Burnet Middle School

2013-2014
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Dora Molina	9/28/13
Co-Chair	Rikki Spear	9/28/13
Co-Chair	Jeremy Myers	10/23/13

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Dora Molina**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	Anthony Quinton/Mrs. Quinton			X			
Parent	Maribelia Castro						
Parent	Teresa Morales						
Parent	Maria Prieto						
Parent	Eva Figueroa						
Parent	Nicole Ramos						
Professional Staff Member	Rikki Spear	X			X		Teacher
Professional Staff Member	Hector Hernandez				X		Teacher
Professional Staff Member	Jeremy Myers				X		Teacher
Professional Staff Member	Matthew Balter				X		Teacher
Professional Staff Member	Claudia Dominguez						Academic Dean
Professional Staff Member	Shelby Counts						Librarian
Professional Staff Member	Arin Fullerton				X		Teacher
Professional Staff Member	Ann Leo				X		Teacher
Professional Staff Member	Gilberto Sanchez				X		Teacher
Professional Staff Member	Tristan Holyoke				X		Teacher
Professional Staff Member	Amanda Serna					X	Assistant Principal
Classified Staff Member	Sandra Chavera		X				Parent Support Specialist
Student *(If Applicable)*							
Student *(If Applicable)*							

Business Representative	Mr. Rogers						
Community Representative	Zoe Gannon/ Mr. Jose Sanchez						

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 Thursday
Normal Time:	3:50 PM

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
5	10

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Accountability Notebook
- Surveys (parent, staff, and student)
- Fitnessgram Data
- Teacher and Parent Feedback
- Discipline Data
- Special Education Campus Plan

Based on review of the above data, the following areas of needed improvement were identified:
- **STAAR tested subjects- increase level III performance on STAAR**
- **Lack of parent involvement**
- **Discipline Referrals**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	X State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase number of students who will meet or exceed state and federal accountability standards in Reading, Writing, and Social Studies, and close the performance gaps between all student groups on STAAR					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Engage in data-driven instruction that determines student needs, program effectiveness, and well-designed interventions.	Teachers Instructional Coaches Academic Dean	Access District data tools (AIMS, SchoolNet, etc.) to determine student learning gaps and adjust instruction, in-class, and out-of-class interventions based on the assessment data analyses.	Data tool access records, varied interventions for students based on the data, student performance in all core content area in-class assessments, AIMS Web assessments, Benchmark assessments, and STAAR.	Every six weeks	
b. Use frequent formative and summative assessment data to differentiate instruction and target interventions for students relative to their achievement of	Leadership Team Classroom Teachers Instructional Coaches	Collect data on campus programs based on scientifically based research (High Dosage Tutoring, READ 180, math	Instructional Specialists will collect data and analyze the student growth then adjust assignment to interventions based on the student data.	Weekly	

the TEKS.		computer programs, science/ technology lab) to ensure student growth. Use data to determine the skills necessary across content areas.	Grade level planning groups meet weekly to identify students needing interventions and will ensure students receive the needed interventions based on the TEKS.		
		Determine common benchmarks and strategies to use across the disciplines that support differentiated instruction.	List of targeted interventions based on student data (one each semester).		
		The campus will conduct surveys regarding data to target staff for additional PD on the use of quality data to drive instruction.	List of targeted interventions based on student data (one each semester).		

c. Attract and retain highly qualified teachers and staff.	Principal Academic Dean Leadership Team Strategic Compensation Cadre	Collaboratively develop a strategic compensation plan that will reward staff for improved attendance and improved student achievement of the TEKS for their course/content area.	Plan for strategic compensation of staff that was developed by a cadre of members representative of the school/district community that includes components for staff attendance and that assesses student performance relative to the TEKS.	Yearly	
		Train all staff on the components of the plan and develop systems for monitoring the plan throughout the school year.	Attendance at training session.		
		Develop student learning objectives and assessments.	Teacher/team developed assessments on file.		
		Conduct two community walks during the school year to inform parents of the assessment and attendance requirements for their students and encourage participation in school events.	Documentation of attendance at the community walks. Increased parent involvement in school events and on campus committees.		
		Provide support for all core teams from elective teachers in order to focus instruction on achievement of the determined team goals at each grade level.	Assignments of elective teachers to a subject/grade level. Documentation of support to the grade level team throughout the second semester.		
		Provide mentors for new teachers who will assist with the PLC process,	Mentor teacher assignments, documentation of teacher		

		planning, and student data analysis	assistance and qualifications. Improved classroom performance as per PDAS and instructional support team walkthroughs.		
d. Use of interactive notebooks for Social Studies with an emphasis on vocabulary for our ELL students	Teachers, Coach, and Admin	Provide PD and feedback on the quality of implementation	Sign in sheets, classroom environment		

Table #CI-2	☐ State: Below safeguard target ☐AYP: Area of low performance				
Objective: Increase the number of students performing at Levels II and III: Satisfactory Academic Performance/ Advanced Academic Performance in all subjects tested on the state assessment (STAAR).					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Using students' data provide professional development on applying a systematic process to identify students' needs, programmatic gaps, and curricular changes to design effective interventions.	Administrative Team Instructional Specialists	Train teachers how to use SchoolNet and AIMS Web. Train the teachers to analyze the data in a systematic way and begin to identify effective interventions.	Documentation of teacher attendance at training. Teachers summarize and share successful interventions during their planning time.	Monthly basis	
b. Provide on-going systematic performance monitoring of students and implement the use of common assessments to ensure consistency across classrooms.	Administrative Team Department Chairs	Teachers complete data gathering templates. Teachers analyze benchmark and 6 weeks test results.	Data Conferences held Teachers identify student strengths and weaknesses of their students each six weeks.	Weekly	

		Principal Leadership Team Teachers PLC Leaders	Train staff in the PLC process. Assign an administrator/instructional coach to each PLC content area to facilitate the process. Monitor implementation of the process relative to inclusion of both planning and intervening using student performance data.	Training documentation; Staff attendance. Assignment of administrative staff/instructional coaches to PLCs; attendance records at PLC planning sessions. Evidence of interventions in the classroom using student data.	Weekly	
c.	Engage in data-focused discussions throughout the year during the PLC time using a process that focuses on the planning and how it is connected to student achievement and performance data.					
d.	Use StemScopes to incorporate activities and lessons that aligned to the Science TEKS/SEs in Grades 6-8 and incorporate literacy strategies at Grades 6-8.	Science Instructional Coach SIM Coach Team Science Teachers Academic Dean	Schedule StemScopes training for all science teachers. Incorporate StemScopes lessons into plans generated during the Six Weeks Planning sessions and evaluate their effectiveness using the PLC process and student assessment data. Analyze student data to determine effectiveness of implementation of StemScopes lessons in the science classes. Train teachers how to use SIM Literacy strategies to ensure students can engage in the texts of science at a level of rigor required on the state assessment. Cross analyze reading and science assessment	Attendance at training session. PLC notes and lessons that explicitly include lessons/activities from the StemScopes system; formative and summative student data in science Grades 6-8. Student assessment data and evaluation of level of implementation in the classroom as documented in walkthroughs. SIM guides for questioning/notetaking/literacy. Student performance on local and state assessments. Student assessment data in reading and science. Attendance at training sessions;	Weekly	

		data to determine effectiveness of SIM Literacy strategies.			
e. Use History Alive! Strategies in all social studies classes. Incorporate literacy strategies at Grades 6th and 8th.	Pre-AP Teachers Instructional Coaches Academic Dean	Teachers assigned to courses with the Pre-AP designation will attend the district Laying the Lesson plans for courses designated as Pre-AP will contain explicit components of the strategies learned at Laying the Foundation training. Visit classrooms designated as Pre-AP to observe differentiated instruction and use of the learned and planned Pre-AP strategies. Analyze formative and summative assessments in courses designated Pre-AP. Foundation training.	Attendance at training by teachers assigned to courses designated as Pre-AP. Lesson plans with strategies designated for Pre-AP courses. Walkthroughs and observation records of Pre-AP designated courses with evidence of strategy implementation. Data analyses of Pre-AP performance and student performance at the commended level on the state assessment.	Biweekly	
f. Use academic vocabulary aligned to the course/subject taught.		Train teachers how to use SIM Literacy strategies to ensure students can engage in texts at a level of rigor required on the state assessment. Plan using vocabulary lists in the District CRMs. Press students to use academic vocabulary in class discussions and written responses.	Attendance at training session. Student assessment data and evaluation of level of implementation in the classroom as documented in walkthroughs. Attendance at training sessions; SIM guides for questioning/notetaking/literacy. Student performance on local and state assessments. Academic vocabulary lists connected to the course	Monthly	

			Evidence of Implementation/ Effectiveness		
		A "hands on" workshop will be conducted to help teachers create sentence stems and classroom visuals that will increase student academic vocabulary.	content and generated through professional learning activities around Marzano's Vocabulary Development, StemScopes, and Laying the Foundation. Use of Word Walls, Frayer Model, and Marzano's strategies posted in the classroom and in common areas. Workshop sign in sheet and products created		

Table #CI-3		X State: Below safeguard target ☐ AYP: Area of low performance			
Objective: Increase student performance in all student groups in the areas of Reading and Writing					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Campus will develop a school-wide Literacy Plan to address the gaps indentified in our STAAR data	Administrators Academic Dean Literacy Coaches Reading Specialist	Analyze student data on weekly assessments and benchmarks Develop PD in the specific implementation strategies Incorporate a school-wide reading initiative Press teacher and student use of implementation strategies	Teachers will use a processing text strategy to help students with comprehension Teachers will use answering open response questions strategy to aide our students to write to learn Teachers will follow a writing across the curriculum calendar Students will participate in Reading Counts to improve	End of Year	

Campus and District Accountability 05/6/2013

			their stamina and independent reading Teachers will use LINCs strategies to increase their academic vocabulary		

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. The campus will show evidence of an environmental change using Coordinated School Health materials.	Physical Education Teachers CATCH Cadre	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	Yearly	
b. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Physical Education Teachers CATCH Cadre	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	April 2014	
c. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Physical Education Teachers	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	May 2014	
d. Identify students in the 85$_{th}$ to 99$_{th}$ plus percentile to receive health and wellness information and case management for obesity.	Physical Education Teachers School Nurse	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99$_{th}$ plus percentile (with parental involvement and consent) will be case managed using	May 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
		information to the student and parent in accordance with AISD's case management plan for obesity.	AISD case management plan for obesity.		
e. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Principal Teachers	Principals will share the nutrition memo (dated August 2013) with staff, teachers, PTA, and parents. Principals will communicate contents of the policy across stakeholders. Principals will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	October 2013	

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. Campus will participate in the No Place for Hate district initiative.	Counselors	District timeline and expectations of activities	School receives designation	April 2014	
b. Campus will hold grade level meetings where counselors and SRO address our students on anti-violence and drugs	Administration Counselors SRO	Campus and/or district educational resources	Announcement on weekly bulletin Meeting Notes	End of semesters	
c. Campus will embrace the importance of teaching our students about character education	Administration Teachers Counselors	Powerpoint on PRIDE PBIS and CKH cadre expectations	Posters Assemblies	End of Year	

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. Develop an effective PTA to collaborate and implement various school-wide activities	Admin PSS PTA President Teachers	Time will be allotted to meet monthly	Increase parent involvement from previous year	end of the school year	
b. Hold monthly principal coffee meetings to inform parents of student performance and recruit parent engagement (Spanish & English)	Administration PSS	District support		Ongoing	
c. Publish a monthly newsletter to inform parents about school	PSS Parent Engagement Cadre			Monthly	

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
happenings and encourage parent involvement (Spanish & English)					

Table #DR-4

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

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. Teachers will receive professional development on a weekly basis based on a campus identified need	Academic Dean Coaches RTI Coordinator Administration	Yearly calendar outlining areas of focus	Sign in sheets	ongoing	
b. Professional development will be differentiated based on student needs		Data analysis of common assessments and benchmarks			

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**
a. Conduct a review of student placements to determine if there is a need for student reevaluations.	Special Education Department Chair Teachers Case Managers	Examine the placement and testing expectations of each student in Special Education.	Documentation of review each semester	Weekly	
b. Utilize eCST processes when identifying students for possible special education testing.	Child StudyTeam Counselors SpEd Department Chair	Review the eCST process with all teachers. Utilize eCST processes for all students who are not being successful in school.	Faculty meeting attendance eCST process notes and data for identified students.	Weekly	
c. Provide staff development on how to identify struggling readers (i.e. dyslexia), information about 504 services, and appropriate interventions.	Special Education Department Chair ELA Instructional Specialist Counselors	Present information on the characteristics of struggling readers. Present information on the 504 process and the differences between special education and 504.	Professional development attendance Professional development attendance	PD Days	
d. Increase the communication between case managers and teachers to review student IEP goals and to monitor student expectations and progress.	Special Education Department Chair Teachers	Set up a time for general and special education teachers can meet to discuss the students they have in common and plan how to co-teach together.	Common planning time though grade level/PLC/Planning meetings. Documented attendance at a planning meetings Implementation of co-teaching plan.	Weekly	

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
a. Utilize eCST processes when identifying students for possible special education testing.	Child StudyTeam Counselors SpEd Department Chair	Review the eCST process with all teachers. Utilize eCST processes for all students who are not being successful in school.	Faculty meeting attendance eCST process notes and data for identified students.	Weekly	
b. Provide staff development on how to identify struggling readers (i.e. dyslexia), information about 504 services, and appropriate interventions.	Special Education Department Chair ELA Instructional Specialist Counselors	Present information on the characteristics of struggling readers. Present information on the 504 process and the differences between special education and 504.	Professional development attendance Professional development attendance	PD Days	

Special Education Disciplinary Placements– *All Levels*

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings.					
<mark>Condition: If rate > 1 percentage point above rate for all students</mark>				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**
a. Use Capturing Kids' Hearts strategies to create an environment for students that is supportive and provides real time intervention when issues arise.	Leadership Team Teachers CKH Ambassadors	Conduct training for CKH. Devise plan for ongoing training for all staff through the CKH Ambassadors. Evaluate the effectiveness of CKH.	Staff attendance Plan in place. CKH coach visits campus for follow-up training sessions. Discipline Data	Ongoing	
b. Implement PBIS throughout the campus in order to create and maintain a safe learning environment and maintain safety and security at all times.	PBIS Cadre	PBIS Cadre meets to outline goals for the year. PBIS Cadre presents information during professional development and faculty meetings. PBIS Cadre surveys staff to find what is working or not working. Results shared with the staff. PBIS Cadre adjusts practices to improve effectiveness of PBIS Strategies.	PBIS Cadre presents the goals to the staff. Documented teacher attendance. Results from Survey Monkey each semester. PBIS Plan Revisions/Enhancements.	Ongoing	
c. Implement individual and group counseling and support the CIS program.	Counselors	Counselors set up groups. CIS identifies students who would benefit from their program.	Documentation of counseling groups Documentation of student groups	Yearly	

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
a. Use Capturing Kids' Hearts strategies to create an environment for students that is supportive and provides real time intervention when issues arise.	Leadership Team Teachers CKH Ambassadors	Conduct training for CKH. Devise plan for ongoing training for all staff through the CKH Ambassadors. Evaluate the effectiveness of CKH.	Staff attendance Plan in place. CKH coach visits campus for follow-up training sessions. Discipline Data	Ongoing	
b. Implement PBIS throughout the campus in order to create and maintain a safe learning environment and maintain safety and security at all times.	PBIS Cadre	PBIS Cadre meets to outline goals for the year. PBIS Cadre presents information during professional development and faculty meetings. PBIS Cadre surveys staff to find what is working or not working. Results shared with the staff. PBIS Cadre adjusts practices to improve effectiveness of PBIS Strategies.	PBIS Cadre presents the goals to the staff. Documented teacher attendance. Results from Survey Monkey each semester. PBIS Plan Revisions/Enhancements.	Ongoing	
c. Implement individual and group counseling and support the CIS program.	Counselors	Counselors set up groups. CIS identifies students who would benefit from their program.	Documentation of counseling groups Documentation of student groups	Yearly	

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
a. Use Capturing Kids' Hearts strategies to create an environment for students that is supportive and provides real time intervention when issues arise.	Leadership Team Teachers CKH Ambassadors	Conduct training for CKH. Devise plan for ongoing training for all staff through the CKH Ambassadors. Evaluate the effectiveness of CKH.	Staff attendance Plan in place. CKH coach visits campus for follow-up training sessions. Discipline Data	Ongoing	
b. Implement PBIS throughout the campus in order to create and maintain a safe learning environment and maintain safety and security at all times.	PBIS Cadre	PBIS Cadre meets to outline goals for the year. PBIS Cadre presents information during professional development and faculty meetings. PBIS Cadre surveys staff to find what is working or not working. Results shared with the staff. PBIS Cadre adjusts practices to improve effectiveness of PBIS Strategies.	PBIS Cadre presents the goals to the staff. Documented teacher attendance. Results from Survey Monkey each semester. PBIS Plan Revisions/Enhancements.	Ongoing	
c. Implement individual and group counseling and support the CIS program to include social skills.	Counselors & Sped teachers	Counselors and Sped teachers set up groups. CIS identifies students who would benefit from their program.	Documentation of counseling groups Documentation of student groups	Yearly	

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**
a. Review student IEPs and determine if instructional setting is appropriate based on present level of performance b. Increase number of students participating in inclusion classroom settings c. Monitor student academic success and provide accelerated instruction to our special education students	Sped Dept Chair CaseManagers RTI Coordinator	Devise a plan to monitor IEPs on a regular basis Provide PD on data analysis Provide PD for teachers to better serve special education students	Increase in rate of special education students served in the general education population setting	Every six weeks	

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):					
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 IEPs and determine if scheduled assessment is appropriate for students based on previous state assessment performance b. Review SCAs and benchmark data to identify gaps c. Provide interventions in a timely manner to Sp Ed students	Sped Dept Chair CaseManagers	Devise a plan to monitor IEPs on a regular basis Provide PD on data analysis Provide PD in understanding the STAAR framework	Increase number of students taking the regular STAAR	Ongoing	

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):

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
d. Increase the number of students participating in inclusion setting		Develop a tutoring plan for our students who are struggling			

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):

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 IEPs and determine if scheduled assessment is appropriate for students based on previous state assessment performance b. Review SCAs and benchmark data to identify gaps c. Provide interventions in a timely manner to Sp Ed students d. Increase the number of students participating in inclusion setting	Sped Dept Chair CaseManagers	Devise a plan to monitor IEPs on a regular basis Provide PD on data analysis Provide PD in understanding the STAAR framework Develop a tutoring plan for our students who are struggling	Decrease the percentage of special education students who take the modified STAAR test		

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**
a. Monitor LEP student placement using SchoolNet, grades, teacher input, etc.	ESL Instructional Specialist Classroom Teachers Academic Dean	Provide training for all campus members who work with ELLs in the classroom. Create a system that helps the teachers monitor grades.	Teacher attendance at training. Collect teacher information and student performance data each six weeks to use in the LPAC process.	Biweekly	
b. Assist teachers with Sheltered Instruction Training and strategies to develop academic vocabulary to accelerate language acquisition for ELLs through planning; identify strategies that meet the needs of the students.	ESL Instructional Specialist Teachers Academic Dean	Provide continuous training on strategies that promote language acquisition in the classroom (i.e. Sheltered Instruction Training, Marzano, Kagan). Provide Sheltered Instruction Training for new teachers. ELL Instructional Coach will meet with teachers and provide professional development on TELPAS development, ELPS, and LIAG guide.	Walkthrough evidence from campus and district staff of strategies being used in classes with ELLs. PD Certificates of attendance Minutes of the planning/ training meetings	Monthly	
c. Identify teaching strategies to meet the need of ELLs to include TELPAS development	ESL Instructional Specialist Academic Dean	Conduct weekly walkthroughs to observe successful teaching strategies targeted for ELLs.	TELPAS scores indicating a decrease in the number of ELL students scoring at the beginning level.	Ongoing	

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**
		Analyze lesson plans to determine planning for students struggling with language acquisition through differentiation and use of learned strategies. Share successful strategies during professional development. District ELL Specialists will model lessons that incorporate a high level of student-to-student interactions for all new teachers and selected target teachers. They will then conference with the teacher and IC to offer additional support. One of the model lessons will be videotaped for future use.	Sample lesson plans that contain explicit differentiation for ELLs. Increased number of students no longer LEP Exempt for state assessments. Observation forms completed by the teacher during both the modeled lessons and the video		

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	Providing interventions to targeted students
After-school detention	Offering a consequence to students who are struggling with following school rules
Dropout prevention services	Drop out specialist works with PSS and attendance clerk to work on attendance rate and recovering students who are identified as drop outs
TOTAL	**$87, 321.00**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

	Participate in district-sponsored job fairs
	Participate in recruiting trips
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
X	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
X	Provide substitutes or stipends for professional development
	Other:

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-7
Instruction by highly qualified staff	8
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	8-12
Strategies to attract highly qualified teachers to high-need schools	8
Strategies to increase parental involvement	15
For Elementary: Transition to K assistance to Pre-K/EC students	NA
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	6-12
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-25
Coordination and integration of federal, state, and local services and programs	17-25
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	15

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

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

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
2.0 FTE Teachers	Large student/teacher ratios	Increase student/teacher interaction	$118,130.00	Increase STAAR scores
2 FTE Teacher Assistant	Large student/teacher ratios	Increase student/teacher interaction	$66,184.00	Increase STAAR scores
1 FTE Tech Support Specialist	Many tech needs	Increase tech instruction	$47,590.00	Increase benchmark scores
.5 FTE Parent Support Specialist	High needs campus	Increase parents' knowledge of pedagogy	$20,764.00	Increase parental involvement
1 Assistant Principal	Instructional support for our teachers and studnets	Attend PLCs, Plan and deliver PD, support teachers and students	$76,611.00	Increase STAAR scores
.5 Curriculum Specialist	Instructional support for our teachers and studnets	Increase teacher support in planning their instruction	$29,533.00	Increase STAAR scores
Instructional Supplies, Materials, and Equipment				
Extra Duty for after school and Saturday tutorials and curriculum writing	Low reading, math, writing, science and social studies scores	Small group instruction	$28,779.00	Increase SCA and benchmark scores
Reading materials - ELA, math, science, and social studies STAAR prep books	Limited hard copies of resources	Test-Wiseness	$10,000.00	Increase short-cycle assessment scores
Hardware - desktops, laptops, and printers	Many tech needs	Increase tech instruction	$4,000.00	Increase student achievement
Software Instructional Library	Educational programming	Reading online comprehension assessment	$4,000.00	Increase student achievement
General supplies - Office Depot, warehouse, poster maker paper and ink, laminating film	Need for manipulatives	Planning for effective instruction	$31,442.00	Increase short-cycle assessment scores

Library books	Low reading scores	Increase student access to appropriate materials	$4,000.00	Increase short-cycle assessment scores
Yearly Copier Rental	Need for manipulatives	Planning for effective instruction	$13,500.00	Increase short-cycle assessment scores
Transportation, registration fee, and food for instructional field trips	Need for rigor and relevance in instruction	Increase students' real-world experiences	$6,000.00	Meet and exceed STAAR standards
Staff Training				
Subs	Coverage for teachers	PD opportunities	$10,000.00	Increase STAAR scores
Ex Duty - Kagan, SIOP, Kilgo, R13-ESC, NABE and ASCD	Needed for PD on cooperative learning, ELLs, TEKS, and effective teaching strategies	Effective instruction	$7,000.00	Increase short-cycle assessment scores
Misc Contracted Services - Best Practives of MS Teachers	Need for PD on SpEd, ELLs,and high poverty, high performing schools	Effective instruction	$10,000.00	Increase short-cycle assessment scores
Reading materials - ELA, math, science and social studies target area	Need for differentiated supplies and materials	Effective instruction	$5,000.00	Increase short-cycle assessment scores
General Supplies	Need to plan for PD	Effective instruction	$3,000.00	Increase short-cycle assessment scores
Employee travel - classroom management training for new teachers in the fall and spring semesters	Need for PD travel expensed for best practices	PD opportunities	$14,877.00	Increase short-cycle assessment scores
Reproduction	Copies of material needed for PD	PD opportunities	$5,000.00	Increase short-cycle assessment scores
Community Services (Function 61)				
General supplies - Office Depot and warehouse for parent center	Low parental involvement	Bridge school and family environments	$3,657.00	Increased parental involvement
Refreshments for principal/parent coffees and parent trainings	Low parental involvement	Bridge school and family environments	$798.00	Increased parental involvement
TeleParent communication system	Low parental involvement	Bridge school and family environments	$3,372.00	Increased parental involvement
Other Requests				
General Supplies - clerical supplies from Office Depot and warehouse	Efficiency of administrative and counseling	Tools	$2,000.00	Increase STAAR scores
Transportation for afterschool buses to allow students to stay after school for tutorials	Low reading, math, writing, science and social studies scores	Small group instruction	$6,600.00	Increase STAAR scores
Salary Cushion			$16,286.00	

Total (Must Match BTO Total)		**$548,123.00**	

APPENDIX G

Additional NCLB Requirements

Parent Notice
By the date required by the Texas Education Agency, all parents will be informed of individual student academic assessment results and AYP status via letters sent home in both English and Spanish. Assistance to families seeking choice and/or SES options will be provided. Student assessment results will be shared with parents in both English and Spanish whenever possible.

Support
This Campus Improvement Plan was developed collaboratively with Campus Advisory Council members and central office support. The district is committed to providing the campus support in school improvement efforts. Support includes but is not limited to:

Guidance, Leadership, and Monitoring	Associate Superintendent
Compliance and Fiscal Monitoring as per Section 1120A	Departments of State and Federal Accountability and Finance
Data Analysis	Campus and District Accountability
Curriculum and Benchmark Data, Professional Development	Department of Curriculum
Professional Development and Support in Determining Student Needs	Department of Special Education and Bilingual Education
Dropout Recovery	School Community Liaisons
Parental Involvement Planning and Training Opportunities	Family Resource Center

TEA, through the School Improvement Resource Center, provides technical assistance in the areas of needs assessment, scientifically based research, and best practices. The technical assistance provider (TAP), approved by SIRC, will support the principal in improvement efforts.

As evidenced throughout this plan, the campus, in working with central office support, is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2013-2014. Programs and practices are based on current scientifically based research.

Enhancing rigor and relevance in [specify subject(s) missed in AYP] especially for [specify the student group(s) that missed the standards] is critical since performance was not within NCLB standards. Also, the participation rates and/or attendance rate, or graduation rate was/were below standard so it will be essential to focus on this/these area/areas as well.

Evaluation and Outcomes
The ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs. The principal, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on TEKS and Principles of Learning. Specific evaluation measures and performance targets are included in the Long-Range Matrix for Student Achievement and in the Action Plan.

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	20	22	65.00	38
Asian	*	*	65.00	*
AA	24	27	65.00	41
Hispanic	18	20	65.00	36
White	44	33	65.00	46
2 or More	*	*	65.00	*
EcD	19	21	65.00	37
ELL	9	10	65.00	28
Spec Ed	20	29	65.00	43
6th English	17	19	65.00	35
7th Grade	27	16	65.00	33
8th Grade	17	31	65.00	45

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	26	30	65.00	44
Asian	>99	67	75.00	73
AA	15	20	65.00	36
Hispanic	26	30	65.00	44
White	35	33	65.00	46
2 or More	*	*	65.00	*
EcD	25	30	65.00	44
ELL	21	22	65.00	37
Spec Ed	35	39	65.00	51
6th English	32	34	65.00	47
7th Grade	24	19	65.00	35
8th Grade	22	36	65.00	49
9th Grade		<1	65.00	20

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	23	8	50.00	26
Asian	*	*	50.00	*
AA	44	22	50.00	38
Hispanic	17	6	50.00	24
White	67	<1	50.00	20
2 or More	*	<1	50.00	20
EcD	22	8	50.00	26
ELL	13	*	50.00	*
Spec Ed	41	19	50.00	36
7th Grade	23	8	50.00	26

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	14	24	65.00	39
Asian	n/a	*	65.00	*
AA	14	19	65.00	35
Hispanic	13	22	65.00	38
White	*	64	75.00	71
2 or More	<1	*	65.00	*
EcD	13	24	65.00	39
ELL	*	15	65.00	32
Spec Ed	21	45	65.00	56
8th Grade	14	24	65.00	39

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	19	30	65.00	44
Asian	n/a	>99	100.00	>99
AA	*	23	65.00	39
Hispanic	19	28	65.00	43
White	50	64	75.00	71
2 or More	<1	>99	100.00	>99
EcD	18	30	65.00	44
ELL	9	18	65.00	34
Spec Ed	28	53	65.00	62
8th Grade	19	30	65.00	44

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	5	7	25.00	17
Asian	<1	*	40.00	*
AA	*	9	25.00	18
Hispanic	4	7	25.00	16
White	22	18	35.00	26
2 or More	<1	<1	20.00	10
EcD	5	7	25.00	16
ELL	*	*	25.00	*
Spec Ed	*	*	25.00	*

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	7	7	30.00	17
Asian	*	*	70.00	*
AA	5	7	30.00	17
Hispanic	6	7	30.00	16
White	*	*	30.00	*
2 or More	<1	<1	30.00	10
EcD	6	7	30.00	17
ELL	2	3	30.00	13
Spec Ed	5	10	30.00	19

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	3	*	30.00	*
Asian	*	<1	30.00	10
AA	*	<1	30.00	10
Hispanic	*	*	30.00	*
White	*	<1	30.00	10
2 or More	<1	<1	30.00	10
EcD	3	*	30.00	*
ELL	*	*	30.00	*
Spec Ed	*	*	30.00	*

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	5	9	40.00	18
Asian	n/a	*	65.00	*
AA	*	*	40.00	*
Hispanic	5	7	40.00	16
White	*	*	55.00	*
2 or More	<1	*	65.00	*
EcD	5	7	40.00	17
ELL	*	*	40.00	*
Spec Ed	*	*	40.00	*

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	4	8	40.00	17
Asian	n/a	>99	100.00	>99
AA	<1	*	40.00	*
Hispanic	4	5	40.00	15
White	*	*	65.00	*
2 or More	<1	<1	40.00	10
EcD	4	7	40.00	16
ELL	<1	*	40.00	*
Spec Ed	<1	*	40.00	*

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%	93.6%	93.1%	94.2%	94.1%	94.7%	95.00
African American	100%	92.6%	92.3%	93.2%	93.5%	94.8%	95.00
Asian	100%	93.5%	95.7%	96.7%	96.2%	96.2%	97.00
Hispanic	94%	93.7%	93.3%	94.4%	94.4%	94.7%	95.00
Native American	100%	87.5%	94.9%	98.5%	97%	97.4%	98.00
White	100%	93.9%	91.3%	93.3%	91.2%	94.7%	95.00
2 or More				90.7%	91.8%	93.2%	95.00
EcD	95.5%	93.5%	93.6%	93.9%	94.1%	94.7%	95.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1271
African American	148
Asian	27
Hispanic	1019
Native American	3
White	56

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

Campus Suspension to Home
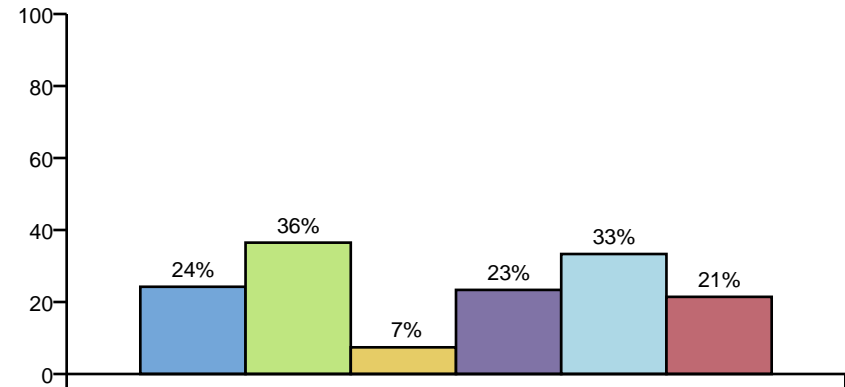
	All	A-A	Asian	Hisp	N-A	White
HS	24%	36%	7%	23%	33%	21%

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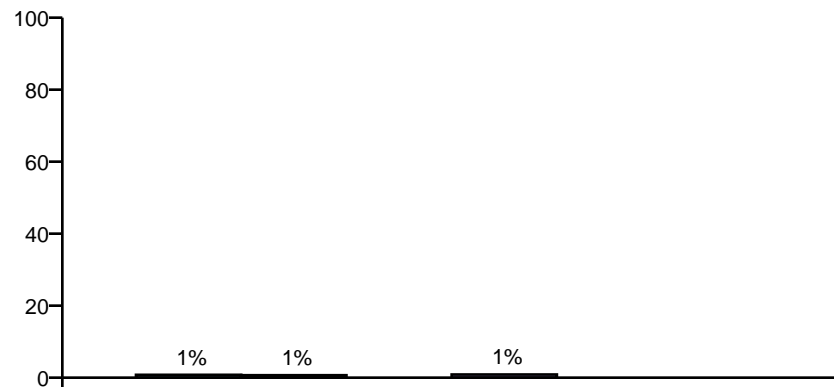
	All	A-A	Asian	Hisp	N-A	White
Removals	1%	1%	-	1%	-	-

Campus ALC/EDAP or ISS
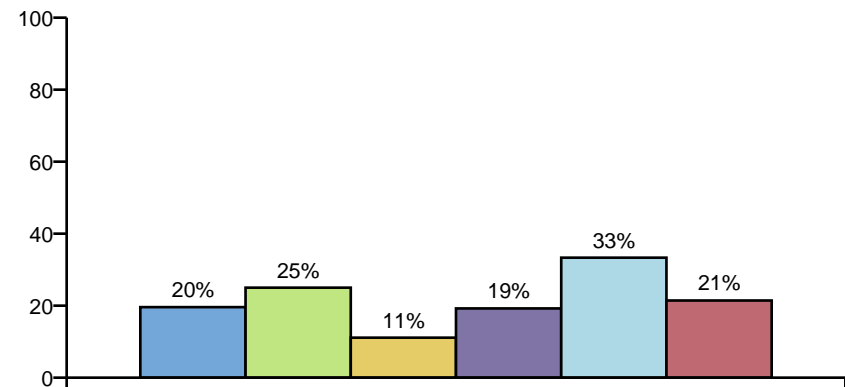
	All	A-A	Asian	Hisp	N-A	White
ISS	20%	25%	11%	19%	33%	21%

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	8	.74%	11	.92%	10	.79%	0.60
African American	4	3.13%	4	2.5%	1	.68%	0.50
Asian							0.00
Hispanic	4	.47%	5	.54%	9	.88%	0.70
Native American							0.00
White			2	3.51%			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	279	25.79%	238	19.95%	308	24.23%	20.00
African American	54	42.19%	47	29.38%	54	36.49%	20.00
Asian			1	4%	2	7.41%	5.00
Hispanic	208	24.56%	174	18.69%	238	23.36%	20.00
Native American			1	20%	1	33.33%	20.00
White	13	19.7%	11	19.3%	12	21.43%	20.00

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	231	21.35%	191	15.67%	249	19.59%	18.00
African American	35	27.34%	37	23.13%	37	25%	18.00
Asian	1	4.76%			3	11.11%	10.00
Hispanic	182	21.49%	139	14.93%	196	19.23%	18.00
Native American	1	33.33%	1	20%	1	33.33%	18.00
White	9	13.64%	9	15.79%	12	21.43%	18.00

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	917	960	994	1048	1119
African American	145	134	109	137	132
Asian	24	15	16	19	24
Hispanic	691	760	705	737	800
Native American	3	1	3	4	3
White	54	50	48	50	45
2 or More			113	101	115

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	376	23	6%	400	13	3%	3.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	6	1	17%	6	0	<1%	0.00	
Hispanic	354	21	6%	373	11	3%	2.80	
White	*	*	*	7	0	<1%	0.00	
EcD	374	23	6%	392	12	3%	2.98	
Special Ed	58	10	17%	62	7	11%	10.00	

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	115	55	48%	110	58	53%	151	92	61%	146	98	67%	124	70	56%	124	64	52%
F	Hispanic	808	375	46%	789	416	53%	813	419	52%	797	463	58%	938	487	52%	932	484	52%
F	White	50	26	52%	46	22	48%	43	24	56%	43	24	56%	47	20	43%	47	26	55%
F		973	456	47%	945	496	52%	1007	535	53%	986	585	59%	1109	577	52%	1103	574	52%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	116	89	77%	114	103	90%	133	86	65%	131	96	73%	134	103	77%	130	116	89%
M	Hispanic	909	415	46%	887	622	70%	959	455	47%	949	662	70%	999	480	48%	981	655	67%
M	White	58	31	53%	55	38	69%	39	18	46%	37	22	59%	56	31	55%	56	39	70%
M		1083	535	49%	1056	763	72%	1131	559	49%	1117	780	70%	1189	614	52%	1167	810	69%
total		2056	991	48%	2001	1259	63%	2138	1094	51%	2103	1365	65%	2298	1191	52%	2270	1384	61%

Data Source: AISD Fitnessgram