Premier High School at Lanier

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	Paulita Zuniga	09/30/2013
Co-Chair	Virna Gonzalez	09/30/2013
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

Non-Voting Members	Name
Principal	Paulita Zuniga

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member (Give Title)
Parent	Virna Gonzalez	✔					
Parent	Debbie Garza						
Parent							
Parent							
Parent							
Parent							
Professional Staff Member	Margaretha du Plessis				✔		
Professional Staff Member	Tannia Benefield	✔			✔	✔	
Professional Staff Member	Sahala Hardin				✔		
Professional Staff Member							
Professional Staff Member							
Professional Staff Member							
Classified Staff Member							
Student (If Applicable)							
Student (If Applicable)							
Business Representative							
Community Representative							

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	2nd Tuesday of each month
Normal Time:	3:30 p.m. – 5:00 p.m.

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
1+	5+

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Texas Education Agency 2013 System Safeguards – Premier High School at Lanier (227901026)- Austin ISD
- Texas Education Agency 2013 Index Calculations and Data Tables – Premier High School at Lanier (227901025)- Austin ISD

Based on review of the above data, the following areas of needed improvement were identified:
- **Increase Performance Rate for All Students in Writing >50%**
- **Increase Participation Rates for All Students in Reading >95%**
- **Increase Participation Rates for All Students in Math >95%**
- **Increase Participation Rates for Hispanic Students in Reading >95%**
- **Increase Participation Rates for Hispanic Students in Math >95%**
- **Increase Participation Rates for Economically Disadvantaged Students in Reading >95%**
- **Increase Participation Rates for Economically Disadvantaged Students in Math >95%**
- **Increase Participation Rates for English Language Learner Students in Reading >95%**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase Performance Rate for All Students in Writing >50%					
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**
Objective specific tutoring using a combination of computer software (Study Island) and academic specialist and lead teacher led pullouts.	Lead Teachers & Academic Specialist	Additional Writing Strategies for instructional staff not currently certified in ELA 8-12.	Performance rates increase to above 50% on campus generated MAP, STAAR, and TAKS benchmark results.	Projected performance rates will be assessed in December and March immediately following benchmark assessment dates.	In progress.

Table #CI-2		☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Increase Participation Rates for All Students in Reading >95%						
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by March 31, 2014 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is March 31, 2014.	In progress.	

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

Objective: Increase Participation Rates for All Students in Math >95%

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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in Algebra I.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by April 17, 2014 in Algebra I.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is April 17, 2014.	In progress.

Table #CI-4	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase Participation Rates for Hispanic Students in Reading >95%					
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by March 31, 2014 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is March 31, 2014.	In progress.

Table #CI-5	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Increase Participation Rates for All Students in Math >95%					
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in Algebra I.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by April 17, 2014 in Algebra I.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is April 17, 2014.	In progress.

Table #CI-6	☐ State: Below safeguard target		☐ AYP: Area of low performance		
Objective: Increase Participation Rates for Economically Disadvantaged Students in Reading >95%					
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by March 31, 2014 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is March 31, 2014.	In progress.

Table #CI-7		State: Below safeguard target		AYP: Area of low performance		
Objective: Increase Participation Rates for Economically Disadvantaged Students in Math >95%						
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in Algebra I.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by April 17, 2014 in Algebra I.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is April 17, 2014.	In progress.	

Table #CI-8	☐ State: Below safeguard target		☐ AYP: Area of low performance			
Objective: Increase Participation Rates for English Language Learner Students in Reading >95%						
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 completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 4, 2013, through KU #4 by November 8, 2013, through KU #5 by December 20, 2013, through KU #7 by February 21, 2014, and through KU #9 by March 31, 2014 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 7, 2013 through June 5, 2014. The timeframe for completion of Knowledge Unit #9 is March 31, 2014.	In progress.

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 resources available to students needing to complete Physical Education through an expanded collaboration with the Lanier High School Physical Education (P.E) Department accessing certified P.E. staff during planning periods as a 'Buy Back Service for In-District Charters' and continued use of the Lanier HS Twilight program for P.E. credit acquisition. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Campus Director and lead teachers.	Continued collaboration from Lanier High School administration and Physical Education Department.	Students are receiving resources needed to complete 1.5 credits in Physical Education and .5 credit in Health Education. FitnessGram is completed by 100% of students enrolled in Physical Education courses for SY 2013-14.	June 5, 2014.	In progress.

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Participate in Austin ISD District-wide implementation of the 'No Place for Hate' program for SY 2013-14.	Campus Director and select instructional staff.	Resources needed to implement a 'No Place for Hate' campaign for SY 2013-14 will be found at the follow places: Anti Defamation League http://www.adl.org/ GLSEN http://www.glsen.org/cgi-bin/iowa/all/antibullying/index.html NAAFA http://www.naafaonline.com/dev2/education/resources.html Pacer National Bullying Prevention Center http://www.pacer.org/bullying/nbpm/ THINK Today http://www.thinktoday.org/ Welcoming Schools http://www.welcomingschools.org/bullying-name-calling/	Periodic and regular professional development and student activities are completed three times during the SY 2013-14.	June 5, 2014.	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
Continued use of diverse methods of communication including but not limited to email, phone calls, regular mail, and certified mail (when appropriate) to communicate with all stakeholders in the community. Provide all resources necessary for adequate translation and interpretation. Increased collaboration with NGOs, local non-profits, and other community organizations to support non-academic areas of need as identified in the currently enrolled student population.	Campus Director, Registrar, and Instructional Faculty and Staff.	Continued access to Language Support Coordinators in the Austin ISD Translation and Interpretation Department.	Collection and maintenance of various types of conference forms including parent teacher conferences, special populations notifications, etc.. Maintenance of campus binder that captures all types of communication disseminated to stakeholders. Creation, collection, and maintenance of sign-in sheets at Open Houses, Parent Interest Meetings, other campus events.	Ongoing with a final completion date of August 2014.	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
Conduct adequate and appropriate campus-level professional development using resources provided by Responsive Education Solutions and Austin Independent School District specifically related to the areas the campus missed for Performance Rates in Writing and Participation Rates in Reading and Math.	Campus Director.	Continued access to content area specific professional development opportunities found in the Human Capital Platform, the Responsive Education Solutions Comprehend Professional Development Series, the Austin ISD Department of Bilingual Education, content specific Department Chair meetings, and various locally developed PDs.	Transcripts will be reviewed regularly in the Human Capital Platform. Completion of the PD series in the Responsive Education Solutions Comprehend program will be reviewed at six week intervals. Sign-in sheets will be collected and maintained on campus for all designated Staff Development days for SY 2013-14.	Ongoing with a final completion date of February 17, 2014.	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): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

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

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
Condition: If rate > 1 percentage point above Hispanic enrollment rate			Source: SPED C-IEP (C)		
Does Campus Performance Require Inclusion of This Objective (Yes or No): **Yes**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Each student's records will be reviewed for eligibility and appropriate placement.	Campus Director, Special Education Teacher, IDEA B Coordinator.	Continued collaboration with both Austin ISD and Responsive Education Solutions Central Office/District Office Special Education support staff.	Rate does not increase for the SY 2013-14.	Through end of SY 2013-14.	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): **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): **N/A**					
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): **N/A**					
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	Provide extended day tutorials for students in need of remediation. Lanier Pathways serves students identified as at risk of drop out or having dropped out and in need of alternative education format.
General Supplies for at-risk students	Provide teachers for students in grades 9-12 that are at-risk of dropping out and/or have dropped out.
Transition Services	
Middle School reading and math initiatives	
After-school detention	
Reading specialists	
Elementary Counselors	
Dropout prevention services	Part-time drop-out prevention specialist has been hired to support the campus with preventing students from dropping out. Students served are at risk of drop out or have dropped out.
DELTA	
Parent Support Specialist	
Math Specialist	Provide math intervention and enrichment for students to gear toward state assessment preparation. Serves students at risk of not performing at or above state level achievement goals on STAAR / Students performing below grade level in core content areas.
TOTAL	$515,865.00

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):

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

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

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

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

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

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

x	Assign teachers to areas in which already meet HQ
x	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	

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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.

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.