

**Ann Richards School for Young Women Leaders
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 | Jeanne Goka | Sept 9, 2013 |
| Co-Chair | Texanna Turner | Sept 9, 2013 |
| Co-Chair | Sonya Banda | Sept 9, 2013 |



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

Goals

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

CAMPUS ADVISORY COUNCIL: Current Membership

| Non-Voting Members | Name | | | | | | |
|--|--|------------------------|--------------------|---------------------|-----------------------------|--------------------------|---|
| Principal Director of Middle Grades | Jeanne Goka Texanna Turner | | | | | | |
| Voting Members | Name | CAC Co-Chair (✓) | CAC Sec. (✓) | PTA Pres. (✓) | Classroom Teacher (✓) | SpEd Expertise (✓) | Other Prof. Staff Member (Give Title) |
| Parent | Suzy Searcy (Hanna 12 th) | | | (✓) | | | |
| Parent | Sonya Banda (Gabby 12h) | (✓) | | | | | |
| Parent | Rosanne Moreno (Karalynne 6 th ; Raven 12 th) | | | | | | |
| Parent | Robert Jackson (Bonnie 7 th) | | | | | | |
| Parent | Liz Ownby (Laura 6 th) | | | | | | |
| Parent | Maribel Garcia (Ingrid 6 th) | | | | | | |
| Parent | Andrea Vega (Shilah Chhadua 9 th) | | | | | | |
| Parent | Jesse Medeiros (Sara 6 th) | | | | | | |
| Parent | Marissaa Barakat (Sara 6 th) | | | | | | |
| Parent | Allison Nagel (Sophia 11 th) | | | | | | |
| Parent | Pete Pascone (Leia 6 th) | | | | | | |
| Parent | Janine Ploetz (Janaina 11 th) | | | | | | |
| Professional Staff Member | Shawn Mauser | | | | | | Librarian |
| Professional Staff Member | Eric Heineman | | | | | | College Counselor |
| Professional Staff Member | Amanda Longtain | | | | | | Project Specialist |
| Professional Staff Member | Jamie Langlely | | | | (✓) | | Teacher |
| Professional Staff Member | Dominic Henderson | | | | (✓) | | Teacher |
| Professional Staff Member | Katherine Sauter | | | | (✓) | | Teacher |
| Professional Staff Member | Brendon Kepner | | | | (✓) | | Teacher |
| Professional Staff Member | Shelley Samuels | | | | (✓) | (✓) | Teacher |
| Classified Staff Member | Diana Nenque | | | | | | Parent Support Sp. |

| | | | | | | | |
|--------------------------------|---|--|--|--|-----|--|-------------------------|
| Professional Staff Member | Deborah Hanson | | | | | | High School Counselor |
| Professional Staff Member | Alison Rice | | | | (✓) | | Teacher |
| Professional Staff Member | Jarukamol Dawkrajai | | | | (✓) | | Teacher |
| Professional Staff Member | Cristena Rutz | | | | | | Middle School Counselor |
| | | | | | | | |
| | | | | | | | |
| Student <i>(If Applicable)</i> | Guiny Thomas, Student Council President | | | | | | |
| Student <i>(If Applicable)</i> | Raven Moreno | | | | | | |
| Business Representative | Jeanne White | | | | | | |
| Community Representative | Nicola Trevis | | | | | | |

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

| Schedule for Regular CAC meetings: | |
|--|-------------------------|
| Normal Day of the Month (e.g., 2 nd Tuesday): | 2 nd Tuesday |
| Normal Time: | 5:00 – 6:00 |

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 |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> | Self-Orientation Using Materials on CAC Website |
| <input type="checkbox"/> | Orientation at CAC Meeting (Provided by Campus) |
| <input type="checkbox"/> | Orientation at CAC Meeting (Provided by Central Office) |
| <input type="checkbox"/> | 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 |
| 7 | 10 |

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- TAKS and STAAR data
- AP test results
- Previous CIP (2012-13)

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

-
-

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

| Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|---|--|---------------------------------------|--|--------------------------|--------|
| Objective: Increase students' success on TAKS/STAAR and close performance gaps among all student groups. | | | | | |
| Applicable Strategic Plan Goal(s): 1, 2, 3, 4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Assign MS students to Math support classes, pullout sessions, and after-school tutorials. | Admin, Dept chairs, Faculty | Campus data | 100% of identified students have been assigned into classes | Fall semester | |
| Increase non-fiction selections, writing assignments, independent readings in all core areas. | Department chairs, Librarian | | Depts produce list of readings and writing assignments. | Both semesters | |
| Re-alignment of Social Studies curriculum to support MS and HS US History | Admin, SS Dept chair, SS dept. | | Improvement in test scores | Fall semester | |
| Develop sequential skills-building list. Review and revise test-taking lessons. Include support lessons in advisory curriculum. | Counselors, Dept. chairs, STARS, Team leaders, Faculty, Advisors | | Pre and post student surveys Reduction of missing assignments Advisory study skill lessons in curriculum | Fall semester | |

| Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|--|--|---------------------------------------|--|--------------------------|--------|
| Objective: Research and develop a college-bound program for grades 6-12. | | | | | |
| 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 |
| Train and introduce Naviance Program to faculty, students, and parents. | Admin, College Advisor | | 100% faculty and students (6-12) introduced to Naviance. | Fall semester | |
| Work with grade teams to secure college campus visits. | College advisor | | 100% of students will annually visit at least one college campus. | Both semesters | |
| Develop scope and sequence for school-wide college awareness activities. | College advisor | | Document developed | Fall semester | |
| Develop business partners for the capstone project. Develop project-curriculum | Admin, Project Specialist, Capstone teacher, College advisor | | 100% of 12 th grade students have completed their capstone project. | Spring semester | |

| Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|--|-----------------------|---------------------------------------|---|--------------------------|--------|
| Objective: Provide a "real world education that evokes themes that are not separated, but instead inseparable. | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,3 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |

| | | | | | |
|---|--|--|--|----------------|--|
| Create overarching themes for each grade level to connect to the “real world” and embrace globalization and digital technology. | Admin, Dept. chairs, Faculty | Guest speakers, internships placements | Use of Interdisciplinary, project-based, and co-curricular lessons, writing across the curriculum, field experiences and service learning to support the overarching themes. | Both semesters | |
| In recognition of the importance of digital technology, immerse technology as part of classroom instruction. Use Haiku as learning mgmt. systems | Librarian, Tech Committee, Faculty | | Develop a comprehensive scope and sequence to ensure students receive consistent instruction in the uses of technology. Train staff to use learning mgmt. systems. | Both semesters | |
| To advance and support interdisciplinary studies, inculcate jungyoun kenkyuu (lesson study) including student products. | Admin Team, Dept. chairs, Librarian, Faculty | | Conduct Critical Friends Protocol at faculty meetings. Develop and use lesson study rubrics and provide time for teachers to work together with their lesson plans, and observations. | Both semesters | |

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 |
| Establish a school-wide advisory – intramural program and student-led CATCH team | Admin, Advisors, Faculty | | 100% of students will participate in intramurals in their advisories. Student presentations on wellness | Fall semester | |
| Institute fitness programs for students at risk. | PE dept. | | 100% students will have individualized fitness plans. | Both semesters | |
| Develop a scope and sequence of girl-centered wellness areas. | Admin, STARS and PE teachers | | Final product will be a girl-centered wellness curriculum. | Both semesters | |
| Develop and deliver 6-12 sequenced yoga curriculum | Yoginis | | Conduct pre-post student surveys | Both semesters | |

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 |
|-------------------------------|-----------------------|---------------------------------------|---|--------------------------|--------|
| | | | | | |

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 |
|--|-----------------------------------|---------------------------------------|---|--------------------------|--------|
| Review and revise our Campus Safety Plan | Admin and School Security Officer | | Completed plan and drills | Fall semester | |
| Review and revise STARS curriculum: bullying, cyber safety, self-defense | STARS teachers | | Revised curriculum | Both semesters | |

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 |
|---|--|---------------------------------------|--|--------------------------|--------|
| Communicate with parents via listserv, website, assignment calendar, school messenger, school calendars of campus events. | Admin, Faculty, PTSA, Booster clubs, Parent Support Specialist | District, PTSA, and school surveys | Increase in parent attendance at all events. Evidence of attendance rosters | Both semesters | |
| Provide Spanish translations &/or translator, when possible. | Parent Specialist, Spanish Club sponsor | | Translations | Both semesters | |
| Organize grade level parents with assigned events to work with parents, class sponsors, PTSA student representatives, and class officers. | Admin, Faculty, PTSA, Booster clubs, Parent Support Specialist | | Increase of parent participation at activities and events | Fall semester | |

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 |
|---|-----------------------|---|--|--------------------------|--------|
| Install cooperative learning as a permanent classroom structure to promote group learning and leadership skills. Utilize Project-Based Instructional strategies in all classrooms. | Admin and Faculty | Kagan staff development Buck PBL handbooks | Classroom observations; Lesson studies, planning guides | Both semesters | |

Table #DR-5

Objective: Appropriate support for student populations

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 |
|--|--|---------------------------------------|---|--------------------------|--------|
| Identify students in need of support: academic, social, and special needs (ELL, Spe. Ed, 504, Gifted and Talented) through team meetings, semester review, | Admin and Faculty: Advisors, Counselors, CIS, | | Student improvement | Both semesters | |

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

Special Education Identification – All Levels

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

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

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

Special Education Disciplinary Placements– All Levels

Table #DR-8

Objective: Reduce the rate of special education students in discretionary DAEP settings.

Condition: If rate > 1 percentage point above rate for all students

Source: SPED C-IEP (E)

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

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

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

Table #DR-9

Objective: Reduce the rate of special education students in discretionary ISS settings.

Condition: If rate > 10 percentage points above rate for all students

Source: SPED C-IEP (F)

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

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

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

Table #DR-10

Objective: Reduce the rate of special education students in discretionary OSS settings.

Condition: If rate > 6 percentage points above rate for all students

Source: SPED C-IEP (G)

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

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

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

Special Education Service in LRE – All Levels

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

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

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

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

Special Education Measureable Postsecondary Goals - HS

| Table #DR-14 | | | | | |
|---|-----------------------|---------------------------------------|---|--------------------------|------------------------|
| Objective: Increase the percentage of ARDs with measurable postsecondary transition goals. | | | | | |
| Condition: If ARD rate < 100% | | | | | Source: SPED C-IEP (N) |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,3,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| | | | | | |

ELL Proficiency Levels – All Levels

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

Dropout Rates – MS and HS Levels Only

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

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

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

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

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

Graduation Plans – HS Level Only

| Table #DR-20 | | | | | |
|---|-----------------------|---------------------------------------|---|--------------------------------|--------|
| Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans. | | | | | |
| Condition: If special education student rate < 20% | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,3,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| | | | | | |

| Table #DR-21 | | | | | |
|---|-----------------------|---------------------------------------|---|--------------------------------|--------|
| Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans. | | | | | |
| Condition: If LEP student rate < 70% | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,3,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| | | | | | |

APPENDIX A

Use of State Compensatory Education Funds for Improved Student Achievement

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

| Programs/Services | Use |
|--|--|
| After-School Tutorials | Support for students who are struggling in core academic areas-tutoring provided by classroom teachers |
| General Supplies for at-risk students | Support for students who need extra supplies or recommended supplies for instructional need |
| Extra Duty STAAR Prep | Support for students who need support on EOC STAAR intervention or tutoring - provided by classroom teachers |
| Transition Services | Support for students entering middle school and entering 9 th grade |
| Staff Development | Support for PD beyond the school day for effective learning of targeted at risk students. |
| Middle School reading and math initiatives | n/a |
| After-school detention | Support for coverage administering of after school study groups and program to enhance activities for character building. Supports at risk students in need of social, emotional, and/or behavioral interventions to promote effective learning. |
| Dropout prevention services | Support for students, if applicable, who are at risk of dropping out of school |
| DELTA | Support or students in need of credit recovery and/or enhancement classes |
| Parent Support Specialist | Parent Involvement Outreach and support for families at risk to promote effective family involvement and student learning. |
| 9 th Grade Initiatives | Support for students who are struggling in core academic areas-tutoring provided by classroom teachers and for College Awareness Activities and visits |
| FICA,TRS.WC. | If applicable, fees for positions not included in BTO |

| Programs/Services | Use |
|-------------------|-----------------|
| TOTAL | \$33,074 |

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

| | |
|-------------------------------------|---|
| | Offer early-bird signing bonuses to teachers at Title I campuses |
| | Provide bilingual and special education stipends |
| <input checked="" type="checkbox"/> | Collaborate with HR to identify staffing needs so that qualified candidates are available |
| | Other: |

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

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

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

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

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

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

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

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

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

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

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

| Type of Expenditure | How Will Expenditure Improve Student Performance? | | Amount of Expenditure | How Will Impact Be Assessed? |
|---|---|------------------|-----------------------|------------------------------|
| | Improvement Strategy | Needs Assessment | | |
| 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 | 84 | 85 | 90.00 | 88 |
| Asian | 91 | >99 | 100.00 | >99 |
| AA | 84 | 85 | 90.00 | 88 |
| Hispanic | 80 | 80 | 90.00 | 84 |
| White | 93 | 98 | 99.00 | 98 |
| 2 or More | 95 | 92 | 94.00 | 93 |
| EcD | 76 | 77 | 90.00 | 82 |
| ELL | 57 | 41 | 90.00 | 53 |
| Spec Ed | * | * | 90.00 | * |
| | | | | |
| 6th English | 72 | 75 | 90.00 | 80 |
| 7th Grade | 90 | 75 | 90.00 | 80 |
| 8th Grade | 84 | 93 | 95.00 | 94 |
| 9th Grade | 93 | 92 | 94.00 | 93 |
| 10th Grade | | 98 | 99.00 | 98 |

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 | 76 | 77 | 90.00 | 81 |
| Asian | >99 | >99 | 100.00 | >99 |
| AA | 56 | 70 | 90.00 | 76 |
| Hispanic | 73 | 71 | 90.00 | 77 |
| White | 91 | 89 | 91.00 | 91 |
| 2 or More | 94 | 94 | 96.00 | 95 |
| EcD | 68 | 68 | 90.00 | 75 |
| ELL | 64 | 60 | 90.00 | 68 |
| Spec Ed | * | >99 | 100.00 | >99 |
| | | | | |
| 6th English | 70 | 87 | 90.00 | 89 |
| 7th Grade | 81 | 69 | 90.00 | 75 |
| 8th Grade | 85 | 74 | 90.00 | 79 |
| 9th Grade | 63 | 78 | 90.00 | 82 |

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 | 75 | 70 | 90.00 | 76 |
| Asian | >99 | >99 | 100.00 | >99 |
| AA | 65 | 70 | 90.00 | 76 |
| Hispanic | 70 | 62 | 90.00 | 69 |
| White | 88 | 90 | 92.00 | 92 |
| 2 or More | >99 | 75 | 90.00 | 80 |
| EcD | 65 | 59 | 90.00 | 67 |
| ELL | <1 | * | 80.00 | * |
| Spec Ed | * | * | 90.00 | * |
| | | | | |
| 7th Grade | 76 | 63 | 90.00 | 70 |
| 9th Grade | 74 | 83 | 90.00 | 86 |
| 10th Grade | | 66 | 90.00 | 73 |

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

STAAR/EOC Social Studies 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 | 50 | 42 | 90.00 | 54 |
| Asian | * | <1 | 90.00 | 20 |
| AA | 55 | * | 90.00 | * |
| Hispanic | 40 | 32 | 90.00 | 46 |
| White | 73 | 67 | 90.00 | 73 |
| 2 or More | * | * | 90.00 | * |
| EcD | 42 | 25 | 90.00 | 40 |
| ELL | n/a | <1 | 90.00 | 20 |
| Spec Ed | n/a | >99 | 100.00 | >99 |
| | | | | |
| 8th Grade | 50 | 42 | 90.00 | 54 |

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

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 | 71 | 81 | 90.00 | 85 |
| Asian | >99 | * | 90.00 | * |
| AA | 82 | 69 | 90.00 | 75 |
| Hispanic | 63 | 77 | 90.00 | 82 |
| White | 88 | 95 | 97.00 | 96 |
| 2 or More | * | 90 | 93.00 | 92 |
| EcD | 63 | 71 | 90.00 | 77 |
| ELL | n/a | >99 | 100.00 | >99 |
| Spec Ed | n/a | >99 | 100.00 | >99 |
| | | | | |
| 8th Grade | 71 | 73 | 90.00 | 79 |
| 10th Grade | | 90 | 93.00 | 92 |

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 | 52 | 60.00 | 57 |
| Asian | 82 | 81 | 84.00 | 83 |
| AA | 20 | 48 | 55.00 | 53 |
| Hispanic | 32 | 42 | 50.00 | 48 |
| White | 76 | 75 | 78.00 | 77 |
| 2 or More | 62 | 75 | 78.00 | 78 |
| EcD | 27 | 37 | 45.00 | 44 |
| ELL | * | * | 20.00 | * |
| Spec Ed | * | * | 78.00 | * |

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 | 27 | 35.00 | 34 |
| Asian | * | * | 35.00 | * |
| AA | 21 | 30 | 38.00 | 37 |
| Hispanic | 26 | 17 | 26.00 | 25 |
| White | 52 | 51 | 56.00 | 56 |
| 2 or More | 56 | 50 | 56.00 | 55 |
| EcD | 19 | 17 | 26.00 | 26 |
| ELL | * | * | 17.00 | * |
| Spec Ed | * | <1 | 11.00 | 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 | 22 | 12 | 21.00 | 21 |
| Asian | * | * | 67.00 | * |
| AA | * | <1 | 11.00 | 10 |
| Hispanic | 14 | 8 | 18.00 | 17 |
| White | 52 | 23 | 31.00 | 31 |
| 2 or More | * | * | 26.00 | * |
| EcD | 10 | 4 | 14.00 | 14 |
| ELL | <1 | <1 | 11.00 | 10 |
| Spec Ed | * | <1 | 11.00 | 10 |

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

STAAR/EOC Social Studies at Level III

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| All Students | 20 | 21 | 30.00 | 29 |
| Asian | * | <1 | 11.00 | 10 |
| AA | <1 | <1 | 11.00 | 10 |
| Hispanic | 15 | 14 | 23.00 | 23 |
| White | 38 | 42 | 48.00 | 48 |
| 2 or More | * | * | 56.00 | * |
| EcD | 14 | * | 17.00 | * |
| ELL | n/a | <1 | 11.00 | 10 |
| Spec Ed | n/a | <1 | 11.00 | 10 |

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

STAAR/EOC Science at Level III

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| All Students | 35 | 37 | 44.00 | 43 |
| Asian | * | * | 33.00 | * |
| AA | * | * | 16.00 | * |
| Hispanic | 21 | 26 | 34.00 | 34 |
| White | 73 | 72 | 75.00 | 75 |
| 2 or More | * | 80 | 83.00 | 82 |
| EcD | 18 | 22 | 30.00 | 30 |
| ELL | n/a | * | 56.00 | * |
| Spec Ed | n/a | * | 56.00 | * |

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 | 96.7% | 96.9% | 97.5% | 97.1% | 97.5% | 97% | 98.00 |
| African American | 97.1% | 96.8% | 97.5% | 97.3% | 97.5% | 96.8% | 97.00 |
| Asian | 97.1% | 98.6% | 98.5% | 99% | 98.5% | 97.6% | 98.00 |
| Hispanic | 96.6% | 97.1% | 97.6% | 97.1% | 97.6% | 97.2% | 98.00 |
| Native American | | | | | | | 100.00 |
| White | 96.5% | 96.2% | 96.9% | 96.6% | 96.9% | 96.3% | 97.00 |
| 2 or More | | | | 97.3% | 98.2% | 97.8% | 98.00 |
| EcD | 96.6% | 96.7% | 97.6% | 97% | 97.5% | 97% | 98.00 |

Data Source: AISD Student Information System

Advanced Course / Dual Enrollment

| | AEIS | | | End Goal Target |
|------------------|---------|---------|---------|-----------------|
| | 2008-09 | 2009-10 | 2010-11 | |
| All Students | | 0% | 39.6% | >=30% |
| African American | | 0% | 39.1% | >=30% |
| Asian | | * | * | >=30% |
| Hispanic | | 0% | 41.4% | >=30% |
| Native American | | | | >=30% |
| White | | 0% | 30.3% | >=30% |
| 2 or More | | * | * | >=30% |

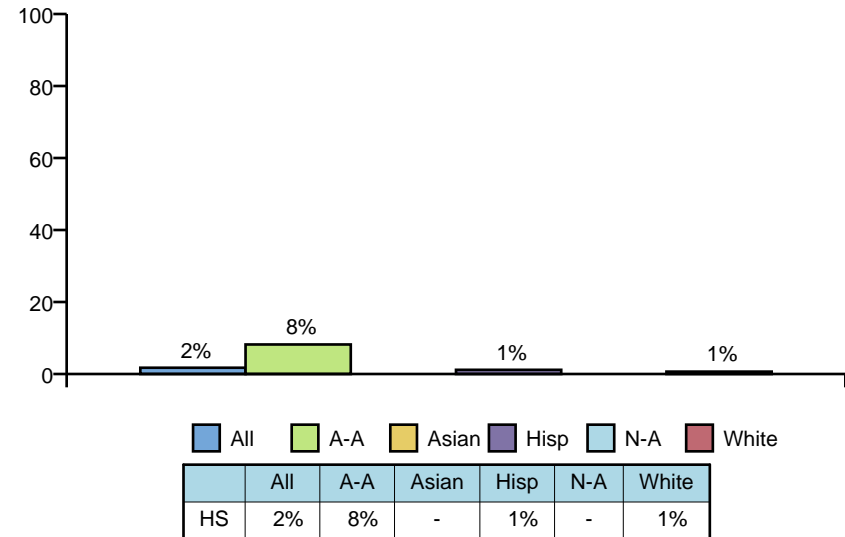
Data Source: AEIS

Student Discipline Aggregate Counts

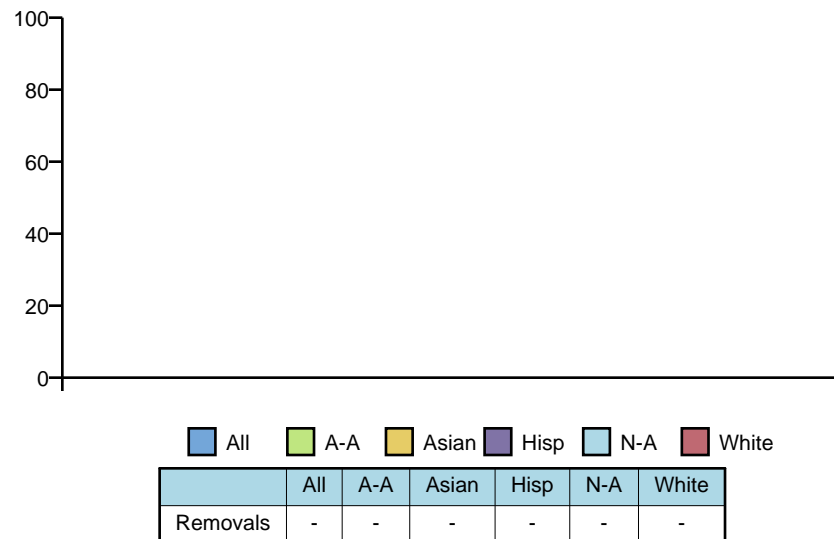
| Student Group | Enrollment 2012-13 |
|------------------|--------------------|
| All Students | 688 |
| African American | 61 |
| Asian | 18 |
| Hispanic | 431 |
| Native American | |
| White | 152 |

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

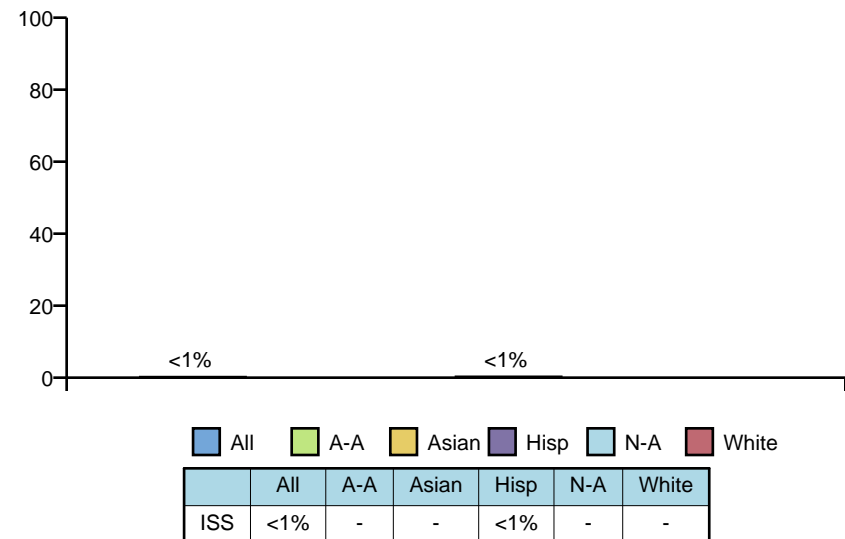
Campus Suspension to Home



Campus Discretionary Removals



Campus ALC/EDAP or ISS



Discipline Targets

Campus Discretionary Removals

| | Estimated | | | | | | Improvement Goal |
|------------------|--|------------------------|--|------------------------|--|------------------------|------------------------|
| | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 |
| | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | % Ethnic Group Removed |
| All Students | | | 1 | .16% | | | 0.00 |
| African American | | | | | | | 0.00 |
| Asian | | | | | | | 0.00 |
| Hispanic | | | 1 | .25% | | | 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.

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 | 15 | 2.86% | 11 | 1.77% | 12 | 1.74% | 1.50 |
| African American | 5 | 8.47% | | | 5 | 8.2% | 8.00 |
| Asian | | | | | | | 0.00 |
| Hispanic | 9 | 2.74% | 9 | 2.29% | 5 | 1.16% | 1.00 |
| Native American | | | | | | | 0.00 |
| White | 1 | .93% | 1 | .79% | 1 | .66% | 0.50 |

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 | | | 4 | .65% | 1 | .15% | 0.12 |
| African American | | | 1 | 1.59% | | | 1.00 |
| Asian | | | | | | | 0.00 |
| Hispanic | | | 3 | .76% | 1 | .23% | 0.20 |
| 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 | 332 | 437 | 526 | 617 | 682 |
| African American | 56 | 62 | 59 | 62 | 59 |
| Asian | 10 | 15 | 12 | 13 | 18 |
| Hispanic | 183 | 261 | 308 | 365 | 396 |
| Native American | | | | | |
| White | 83 | 99 | 108 | 128 | 151 |
| 2 or More | | | 39 | 48 | 58 |

Data Source: PEIMS Submission 1.

TELPAS - Students Testing Over Two Years Test at Beginner Level in Second Year

| Group | 2011-12 | | | 2012-13 | | | 2013-14 | End Goal |
|------------------|-------------------|---------------------|-----|-------------------|---------------------|-----|------------------|--|
| | # Tested 2 Yrs | # Beginning 2012 | % | # Tested 2 Yrs | # Beginning 2013 | % | Improvement Goal | Target |
| All Students | 15 | 0 | <1% | 16 | 0 | <1% | 0.00 | Decrease % ELL students scoring at beginning level on TELPAS Reading |
| African American | - | - | - | - | - | - | 0.00 | |
| Hispanic | 14 | 0 | <1% | 15 | 0 | <1% | 0.00 | |
| White | * | * | * | * | * | * | 0.00 | |
| EcD | 13 | 0 | <1% | 15 | 0 | <1% | 0.00 | |
| Special Ed | * | * | * | - | - | - | 0.00 | |

Data Source: Contractor's Electronic Files

Student Fitness

| Sex | Ethnicity | 2010-11 | | | | | | 2011-12 | | | | | | 2012-13 | | | | | |
|-------|------------------|--------------------------------------|-----------------|-----|-----------------------------------|-----------------|-----|--------------------------------------|-----------------|-----|-----------------------------------|-----------------|-----|--------------------------------------|-----------------|-----|-----------------------------------|-----------------|-----|
| | | Body Composition: Body Mass Index | | | Cardiovascular: Mile Run/Pacer | | | Body Composition: Body Mass Index | | | Cardiovascular: Mile Run/Pacer | | | Body Composition: Body Mass Index | | | Cardiovascular: Mile Run/Pacer | | |
| | | Tested | Healthy Zone | % | Tested | Healthy Zone | % | Tested | Healthy Zone | % | Tested | Healthy Zone | % | Tested | Healthy Zone | % | Tested | Healthy Zone | % |
| F | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| F | African American | 82 | 49 | 60% | 82 | 62 | 76% | 125 | 78 | 62% | 118 | 75 | 64% | 127 | 72 | 57% | 118 | 82 | 69% |
| F | Hispanic | 565 | 353 | 62% | 559 | 383 | 69% | 821 | 501 | 61% | 809 | 573 | 71% | 977 | 614 | 63% | 949 | 695 | 73% |
| F | White | 163 | 111 | 68% | 163 | 132 | 81% | 269 | 187 | 70% | 263 | 194 | 74% | 344 | 254 | 74% | 332 | 269 | 81% |
| F | | 810 | 513 | 63% | 804 | 577 | 72% | 1215 | 766 | 63% | 1190 | 842 | 71% | 1448 | 940 | 65% | 1399 | 1046 | 75% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | African American | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | Hispanic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | White | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| total | | 810 | 513 | 63% | 804 | 577 | 72% | 1215 | 766 | 63% | 1190 | 842 | 71% | 1448 | 940 | 65% | 1399 | 1046 | 75% |

Data Source: AISD Fitnessgram