freshman year	
Specific counseling group	Counselors/CIS	XY Zone/CIS support through another HS	Increase in retention rate of students Increase in semester and final grades	Written into CIS contract 2013-2014 school year	
Add "how to succeed at LASA" elective	IC Administration Zucker	Money for curriculum development Access to various curriculum such as AVID and Connections	Developed curriculum Increase in retention and overall success of students	Begin investigating (2014 – 2015); Pilot (2015 – 2016)	

Table #CI-7	☐ State: Below safeguard target	☐AYP: Area of low performance

Objective: Increase student competitiveness at the collegiate level

Applicable Strategic Plan Goal(s): 3

How will we know we have achieved our goal? 1. By 2018 no student will graduate with less than a 500 subscore in critical reading/math on the SAT or a 21 on the ACT. 2. 60% of students in the class of 2018 will have participated in at least 1 long term, non-school based academic experience. 3. All students who receive assistance through the free and reduced lunch plan, as well as any student who will be the first in their immediate family to go to college will have visited at least 5 college campus that represent different environments (size, rural vs. urban, etc) by the beginning of their senior year.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Targeted SAT/ACT tutoring	Kocian				
Internship/research/summer enrichment experience	Administration Kocian Counselors	*Data base of experiences in which students have participated *Relationship with businesses and universities *Scholarships for students unable to afford experiences *Assistance with applications *half time position	*Searchable data base for students and families *application sessions to assist students with completing application	By end of 2013 – 2014 school year have data base started 2014- 2015 have first 2 application sessions 2015 – 2016 have family night to explain opportunities Class of 2018 over 60% of students will have participated in at least one experience.	
College tours	Kocian Counselors	Buses Lodging Food expenses Chaperones	Culture of visiting colleges will be established for ALL students	By 2016- 2017 two bus tours a year will be available (one during spring break the other in the summer)	

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

Objective: Create post graduation data collection to determine more appropriate measures of success

Applicable Strategic Plan Goal(s): 3

How will we know we have achieved our goal? By 2018 a data collection system will be in place that allows LASA to track the success of students through their collegiate and

graduate school years.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Determine post secondary success measures	All staff		Survey tool created based on agreed upon measures	Measures will be determined by Jan 2014	
Implement survey to go to alumni for 5 years post HS graduation	Administraion Counselors Looby	Survey tool Personal email of students	80% return rate	Summer 2014 – survey to class of 2012, 2013 2014-2015 evaluate effectiveness of survey questions, edit if necessary Summer 2015 – survey to class of 2012, 2013, 2014 Summer 2016 – survey to class of 2012, 2013, 2014, 2015 Summer 2017 – survey to class of 2013, 2014, 2015, 2016	
Share data with all stakeholders	Crescenzi		Presentation to CAC, IC, PFLASA and staff Data will be used to determine curricular	Presentations no later than spring 2018	

			changes		

Table #CI-9	☐ State: Below safeguard target		☐AYP: Area of low performance		
Objective: Ensure optimal use of time, technology and practical life applications within all classes					
Applicable Strategic Plan Goal(s): 1, 2, 4					
How will we know we have achieved our goal?					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Analyze effectiveness of current textbooks/packets	Individual teachers	Time during PD days Money for new packets, textbooks or to write curriculum	Updates/adjustments to curriculum	Baseline for all departments 2013-2014 One subject per year starting in 2014-2015	
Align curriculum within subject areas	Department chairs	Time during PD days	Documented curriculum will align with the curriculum taught in class.	Baseline for all departments 2013-2014 One subject per year starting in 2014-2015	
Elicit ongoing student feedback regarding classes	Crescenzi Department chairs	Create working group of students/staff	Group meets at least 5 times within a school year	Teacher group formed Fall 2013 Students added no later than Spring 2014	

Table #CI-10	☐ State: Below safeguard target		☐AYP: Area of low performance		
Objective: Address the physical and mental health needs of students, staff and families					
Applicable Strategic Plan Goal(s): 3					
How will we know we have achieved our goal?					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Determine greatest campus needs	Hopper Wellness committee		50% parent response to survey	Parent survey to be completed by end of Fall 2013	

| | | | 80% student response to survey | Student survey to be completed by end of Spring 2014

New survey to go to parents and students at least every 4 years. | |
| Create effective preventative programming to counteract greatest needs | Hopper
Counselors
Wellness committee | | Events throughout the year based on needs determined on survey | Summer 2014 – analyze survey results and determine top 2 needs for each group

2014-2015 implement programming to support 2 highest needs for each group | |

Table #CI-11	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective:					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

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
Increase participation in Fitnessgram	M. Brown		Increase from 64% to 85% the number of students participating in fitnessgram	*75% of testing will be completed on Field Day *Remaining 25% will be completed during finals week.	
Increase participation in life-long athletic endeavors	Various coaches Crescenzi PFLASA	Golf, cross country, swimming, ultimate Frisbee, etc	Increase in the number of students participating in various campus athletics	13-14 collect initial data 14 – 15 increase participation rates by X% 15 – 16 increase participation rates by another X% 16 – 17 re-evaluate number of students each program can appropriately hold and set participation rate for 17-18	
Ensure student participation in moderate to vigorous physical activity during PE	M. Brown	None	Plan and implement PE lessons that include 50% of moderate to	Fall 2013 will be a planning time. Implementation	

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			vigorous activity weekly	will begin in Spring of 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
Evaluate and coordinate "No Place for Hate" activities	Hopper		No Place for Hate designation	Every year (our first year was 2012-2013)	
Increase visibility of Safe Place student ambassadors	Hopper Safe Place Staff		Safe Place presentations for all freshmen Placement of safe place videos on LASA website	Presentations will take place for all freshmen by the end of the Fall semester Videos will be linked to the LASA website by Jan 2014	

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
Increase in parent participation of families where English is not the dominant language	Crescenzi/Czaplinski	Translation services	Increased attendance at all LASA events	2013 – 2014 Identify parents who are not attending	

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**
				relevant events to determine reasons	

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**
Individual/Departmental level goal setting	Teachers Department chairs	Time during PD days	Goals will become more specific and measurable	2013-2014 train IC and teaching staff on writing PD goals Summer 2014 – staff will write 2 individual and 2 departmental goals for the 2014-2015 school year.	
Increase attendance at most appropriate local/national/international conferences	Admin Department Chairs Knowledgeable Parents	Money for conferences	Minutes from IC meetings that discuss conferences Increase in requests for teachers to attend particular conferences	2013 – 2014 investigate conferences that best meet our needs, create "approved list" 2013-2014 create base line	

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
				for number of staff who participate in conferences 2014 – 2015 Increase by X% staff participation in approved conferences By 2018 staff members will attend one approved conference every X years	
Post PD evaluation for all campus based PD	Coburn		Evaluation survey sent out within 48 hours of PD completion	Evaluation tool developed Fall 2013 Evaluation sent out for every PD beginning Spring 2014	

REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS <mark>(Conditions in Yellow)</mark>

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
<mark>Condition: If rate > 8.5%</mark>				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
<mark>Condition: If rate > 1 percentage point above African American enrollment rate</mark>				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
<mark>Condition: If rate > 1 percentage point above Hispanic enrollment rate</mark>				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Special Education Disciplinary Placements– *All Levels*

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings.					
Condition: If rate > 1 percentage point above rate for all students				Source: SPED C-IEP (E)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Special Education Service in LRE – *All Levels*

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

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

Table #DR-12	☐State: Below safeguard target	☐ 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): no					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

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

Special Education Measureable Postsecondary Goals - *HS*

Table #DR-14					
Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.					
Condition: If ARD rate < 100%				Source: SPED C-IEP (N)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
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**

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Dropout Rates – *MS and HS Levels Only*

Table #DR-16	☐State: Below safeguard target ☐ AYP: Area of low performance				
Objective: Reduce the special education annual dropout rate.					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-17	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Reduce the ELL annual dropout rate.					
Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

4-Year Graduation Rates – *HS Level Only*

Table #DR-18	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of special education students who graduate within four years.					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-19	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): no					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Graduation Plans – *HS Level Only*

Table #DR-20

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

Condition: If special education student rate < 20%	Source: AISD Acct/PEIMS Report

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

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

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

Table #DR-21

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

Condition: If LEP student rate < 70%	Source: AISD Acct/PEIMS Report

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

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

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

APPENDIX A
Use of State Compensatory Education Funds for Improved Student Achievement

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

Programs/Services	Use
After-School Tutorials	Certified teachers work with Breakthrough and Austin Urban Scholars students in all core subject areas
General Supplies for at-risk students	Supplies for summer initiative and after school tutoring in math and writing
Transition Services	Summer camp open to and encouraged for all incoming 9th graders
After-school detention	Targeted assistance during non-school hours for students whose behaviors put them at risk for academic difficulties.
DELTA	Salary for certified teachers to help students with credit recovery and acceleration to ensure academic success
9th Grade Initiatives	Three and six weeks summer camp for targeted students. Camp focuses on math, writing, time management and organizational skills
TOTAL	**$81,651.00**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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	97	>99	100.00	>99
Asian	98	>99	100.00	>99
AA	>99	>99	100.00	>99
Hispanic	91	98	100.00	98
White	>99	>99	100.00	>99
2 or More	>99	>99	100.00	>99
EcD	93	96	100.00	96
ELL	n/a	n/a	100.00	n/a
Spec Ed	>99	>99	100.00	>99
9th Grade	97	98	100.00	99
10th Grade		>99	100.00	>99

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	60	76	100.00	81
Asian	*	>99	100.00	>99
AA	>99	>99	100.00	>99
Hispanic	*	*	100.00	*
White	88	84	100.00	87
2 or More	*	>99	100.00	>99
EcD	*	*	100.00	*
ELL	n/a	n/a	100.00	n/a
Spec Ed	n/a	>99	100.00	>99
9th Grade	60	76	100.00	81

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	92	92	100.00	94
Asian	>99	98	100.00	98
AA	86	82	100.00	85
Hispanic	82	84	100.00	87
White	95	94	100.00	95
2 or More	88	>99	100.00	>99
EcD	71	78	100.00	82
ELL	n/a	n/a	100.00	n/a
Spec Ed	>99	>99	100.00	>99
9th Grade	92	93	100.00	95
10th Grade		91	100.00	93

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	92	99	100.00	99
Asian	96	>99	100.00	>99
AA	86	>99	100.00	>99
Hispanic	79	96	100.00	97
White	98	>99	100.00	>99
2 or More	88	>99	100.00	>99
EcD	76	95	100.00	96
ELL	n/a	n/a	100.00	n/a
Spec Ed	>99	>99	100.00	>99
9th Grade	92	99	100.00	99
10th Grade		>99	100.00	>99

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	42	74	80.00	77
Asian	47	83	85.00	84
AA	*	73	80.00	75
Hispanic	26	61	75.00	65
White	50	77	80.00	79
2 or More	*	76	80.00	79
EcD	24	60	75.00	64
ELL	n/a	n/a	75.00	n/a
Spec Ed	*	*	75.00	*

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	32	29	50.00	36
Asian	*	<1	50.00	10
AA	>99	*	75.00	*
Hispanic	*	*	50.00	*
White	*	32	50.00	38
2 or More	*	<1	50.00	10
EcD	*	*	50.00	*
ELL	n/a	n/a	50.00	n/a
Spec Ed	n/a	<1	50.00	10

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

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	32	24	50.00	31
Asian	47	37	50.00	43
AA	*	*	50.00	*
Hispanic	16	9	50.00	18
White	34	26	50.00	33
2 or More	*	*	50.00	*
EcD	*	6	50.00	16
ELL	n/a	n/a	50.00	n/a
Spec Ed	*	*	50.00	*

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	53	75	80.00	77
Asian	57	93	95.00	93
AA	*	*	80.00	*
Hispanic	31	46	80.00	52
White	66	80	85.00	82
2 or More	*	>99	100.00	>99
EcD	20	41	80.00	47
ELL	n/a	n/a	80.00	n/a
Spec Ed	*	*	80.00	*

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

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	95.9%	95.6%	95.7%	96.2%	96.7%	96.7%	97.00
African American	96%	94.2%	95.5%	96.9%	97.2%	95.6%	97.00
Asian	97.4%	96.8%	97%	96.7%	97.7%	97.8%	98.00
Hispanic	94.8%	94.8%	94.2%	95.3%	96%	96.3%	97.00
Native American	92.6%		98.9%		93.1%	76.3%	97.00
White	96.1%	95.9%	95.9%	96.3%	96.7%	96.6%	97.00
2 or More				97.5%	96.2%	96.9%	97.00
EcD	94.9%	93.7%	93.8%	95.4%	96.4%	96.4%	97.00

Data Source: AISD Student Information System

State Recommended High School Program or Distinguished Achievement Program Participation

	AEIS					Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2013-2014
All Students	99%	>99%	>99%	99.5%	98.4%	
African American	87.5%	>99%	>99%	>99%	*	
Asian	>99%	>99%	>99%	>99%	>99%	
Hispanic	>99%	>99%	>99%	>99%	97.6%	
Native American	*					
White	99%	>99%	>99%	99.1%	99.1%	
2 or More			>99%	>99%	92.3%	
EcD	>99%	>99%	>99%			

Data Source, PEIMS Submission 1

Graduation Rate (with exclusions)

			Improvement Goal
	Class of 2011	Class of 2012	Class of 2013
All Students	99.0%	100.0%	100.00
African American	100.0%	*	100.00
Asian	100.0%	100.0%	100.00
Hispanic	100.0%	100.0%	100.00
Native American	-%	-%	100.00
White	98.2%	100.0%	100.00
2 or More	*	100.0%	100.00
EcD	100.0%	100.0%	100.00
ELL	*	-%	100.00
Spec Ed	-%	-%	100.00

Data Source: Based on preliminary TEA data tables

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

			Improvement Goal
	2010-11	2011-12	2013-14
All Students	0.0%	0.0%	0.00
African American	0.0%	0.0%	0.00
Asian	0.0%	0.0%	0.00
Hispanic	0.0%	0.0%	0.00
Native American	-%	*	0.00
White	0.0%	0.0%	0.00
2 or More	0.0%	0.0%	0.00
EcD	0.0%	0.0%	0.00
ELL	*	*	0.00
Spec Ed	*	0.0%	0.00

Data Source: Based on preliminary TEA data tables

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

Participation	AEIS			End Goal Target	Performance	AEIS			End Goal Target
	2008-09	2009-10	2010-11			2008-09	2009-10	2010-11	
All Students	98.5%	?	?	>=70%	All Students	76.2%	79.5%	79.2%	>=40%
African American	85%	?	?	>=70%	African American	47.1%	63.6%	11.1%	>=40%
Asian	?	?	?	>=70%	Asian	88.9%	87.1%	81.3%	>=40%
Hispanic	100%	100%	?	>=70%	Hispanic	46.5%	48.9%	53.7%	>=40%
Native American				>=70%	Native American				>=40%
White	98.1%	98.6%	?	>=70%	White	89.6%	95.9%	95.6%	>=40%
2 or More		100%	*	>=70%	2 or More		90%	*	>=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	80.5%	77.1%	82.7%	>=15%	All Students	79%	85.1%	82.1%	
African American	59.4%	26.3%	50%	>=15%	African American	62.5%	84.6%	41.7%	
Asian	94.5%	86.7%	94.7%	>=15%	Asian	81.3%	86.5%	77.2%	
Hispanic	65.9%	56.7%	64.4%	>=15%	Hispanic	60.4%	61.8%	70.6%	
Native American				>=15%	Native American				
White	86.3%	88.5%	89.7%	>=15%	White	83.8%	90.4%	86.9%	
2 or More		92.9%	83.3%	>=15%	2 or More		89.1%	94.6%	

Data Source: AEIS

Advanced Course / Dual Enrollment

	AEIS			End Goal Target
	2008-09	2009-10	2010-11	
All Students	60.8%	61.6%	64.5%	>=30%
African American	60.4%	51.1%	44.4%	>=30%
Asian	68.3%	73.1%	69.5%	>=30%
Hispanic	47.6%	57.9%	64.5%	>=30%
Native American				>=30%
White	64.8%	61%	65.7%	>=30%
2 or More		65.6%	50%	>=30%

Data Source: AEIS

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	966
African American	31
Asian	158
Hispanic	216
Native American	1
White	522

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

Campus Suspension to Home
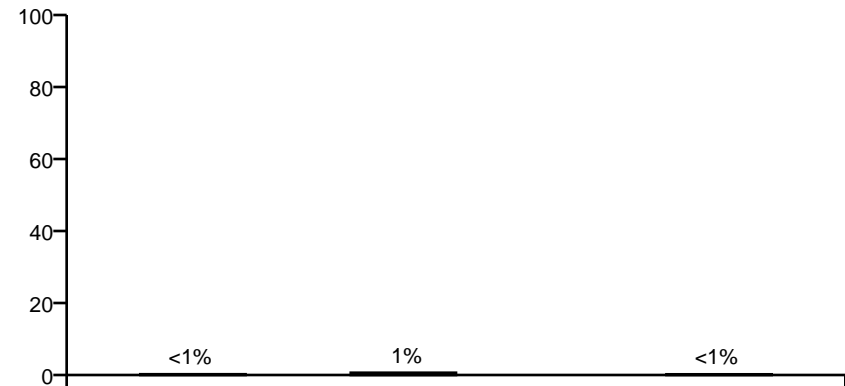
	All	A-A	Asian	Hisp	N-A	White
HS	<1%	-	1%	-	-	<1%

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	-	-	-	-	-	-

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					1	.1%	0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White					1	.19%	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	2	.23%	5	.55%	2	.21%	0.00
African American			1	3.13%			0.00
Asian	2	1.54%			1	.63%	0.00
Hispanic			2	.95%			0.00
Native American							0.00
White			1	.21%	1	.19%	0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.
Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	1	.12%	1	.11%			0.00
African American							0.00
Asian	1	.77%					0.00
Hispanic			1	.48%			0.00
Native American							0.00
White							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.

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	858	870	878	907	962
African American	53	50	36	32	30
Asian	128	130	132	146	156
Hispanic	210	195	182	193	203
Native American		1		1	1
White	467	494	469	480	520
2 or More			59	53	50

Data Source: PEIMS Submission 1.

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	15	9	60%	15	8	53%	15	11	73%	15	10	67%	10	8	80%	10	6	60%
F	Hispanic	30	24	80%	30	24	80%	55	36	65%	55	35	64%	63	38	60%	62	37	60%
F	White	92	74	80%	89	76	85%	136	111	82%	135	110	81%	150	126	84%	149	126	85%
F		137	107	78%	134	108	81%	206	158	77%	205	155	76%	223	172	77%	221	169	76%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	7	5	71%	7	5	71%	9	5	56%	9	3	33%
M	Hispanic	44	30	68%	44	31	70%	72	45	63%	71	47	66%	85	55	65%	85	56	66%
M	White	94	68	72%	93	71	76%	151	114	75%	151	133	88%	170	130	76%	169	138	82%
M		142	101	71%	141	105	74%	230	164	71%	229	185	81%	264	190	72%	263	197	75%
total		279	208	75%	275	213	77%	436	322	74%	434	340	78%	487	362	74%	484	366	76%

Data Source: AISD Fitnessgram