Kealing Middle School

2013-2015
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Robin Lowe	09/09/2013
Co-Chair	Roscoe McCormick	09/19/2013
Co-Chair	Tiffany Eagan	09/19/2013

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	**Robin Lowe**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	Yvonne Ortiz Prince			X			
Parent	Kristin Knifton						
Parent	Kendall Pace						
Parent	Sara Woomer		X				
Parent	Tiffany Eagan	X					
Parent	Donna Ockltree						
Parent	Cassie Zelaya						
Parent	Nicole Miller						
Professional Staff Member	Kerensa Williams						
Professional Staff Member	Sarah Morgan				X		
Professional Staff Member	Voleta Denmon				X		
Professional Staff Member	Mark Gurgel				X		
Professional Staff Member	Bobbie Bolen				X	X	
Professional Staff Member	Roscoe McCormick	X			X		
Professional Staff Member	Jenna Martin				X		
Professional Staff Member	Joe Slapak				X		
Classified Staff Member	Dee Gonzales						
Business Representative	Greater Mt Zion – Pastor Kevin White						
Community Representative	Cap Metro – Simone Barnes						

Campus and District Accountability 05/6/2013

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:	4:00 – 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
X	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
2	12

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2015

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- STAAR Data for each student group and each accountability level
- Kealing MS Data Profile
- Kealing CIP Goals

Based on review of the above data, the following areas of needed improvement were identified:
- Eliminate the achievement discrepancy between Special Education students and their peers in the area of Writing.
- Eliminate the achievement discrepancy between African American students and their peers in the areas of Writing, Math, and Social Studies.
- Decrease the achievement discrepancy between ELL students and their peers in the areas of Writing and Science.
- Increase the amount of time special education students are in the least restrictive environment.
- Reduce the overrepresentation of African Americans and Hispanics within the special education population.
- Reduce the number of DAEP, ISS, and OSS placements within the special education population.
- Increase the attendance rate by .8%.

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☒State: Below safeguard target	☐ AYP: Area of low performance				
Objective: Eliminate the achievement discrepancy between Special Education students and their peers in the area of Writing.						
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**	
a. Create a semester long mandatory writing elective for students to focus on writing strategies.	Principal Director	Teacher	Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014		
b. Inclusion teachers will be assigned to work with regular education language arts teachers.	Director Assistant Principal	Schedule	Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014		
c. Create a content mastery center where students can work with a teacher for skill mastery	Director Assistant Principal	Classroom Space Teachers	Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014		
d. Provide PD for ELA teachers specific to a five paragraph model and writing narrative and expository pieces.	Director Instruction Coach	PD from Instruction Coach	Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014		

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

Objective: Eliminate the achievement discrepancy between African American students and their peers in the area of Writing.

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
a. Create a semester long mandatory writing elective for students to focus on writing strategies.	Principal Director	Teacher	Master schedule Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014	
b. Provide PD for ELA teachers specific to a five paragraph model and writing narrative and expository pieces.	Director Instructional Coach	PD from Instruction Coach	Agendas & Sign in Sheets Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014	
c. Provide high dosage writing tutoring to identified students both during and after school.	Director Instructional Coach	Tutorial Schedule	Students will pass the Writing portion of the STAAR	Ongoing, 2013-2014	
d. Provide ongoing PD to teachers on data collection and essay scoring	Director Instructional Coach	PD Schedule	Agendas Students will pass the Writing portion of the STAAR		

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

Objective: Increase the passing scores of 7th grade ELL students on the STAAR Writing test by 20%.

Applicable Strategic Plan Goal(s): 2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs.	Director Assistant Principal ELL Teacher	PD for ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Agendas & Sign in sheets Higher numbers of ELLs passing the STAAR Writing test	Ongoing, 2013-2015	
b. Analyze and monitor data to inform on meeting the needs of ELLs for instruction and accommodations.	Principal Director Assistant Principal ELL Teacher	Data	Agendas & Data Logs Higher numbers of ELLs passing the STAAR Writing test	Ongoing, 2013-2014	
c. Require that teachers scaffold writing content to address linguistic differentiation among ELLs	Principal Director Campus PDAS Appraisers	None	Lesson Plans Higher numbers of ELLs passing the STAAR Writing test	Ongoing, 2013-2015	
d. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Director ELL Teacher	Tutorial Support	Sign in sheets Higher numbers of ELLs passing the STAAR Writing test	Ongoing, 2013-2014	
e. Identify ELLs who require STAAR remediation and/or accelerated instruction and provide planned interventions	Director ELL Teacher Classroom Teachers	High Dosage Tutoring	Sign in sheets Higher numbers of ELLs passing the STAAR Writing test	Ongoing, 2013-2014	

Table #CI-4	☐ State: Below safeguard target		☐ AYP: Area of low performance			

Objective: Increase the passing scores of 8th grade ELL students on the STAAR Science test by 20%.

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
a. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs.	Director Assistant Principal ELL Teacher	PD for ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Agendas & Sign in sheets Higher numbers of ELLs passing the STAAR Science test	Ongoing, 2013-2015	
b. Analyze and monitor data to inform on meeting the needs of ELLs for instruction and accommodations.	Principal Director Assistant Principal ELL Teacher	Data	Agendas & Data Logs Higher numbers of ELLs passing the STAAR Science test	Ongoing, 2013-2014	
c. Require that teachers scaffold science content to address linguistic differentiation among ELLs	Principal Director Campus PDAS Appraisers	None	Lesson Plans Higher numbers of ELLs passing the STAAR Science test	Ongoing, 2013-2014	
d. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Director ELL Teacher	Tutorial Support	Sign in sheets Higher numbers of ELLs passing the STAAR Science test	Ongoing, 2013-2014	
e. Identify ELLs who require STAAR remediation and/or accelerated instruction and provide planned interventions	Director ELL Teacher Classroom Teachers	High Dosage Tutoring	Sign in sheets Higher numbers of ELLs passing the STAAR Science test	Ongoing, 2013-2014	

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

Objective: Eliminate STAAR performance gap between student groups and increase students meeting or exceeding STAAR passing standards.

Applicable Strategic Plan Goal(s): 2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Implement blended learning using Odyssey through Compass Learning as the main resource, with a concentrated focus on the 6th grade classes.	Principal Director Instructional Coach	PD for Odyssey	Lesson Plans Time in centers	Ongoing, 2013-2014	
b. Continue implementation of the Advancement Via Individual Determination (AVID) program to support academic success of	AVID Teacher	District AVID Funding	All components of the program are implemented. AVID students improve in	Ongoing, 2013-2014	

	underachieving students by: • Creating two AVID electives per grade in the master schedule. • Students receive academic support in their electives, while being held to high standards of expectations. • Family nights are hosted quarterly so that parents are familiarized with the school system, as well as with AVID methodologies. • Students are exposed to adult role models through a guest speaker program and college tutors.			academics. AVID students will show a high rate of attendance and a low rate of behavior referrals.		
c.	Create position for an Instruction Coach who will: • Conduct weekly department meetings focused on data and best instructional practices • Model lessons for teachers • Visit classrooms and provide feedback • Monitor data	Principal Director	Campus General Funds	Effective lesson planning increases High yield strategies are utilized consistently in classes Student achievement increases	Ongoing, 2013-2014	
d.	Create a master schedule that enables departments common planning times on A days and grade level teams common planning on B days. Planning will be spent analyzing data, providing feedback to administrators, parents, and students, sharing best practices, peer observations, and parent / student conferences.	Director Assistant Principals Instructional Coach	None	Effective lesson planning increases High yield strategies are utilized consistently in classes Student achievement increases	Ongoing, 2013-2014	
e.	Continue the mandatory after school tutorial program for all students who did not meet satisfactory levels on the STAAR exam and that fall into the student groups not meeting AYP.	Director Instructional Coach	Title I Funds	Sign in Sheets Increased in student grades, test scores	Ongoing, 2013-2014	
f.	Utilize ECST to monitor and track all student interventions,	Director Assistant Principals	District Provided	Student tracking will be clear and evident.	Ongoing, 2013-2014	

	specifically for all students who did not meet satisfactory levels on the STAAR exam.			Student interventions will coordinated and responses appropriate to the student's needs.		
g.	Continue implementation of the Read 180 and Language programs to address reading skill deficits.	Director Assistant Principal	Special Education and District Provided Funding	Student reading scores will increase	Ongoing, 2013-2014	

Table #CI-6	☐ State: Below safeguard target	☐AYP: Area of low performance

Objective: Provide more opportunities for students to participate in enrichment programs.

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
a.	Support initiatives that motivate and provide additional resources for success in academics, such as: Academic competitions like the National Day of Writing, sponsored by the National Council of Teachers of English, Robotics, Math Counts, Business Professionals of America, Destination Imagination, Quiz Bowl, and Knowledge Masters.	Principal Directors	PTA, KMAG funding	Awards Student Participation	Ongoing, 2013-2014	
b.	Continue partnership with the University of Texas for Longhorn Leaders	Parent Support Specialist	None	Agendas Decrease in office referrals and increase in grades	Ongoing, 2013-2014	

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

Objective: Increase the attendance rate overall by .5%

Applicable Strategic Plan Goal(s): 1,3

Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a.	Maintain the attendance committee to monitor student attendance.	Drop-out Specialist Parent Support Specialist	None	Agendas Increase in student attendance	Ongoing, 2013-2014	
b.	Create an incentive program for students with excellent or improved attendance.	Drop-out Specialist Parent Support Specialist	PTA Funding	Agendas Increase in student attendance	Ongoing, 2013-2014	
c.	Participate in "Missing School Matters"	Drop-out Specialist Parent Support Specialist	None	Agendas Increase in student attendance	Ongoing, 2013-2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2015

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
a. Comply with the Federal, State, and Local Wellness Policy by: • Making healthy nutrition choices and sharing information with campus staff, parents, and students to positively influence the health of students and community members	Parent Support Specialist, Health and Wellness Coordinator	None	Newsletters	Ongoing, 2013-2014	
b. Implement CATCH by: • Creating a CSH team that meets 4x/yr to promote a healthy school environment • Plan events, activities, and announcements that the CSH team and the Student Wellness Team can implement throughout the year.	Parent Support Specialist, Health and Wellness Coordinator	CATCH funds for Family Nights	Newsletters Agendas	Ongoing, 2013-2014	
c. Ensure student participation in moderate to vigorous physical activities during PE and Brain Breaks by: • Planning PE lessons that include 50% of moderate to vigorous activity weekly • Implement Brain Breaks throughout the day	Parent Support Specialist, Health and Wellness Coordinator, PE Coaches	None	Lesson Plans	Ongoing, 2013-2014	
d. Improve campus Fitnessgram scores by: • Increasing the percent of students in the Healthy Zone	Health and Wellness Coordinator, PE Coaches, Nurse	None	Lesson Plans Fitnessgram Data	Ongoing, 2013-2014	

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
• Sharing Fitnessgram data with parents, students, and teachers • Referring students in the 85th to 99th percentile to receive health and wellness information.					

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
a. Each grading cycle discipline referrals will be reviewed to determine the percent of referrals.	Assistant Principals, School Safety Committee Chairperson	Data	Data review logs	Ongoing, 2013-2014	
b. All staff members will receive training in Positive Behavior Support Systems.	Assistant Principals, School Safety Committee Chairperson	PBS PD	Agendas Sign in sheets	Fall, 2013	
c. School-wide implementation of Ready to Lead, Ready to Teach, Ready to Learn which identifies common attributes of engaged students.	Assistant Principals, School Safety Committee Chairperson	PD for Ready to Learn system	Agendas Sign in sheets	August, 2013	
d. Regular drills will be conducted including fire, imminent weather, and intruder drills.	Assistant Principals, School Safety Committee Chairperson	Safety Plan	Completed Drill schedule	Ongoing, 2013-2014	
e. All staff members will receive training on the campus-wide safety plan.	Assistant Principals, School Safety Committee Chairperson	Safety Plan	Agendas Sign in sheets	Fall, 2013	
f. Continue after school detention as an alternative to in and out of school removals.	Assistant Principals, School Safety Committee Chairperson	Detention expectations	Sign in sheets	Ongoing, 2013-2014	
g. Utilize Communities in Schools to assist with in and out of school resources to support students and families.	Parent Support Specialist, CIS	CIS resources	Agendas	Ongoing, 2013-2014	

Table #DR-3					

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Provide parent support and parent education classes to our school and community.	Parent Support Specialist	None	Agenda Sign in sheets	Ongoing, 2013-2015	
b. Continue implementation of the Kealing Community Garden and Orchard to educate and support students and parents.	Gardening Teacher PTA Community Partners	Funding provided through grants and PTA	Garden and grounds	Ongoing, 2013-2014	
c. Acknowledge students and parents for student academics and citizenship – provide translations.	Parent Support Specialist, Counselors, Teachers	None	Student of the Month lists	Ongoing, 2013-2014	
d. Celebrate student accomplishments – provide translations.	Parent Support Specialist, Counselors, Teachers	None	End of the year celebrations for each grade level	May, 2014	
e. Continue strong alliance with the PTA and KMAG parent groups with bimonthly meetings – provide translations.	Principal, Parent Support Specialist, Teachers	None	Agendas	Ongoing, 2013-2015	
f. Hold parent meetings, with translations provided, to discuss individual student progress on academic assessments.	Director Teachers	None	Agendas Sign-in sheets	November, 2013 March, 2014	
g. Send home assessment to materials with translations for parents and resource information if further information is needed.	Director Parent Support Specialist Teachers	None	Copies of letters	November, 2013 March, 2014	

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
a. Campus administrators attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the campus environment.	Principal, Assistant Principal, Department of Cultural Proficiency and Inclusiveness	Cultural Awareness PD Time for Discussion and Collaboration	PD agendas with sign-in sheets Meeting agendas Survey feedback	Summer and Fall, 2013	
b. Teachers and staff attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the campus and classroom environment.	Assistant Principal, Department of Cultural Proficiency and Inclusiveness	Cultural Awareness PD Time for Discussion and Collaboration	PD agendas with sign-in sheets Meeting agendas Survey feedback	Spring, 2014	

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
c. All staff members will receive training in Positive Behavior Support Systems.	Assistant Principals, School Safety Committee Chairperson	PBS PD	Agendas Sign in sheets	Fall, 2013	
d. School-wide implementation of Ready to Lead, Ready to Teach, Ready to Learn which identifies common attributes of engaged students.	Assistant Principals, School Safety Committee Chairperson	PD for Ready to Learn system	Agendas Sign in sheets	August, 2013	
e. Academy Teachers will receive training on implementation of small group instruction, with a campus-wide focus on 6th grade for the 2013-14 school year.	Program Director	Compass Learning PD	Agendas Sign in sheets	August, 2013	
f. All teachers will receive training in arts-based instruction as part of the McCallum vertical team focus on the arts.	Principal District Coaches	Drama-based instruction Arts-based instruction	Agendas Sign in sheets	Ongoing, 2013-2014	
g. Continue new and second year teacher mentor program.	Comprehensive Director Instructional Coach	Time to meet PD provided by Director and Instructional Coach	Agendas Student Performance	Ongoing, 2013-2015	

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 by 18%.					
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): 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**
a. Review campus level data on SPED representation provided by SPED department	Assistant Principal, Special Education Department Chair	Data	C-IEP and student IEPs will provide implementation evidence	Fall, 2013	
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD models.	Assistant Principal, Special Education Department Chair	Tier II Intervention Training Progress Monitoring Tools	List of Tier II strategies / interventions List of students and appropriate interventions will provide documentation Progress Monitor Sheets	Fall, 2013	
c. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Assistant Principal, Special Education Department Chair, Department of Cultural Proficiency and Inclusiveness	Cultural Awareness PD Time for Discussion and Collaboration	PD agendas with sign-in sheets Meeting agendas Survey feedback	Spring, 2014	

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education by 11%.

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
a. Review campus level data on SPED representation provided by SPED department	Assistant Principal, Special Education Department Chair	Data	C-IEP and student IEPs will provide implementation evidence	Fall, 2013	
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD models.	Assistant Principal, Special Education Department Chair	Tier II Intervention Training Progress Monitoring Tools	List of Tier II strategies / interventions List of students and appropriate interventions will provide documentation Progress Monitor Sheets	Fall, 2013	
c. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Assistant Principal, Special Education Department Chair, Department of Cultural Proficiency and Inclusiveness	Cultural Awareness PD Time for Discussion and Collaboration	PD agendas with sign-in sheets Meeting agendas Survey feedback	Spring, 2014	

Special Education Disciplinary Placements– *All Levels*

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings by 3%.					
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): 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**
a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Assistant Principals, Special Education Department Chair	Tier II Intervention Training Progress Monitoring Tools	Students are responding to Tier I interventions as evidenced by a decrease in discipline referrals. All stake holders are involved in development of FBAs and BIPs. Behavior Intervention Plans are implemented with fidelity and progress monitored annually.	Fall, 2013 Ongoing, 2013-2015 Ongoing, 2013-2015	
b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Assistant Principals, Special Education Department Chair	Cultural Awareness PD Time for Discussion and Collaboration	PD Agendas and sign-in sheets List of community resources and how they support Kealing	Spring, 2014 Fall, 2013	
c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: • Conflict Management • Reflection journals • Self-regulation (set reasonable goals, reflect on prior experience, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors	Assistant Principals, Special Education Department Chair	Conflict Management PD Inclusion PD PBS PD	Two-year Plan of Action for PD Master schedule and teachers complete PD associated with the programs.	Fall, 2013 Spring, 2014	
d. Continue implementation of the campus Learning Support Center to support students who would otherwise be removed for	Assistant Principals, Special Education Department Chair	LSC Monitor and Support	LSC handbook Completed PD agenda and sign-in sheets	Ongoing, 2013-2014 Ongoing, 2013-2014	

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings by 3%.					
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): 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**
discretionary reasons.			Data collected during progress monitoring Student transition plans	Ongoing, 2013-2014 Ongoing, 2013-2014	

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings by 31%.					
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): 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**
a. Continue to train and implement strategic Tier II interventions including effective progress monitoring tools using research based AISD model.	Assistant Principals, Special Education Department Chair	Tier II Intervention Training Progress Monitoring Tools	Students are responding to Tier I interventions as evidenced by a decrease in discipline referrals. All stake holders are involved in development of FBAs and BIPs. Behavior Intervention Plans are implemented with fidelity and progress monitored annually.	Fall, 2013 Ongoing, 2013-2015 Ongoing, 2013-2015	
b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Assistant Principals, Special Education Department Chair	Cultural Awareness PD Time for Discussion and Collaboration	PD Agendas and sign-in sheets List of community resources and how they support Kealing	Spring, 2014 Fall, 2013	
c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: • Conflict Management • Reflection journals • Self-regulation (set reasonable goals, reflect on prior experience, initiate behavior, inhibit	Assistant Principals, Special Education Department Chair	Conflict Management PD Inclusion PD PBS PD	Two-year Plan of Action for PD Master schedule and teachers complete PD associated with the programs.	Fall, 2013 Spring, 2014	

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings by 31%.					
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): 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**
behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors					
d. Continue implementation of the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Assistant Principals, Special Education Department Chair	LSC Monitor and Support	LSC handbook Completed PD agenda and sign-in sheets Data collected during progress monitoring Student transition plans	Ongoing, 2013-2014 Ongoing, 2013-2014 Ongoing, 2013-2014 Ongoing, 2013-2014	

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings by 50%.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Continue to train and implement strategic Tier II interventions including effective progress monitoring tools using research based AISD model.	Assistant Principals, Special Education Department Chair	Tier II Intervention Training Progress Monitoring Tools	Students are responding to Tier I interventions as evidenced by a decrease in discipline referrals. All stake holders are involved in development of FBAs and BIPs. Behavior Intervention Plans are implemented with fidelity and progress monitored annually.	Fall, 2013 Ongoing, 2013-2015 Ongoing, 2013-2015	
b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Assistant Principals, Special Education Department Chair	Cultural Awareness PD Time for Discussion and Collaboration	PD Agendas and sign-in sheets List of community resources and how they support Kealing	Spring, 2014 Fall, 2013	

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings by 50%.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: • Conflict Management • Reflection journals • Self-regulation (set reasonable goals, reflect on prior experience, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors	Assistant Principals, Special Education Department Chair	Conflict Management PD Inclusion PD PBS PD	Two-year Plan of Action for PD Master schedule and teachers complete PD associated with the programs.	Fall, 2013 Spring, 2014	
d. Continue implementation of the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Assistant Principals, Special Education Department Chair	LSC Monitor and Support	LSC handbook Completed PD agenda and sign-in sheets Data collected during progress monitoring Student transition plans	Ongoing, 2013-2014 Ongoing, 2013-2014 Ongoing, 2013-2014 Ongoing, 2013-2014	

Special Education Service in LRE – *All Levels*

Table #DR-11					
Objective: Increase by 3% the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Assistant Principal, Special Education Department Chair	Campus Data	Copies of data reviews	Ongoing, 2013-2015	

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

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

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

Special Education Measureable Postsecondary Goals - *HS*

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

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Use of the LIAG to accelerate TELPAS proficiency levels	ELL Teacher	None	More students achieving at higher proficiency levels	Ongoing, 2013-2015	

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):					
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):					
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 - BTO Supplement / AFL	Targeted Mandatory Tutorials for At Risk Students - $35,000.00
Pull-out tutorials – BTO Supplement	Targeted Mandatory tutorials for At Risk Students - $50,772.00
General Supplies for at-risk students – BTO	Supplies for high dosage & after school tutorials - $10,000.00
After-school detention – BTO Supplement	Twice weekly after school detention for targeted students needing additional social, emotional, learning, and behavioral interventions for effective learning - $5,000
Dropout prevention services – BTO Supplement	Drop Out Prevention Specialist providing support to students at risk of dropping out of school - $43,938.00
Parent Support Specialist – AFL	Parent Support Specialist (0.5) supporting targeted students in need of additional social, emotional, and behavioral supports and their families in need of community and stabilization services to promote effective learning. - $19,500.00
TOTAL	**$164,210.00**

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):

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

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

	Assign teachers to areas in which already meet HQ
	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
	Provide substitutes or stipends for professional development
x	Other: We will continue to ensure that all Kealing staff remain highly qualified.

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-9
Instruction by highly qualified staff	26
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	6-7, 13-17
Strategies to attract highly qualified teachers to high-need schools	26
Strategies to increase parental involvement	13
For Elementary: Transition to K assistance to Pre-K/EC students	N/A
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	9
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-11, 15-20
Coordination and integration of federal, state, and local services and programs	25, 29-36
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	13

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	N/A
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	N/A
Plan addresses the specific academic issues that caused the campus to not meet AYP	N/A
Plan reflects policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring all groups will meet the state's proficient level of achievement by 2013-2014 (included in SIP addendum)	N/A
Details of how the campus will spend not less than 10% of Title I, Part A campus allocation for providing teachers and the principal high-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	6-7, 13-17, 26
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	N/A
Describes how the school will provide written notice about Needs Improvement status to parents in a format, and to the extent practicable, in a language that parents understand (included in SIP addendum)	N/A
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	N/A
Includes strategies to promote effective parental involvement in the school	N/A
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	N/A
Incorporates a teacher mentoring program	26

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				
Substitutes 11-6112	Provide time for teachers to collaborate in data analysis, design intervention plans for struggling students, and substitutes to provide support in extra instruction.	STAAR Scores, as well as discipline and attendance data, indicate a need to improve instructional practice and classroom management on the campus.	$6,964	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
	Substitutes to supervise students while teachers are attending professional development workshops, trainings, and/or conferences.	STAAR Scores, as well as discipline and attendance data, indicate a need to improve instructional practice and classroom management on the campus.		Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Extra-Duty Teacher 11-6118	Kealing teachers will conduct focused Saturday School and after school intervention tutoring	STAAR scores, as well as discipline and attendance data, indicate a need to improve Tier II and III	$3,216	Improvement in student performance and achievement as demonstrated through

	sessions for struggling learners.	interventions to struggling learners.		increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Part-time / Hourly 11-6125	Former educators and trained college students will conduct focused Saturday school and after school intervention tutoring sessions for struggling learners.	STAAR scores, as well as discipline and attendance data, indicate a need to improve Tier II and III interventions to struggling learners.	$2,644	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Instructional Supplies, Materials, and Equipment				
Copier 11-6265	Copier Rental	Provide teachers with materials for testing and classroom studies and/or assignments	$1,820	Distribution of materials for at-risk students
Software 11-6397	Compass Learning	State, local, and campus assessment data indicate many students are below grade level in math. The software licenses being purchased will increase the teachers' ability to monitor student progress and then provide interventions to address areas of weakness.	$0	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline o Attendance
General Supplies 11-6399	Instructional materials and resources needed to support students in daily instruction and during	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice	$13,422	Improvement in student performance and achievement as demonstrated through

	tutorials, such as STAAR ready materials, binders, pencils, and paper.	and classroom management on the campus.		increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Professional Development/Staff Training				
Employee Travel 13-6411	Professional development registration and conference fees, travel expenses, including, but not all restricted to the following professional development opportunities that may arise: Margaret Kilgo Training for Data Driven Decision Making for STAAR; Texas Middle School Association State Conference	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$2,000	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline o Attendance
General Supplies 13-6399	Instructional materials and resources needed to support students in daily instruction and during tutorials, such as STAAR ready materials, binders, pencils, and paper.	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$360	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline o Attendance
Employee Travel 23-6411	Professional development registration and conference fees, travel expenses, including, but not all restricted to the following professional development opportunities that may arise: Margaret Kilgo Training for Data Driven Decision	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$1,000	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline

	Making for STAAR; Texas Middle School Association State Conference, Teach Like A Champion			○ Attendance
Community Services (Function 61)				
Reproduction Costs 61-6299	Quantity and quality of communications with community and parents increases	Provide parent and community services to assist our students in achieving at higher levels	$70	Observation and parent sign-in sheets to evaluate attendance, and also parent survey / evaluations
Reading Material 61-6329	Provide resources for parents and community to improve parenting skills and better understand adolescents	Provide parent and community services to assist our students in achieving at higher levels	$100	Reviewing student academic success and attendance
General Supplies 61-6399	Supplies for the Parent Specialist's office to support and collaborate with students, parents, and community members	Provide parent and community services to assist our students in achieving at higher levels	$200	Documenting the increase of parent and community involvement
Food/Refreshments 61-6497	Refreshments necessary to encourage participation at parent activities	Provide parent and community services to assist our students in achieving at higher levels	$100	Increase in parental and community involvement
Other Requests				
Title I FICA Kealing 11-6141			$1,149	
Title I WkComp Kealing 11-6143			$2	
Title I TRS Kealing 11-6146			$810	
Title I FICA Kealing 13-6141				
Title I WkComp Kealing 13-6143				

TOTAL (Must Match BTO Total)	$33,857

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

* In February 2013, The Texas Education Agency (TEA) submitted a request to the United States Department of Education (USDE) to waive specific provisions of the Elementary and Secondary Education Act of 2001. The waiver was intended to provide all 1,200 Texas public school districts greater flexibility in budgeting and in providing high quality education services to students.

The waiver request was granted conditionally by Arne Duncan, U.S. Secretary of Education on September 30, 2013. Because the waiver was granted, districts were not required to comply with many of the AYP School Improvement requirements in the 2013-2014 school year.

For Title I schools in Stages 1-5 Needs Improvement, 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				
Substitutes 11-6112	Provide time for teachers to collaborate in data analysis, design intervention plans for struggling students, and substitutes to provide support in extra instruction.	STAAR Scores, as well as discipline and attendance data, indicate a need to improve instructional practice and classroom management on the campus.	$6,964	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
	Substitutes to supervise students while teachers are attending professional development workshops, trainings, and/or conferences.	STAAR Scores, as well as discipline and attendance data, indicate a need to improve instructional practice and classroom management on the campus.		Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline

				referrals.
Extra-Duty Teacher 11-6118	Kealing teachers will conduct focused Saturday School and after school intervention tutoring sessions for struggling learners.	STAAR scores, as well as discipline and attendance data, indicate a need to improve Tier II and III interventions to struggling learners.	$3,216	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Part-time / Hourly 11-6125	Former educators and trained college students will conduct focused Saturday school and after school intervention tutoring sessions for struggling learners.	STAAR scores, as well as discipline and attendance data, indicate a need to improve Tier II and III interventions to struggling learners.	$2,644	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Instructional Supplies, Materials, and Equipment				
Copier 11-6265	Copier Rental	Provide teachers with materials for testing and classroom studies and/or assignments	$1,820	Distribution of materials for at-risk students
Software 11-6397	Compass Learning	State, local, and campus assessment data indicate many students are below grade level in math. The software licenses being purchased will increase the teachers' ability to monitor student progress and then provide interventions to	$0	Student achievement data, including: - STAAR - District benchmarks - Teacher created short-cycle assessments - Observation - Discipline

		address areas of weakness.		o Attendance
General Supplies 11-6399	Instructional materials and resources needed to support students in daily instruction and during tutorials, such as STAAR ready materials, binders, pencils, and paper.	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$13,422	Improvement in student performance and achievement as demonstrated through increases in student grades, increases in STAAR scores, district benchmark scores, teacher-created assessments, as well as decreases in discipline referrals.
Professional Development/Staff Training				
Employee Travel 13-6411	Professional development registration and conference fees, travel expenses, including, but not all restricted to the following professional development opportunities that may arise: Margaret Kilgo Training for Data Driven Decision Making for STAAR; Texas Middle School Association State Conference	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$2,000	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline o Attendance
General Supplies 13-6399	Instructional materials and resources needed to support students in daily instruction and during tutorials, such as STAAR ready materials, binders, pencils, and paper.	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice and classroom management on the campus.	$360	Student achievement data, including: o STAAR o District benchmarks o Teacher created short-cycle assessments o Observation o Discipline o Attendance
Employee Travel 23-6411	Professional development registration and conference fees, travel expenses, including, but not all	STAAR scores, as well as discipline and attendance data indicate a need to improve instructional practice	$1,000	Student achievement data, including: o STAAR o District benchmarks

	restricted to the following professional development opportunities that may arise: Margaret Kilgo Training for Data Driven Decision Making for STAAR; Texas Middle School Association State Conference, Teach Like A Champion	and classroom management on the campus.		o Teacher created short-cycle assessments o Observation o Discipline o Attendance
Community Services (Function 61)				
Reproduction Costs 61-6299	Quantity and quality of communications with community and parents increases	Provide parent and community services to assist our students in achieving at higher levels	$70	Observation and parent sign-in sheets to evaluate attendance, and also parent survey / evaluations
Reading Material 61-6329	Provide resources for parents and community to improve parenting skills and better understand adolescents	Provide parent and community services to assist our students in achieving at higher levels	$100	Reviewing student academic success and attendance
General Supplies 61-6399	Supplies for the Parent Specialist's office to support and collaborate with students, parents, and community members	Provide parent and community services to assist our students in achieving at higher levels	$200	Documenting the increase of parent and community involvement
Food/Refreshments 61-6497	Refreshments necessary to encourage participation at parent activities	Provide parent and community services to assist our students in achieving at higher levels	$100	Increase in parental and community involvement
Other Requests				
Title I FICA Kealing 11-6141			$1,149	
Title I WkComp Kealing 11-6143			$2	
Title I TRS Kealing 11-6146			$810	
Title I FICA Kealing 13-6141				
Title I WkComp Kealing 13-6143				

TOTAL (Must Match BTO Total)	$33,857

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	68	74	90.00	80
Asian	98	>99	99.50	>99
AA	23	26	90.00	41
Hispanic	49	55	90.00	64
White	91	96	99.00	97
2 or More	82	92	95.00	93
EcD	31	37	90.00	50
ELL	*	18	90.00	34
Spec Ed	11	30	90.00	44
6th English	66	79	90.00	83
7th Grade	69	66	90.00	73
8th Grade	69	78	90.00	82

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	64	70	90.00	76
Asian	99	>99	100.00	>99
AA	14	16	90.00	33
Hispanic	48	51	90.00	61
White	91	95	99.00	96
2 or More	79	91	99.00	93
EcD	30	33	90.00	46
ELL	10	20	90.00	36
Spec Ed	17	32	90.00	46
6th English	67	76	90.00	81
7th Grade	66	55	90.00	64
8th Grade	55	73	90.00	78

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	64	58	90.00	67
Asian	94	93	96.00	94
AA	25	15	90.00	32
Hispanic	46	39	90.00	51
White	84	80	90.00	84
2 or More	73	80	90.00	84
EcD	29	20	90.00	36
ELL	*	*	90.00	*
Spec Ed	32	*	90.00	*
7th Grade	64	58	90.00	67

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	53	56	90.00	65
Asian	97	87	95.00	90
AA	11	*	90.00	*
Hispanic	26	36	90.00	49
White	75	76	90.00	81
2 or More	75	76	90.00	81
EcD	19	21	90.00	37
ELL	<1	*	90.00	*
Spec Ed	*	*	90.00	*
8th Grade	53	56	90.00	65

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	65	67	90.00	74
Asian	93	>99	100.00	>99
AA	21	28	90.00	42
Hispanic	39	50	90.00	60
White	90	85	95.00	88
2 or More	>99	76	90.00	81
EcD	29	34	90.00	47
ELL	*	*	90.00	*
Spec Ed	*	53	90.00	62
8th Grade	65	67	90.00	74

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	48	53	80.00	58
Asian	82	77	90.00	79
AA	10	7	80.00	16
Hispanic	26	30	80.00	37
White	70	77	80.00	79
2 or More	64	73	80.00	76
EcD	13	15	80.00	24
ELL	*	*	80.00	*
Spec Ed	*	*	80.00	*

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	39	45	80.00	51
Asian	83	90	95.00	91
AA	3	4	80.00	14
Hispanic	23	25	80.00	33
White	59	64	80.00	68
2 or More	62	65	80.00	69
EcD	10	15	80.00	23
ELL	*	12	80.00	21
Spec Ed	*	*	80.00	*

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

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	30	21	80.00	29
Asian	70	54	80.00	58
AA	*	*	80.00	*
Hispanic	11	9	80.00	18
White	41	30	80.00	37
2 or More	53	*	80.00	*
EcD	5	*	80.00	*
ELL	<1	*	80.00	*
Spec Ed	<1	*	80.00	*

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

STAAR/EOC Social Studies at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	33	39	80.00	45
Asian	80	77	90.00	80
AA	*	*	80.00	*
Hispanic	12	17	80.00	26
White	46	56	80.00	61
2 or More	*	53	80.00	58
EcD	9	9	80.00	18
ELL	<1	<1	80.00	10
Spec Ed	*	*	80.00	*

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	38	38	80.00	44
Asian	77	74	80.00	77
AA	<1	*	80.00	*
Hispanic	17	16	80.00	24
White	58	55	80.00	59
2 or More	75	59	80.00	63
EcD	8	7	80.00	16
ELL	<1	<1	80.00	10
Spec Ed	*	*	80.00	*

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

Estimated Attendance

|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	95.4%	95.2%	96.1%	96.3%	96.2%	96.2%	96.50
African American	94.3%	92.9%	94.6%	94.7%	94.2%	94.2%	96.50
Asian	97.9%	97.6%	97.9%	98.5%	98.7%	98.5%	99.00
Hispanic	94%	94.1%	95.1%	95.4%	95.3%	94.9%	96.50
Native American	95.6%	96.9%	98.7%	98%	99.1%	92.8%	96.50
White	96.7%	96.7%	97.2%	97.1%	97.2%	97.3%	98.00
2 or More				97.3%	97.2%	97.1%	98.00
EcD	93.8%	93%	94.9%	94.8%	94.6%	94.2%	96.50

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1203
African American	177
Asian	111
Hispanic	387
Native American	1
White	474

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

Campus Suspension to Home

	All	A-A	Asian	Hisp	N-A	White
HS	8%	23%	-	12%	-	1%

Campus Discretionary Removals

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

Campus ALC/EDAP or ISS

	All	A-A	Asian	Hisp	N-A	White
ISS	8%	19%	2%	13%	-	1%
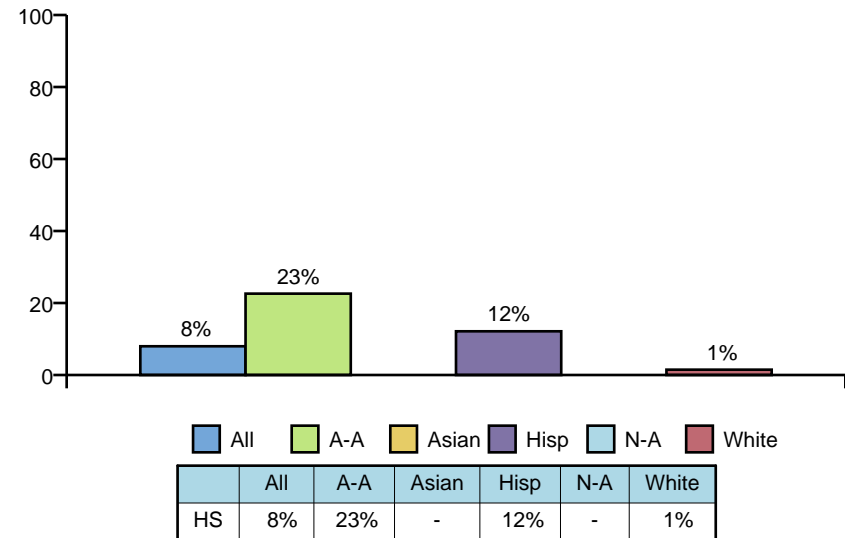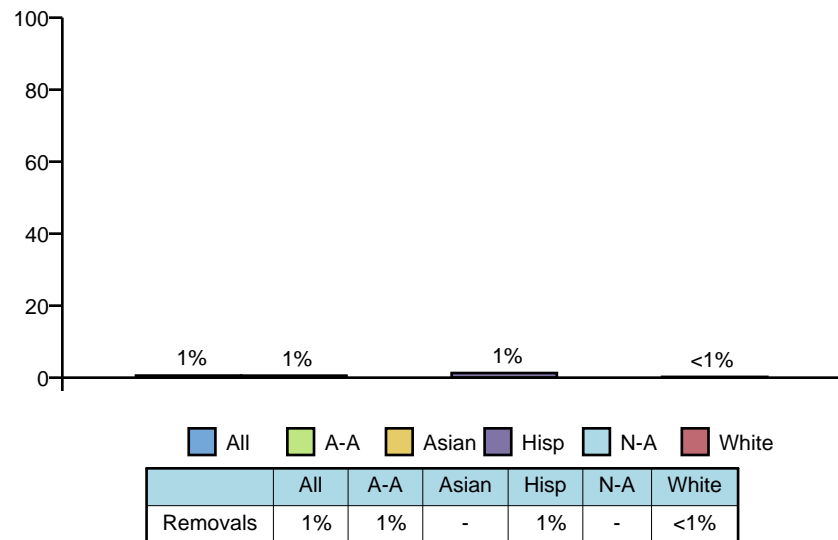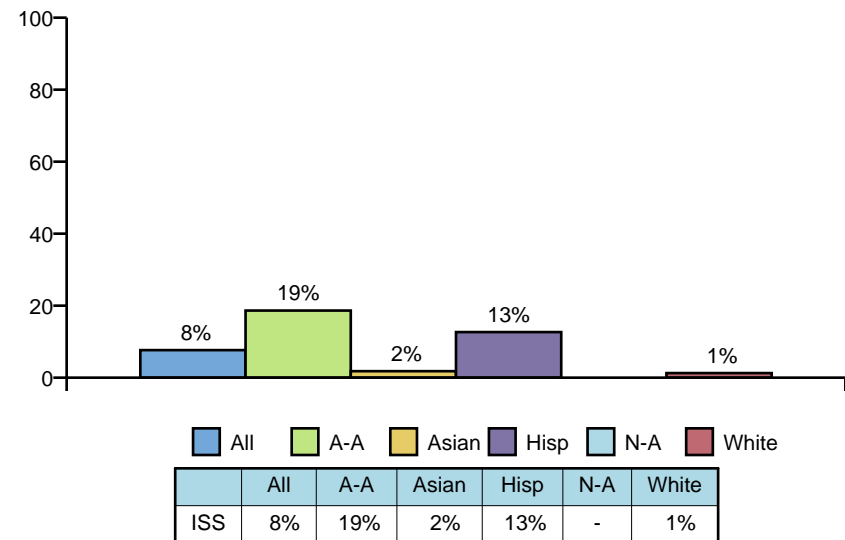
Discipline Targets

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	9	.73%	10	.79%	7	.58%	0.20
African American	2	.99%	5	2.35%	1	.56%	0.20
Asian							0.20
Hispanic	6	1.45%	5	1.18%	5	1.29%	0.20
Native American							0.20
White	1	.22%			1	.21%	0.20

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	102	8.26%	112	8.81%	96	7.98%	5.00
African American	48	23.65%	58	27.23%	40	22.6%	5.00
Asian							0.50
Hispanic	49	11.84%	48	11.35%	47	12.14%	5.00
Native American	1	11.11%					5.00
White	3	.65%	5	1.03%	7	1.48%	1.00

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	129	10.45%	108	8.49%	92	7.65%	5.00
African American	62	30.54%	47	22.07%	33	18.64%	5.00
Asian					2	1.8%	1.50
Hispanic	62	14.98%	52	12.29%	49	12.66%	5.00
Native American							0.00
White	5	1.08%	6	1.23%	6	1.27%	1.20

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	1260	1241	1225	1215	1156
African American	250	234	189	193	155
Asian	118	128	108	102	109
Hispanic	424	399	398	372	345
Native American	4	4	9	2	1
White	464	476	466	484	473
2 or More			55	58	72

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	62	0	<1%	59	2	3%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	*	*	*	0.00	
Hispanic	58	0	<1%	52	2	4%	0.00	
White	*	*	*	*	*	*	0.00	
EcD	60	0	<1%	54	1	2%	0.00	
Special Ed	12	0	<1%	8	1	13%	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	200	82	41%	194	74	38%	231	102	44%	222	78	35%	161	86	53%	154	65	42%
F	Hispanic	364	200	55%	343	172	50%	353	179	51%	345	160	46%	339	181	53%	328	162	49%
F	White	484	392	81%	473	394	83%	501	397	79%	492	388	79%	525	432	82%	517	411	79%
F		1048	674	64%	1010	640	63%	1085	678	62%	1059	626	59%	1025	699	68%	999	638	64%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	195	120	62%	195	136	70%	177	98	55%	166	101	61%	159	79	50%	150	95	63%
M	Hispanic	485	255	53%	471	313	66%	486	230	47%	443	302	68%	437	248	57%	411	305	74%
M	White	558	403	72%	544	500	92%	546	388	71%	535	480	90%	535	354	66%	529	454	86%
M		1238	778	63%	1210	949	78%	1209	716	59%	1144	883	77%	1131	681	60%	1090	854	78%
total		2286	1452	64%	2220	1589	72%	2294	1394	61%	2203	1509	68%	2156	1380	64%	2089	1492	71%

Data Source: AISD Fitnessgram