J. Frank Dobie College Preparatory Academy

2013-2015
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Leslie Dusing	10/10/2013
Co-Chair	Jennifer Herpin	10/04/2013
Co-Chair	Magdalena Ramirez	10/04/2013

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	**Leslie Dusing**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Zulma Cortez			Y			
Parent	Nancy Garza						PTA Vice President
Parent	Magdalena Ramirez	Y					PTA Treasurer
Parent	Maria Lourdes Mendoza Lopes						Parent/Volunteer
Parent	Abigail Teno						Volunteer
Parent	Maria Campos						PTA Secretary
Professional Staff Member	Jennifer Herpin	Y			Y		
Professional Staff Member	Lisa Heflin				Y		
Professional Staff Member	John Cavazos			Y	Y		
Professional Staff Member	Lisa Laykasek			Y	Y		
Professional Staff Member	Norma Nails			Y	Y		
Professional Staff Member	Marianne Schmitt				Y	Y	
Classified Staff Member	Diana Manzo						Parent Support Specialist
Student *(If Applicable)*							
Student *(If Applicable)*							
Business Representative	Dean Smith						
Community Representative	David Contreras						

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:	4:00-4:45p.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
Y	Self-Orientation Using Materials on CAC Website
	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

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

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

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

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- TEA 2013 Accountability Summary
- TEA 2013 System Safeguards

Based on review of the above data, the following areas of needed improvement were identified:
- **Improvement in student achievement in core contents, specifically in the subgroups of ELL, Sped, and AA.**
- **Teachers need professional learning opportunities to help plan differentiated instruction.**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☒State: Below safeguard target	☒ AYP: Area of low performance			
Objective: Improvement in student achievement: Math, with a focus in the following subgroups: AA and ELLs					
Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Decrease instructional variability in math and ensure coherence, rigor, and equity of instruction for AA, and ELLs.	Fernando Rios, AP Sherry Jones, Instructional coach Individual Teachers T.Anderson.Solution Team	Embedded PD during PLC's. UPS check math problem solving model, Cooperative groups, Teach Like a Champion techniques, and strategies, which solicit immediate feedback	Math Lesson Plans Weekly Common Assessments and Data Analysis Authentic and teacher created anchors of support Walk thru observation Focused Learning Walks PLC Agendas PLC Minutes Student Grades	Ongoing Through 6/2015	🟡
Tier II interventions (Guided Math) occur during advisory, afterschool, and on selected Saturdays.	Fernando Rios, AP Sherry Jones, Instructional coach Individual Teachers T.Anderson.Solution Team	PD on differentiated Instruction, small group and data analysis. Opportunity for inclusion of teachers in decisions regarding use of academic	Tutorial Attendance Small Group Math Lesson Plans Advisory Rosters Weekly Common Assessments	Ongoing Through 6/2015	🟡

			assessments.	Progress Monitoring through formative assessment Student Grades		
Students will participate in campus-wide Numerical fluency building activities.	Fernando Rios, AP Individual Teachers Administrators	Numerical Fluency PD Model Lessons and Materials		Student tracking forms Student data on twice weekly assessments, CBAs, and benchmarks	Ongoing Through 6/2015	🟡

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

Objective: Improvement in student achievement: Reading, with a focus in the following subgroup: ELLs and SpEd

Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
The ELAR instructional framework is embedded into ELAR lesson plans as evidenced by reading strategies, vocabulary program, reading program, project based learning, and use of campus wide literacy strategies.	Tahira Sahibzada, AP Savannah Haye, ELA Instructional Coach, Jess Archer, ESL/ELA Instructional Coach Individual Teachers	PD on reading strategies Building academic vocabulary Campus wide literacy strategies Interactive Notebooks	ELAR Lesson Plans Weekly Common Assessments and Data Analysis Walk thru observations Focused Learning Walk Authentic and teacher created anchors of support PLC Agendas PLC Minutes Student Grades	Ongoing Through 6/2015	🟡
Tier II and III interventions during advisories, afterschool, and Saturdays	Tahira Sahibzada, AP Savannah Haye, ELA Instructional Coach, Jess Archer, ESL/ELA Instructional Coach Individual Teachers	PD on AIMSweb, teaching materials for interventions	AIMSweb data Schoolnet Student Grades Attendance	AIMSweb PD: October 14 2013 Data analysis and intervention: ongoing training on data analysis as needed through 6/2015	🟢 🟡

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

Objective: Improvement in student achievement: Writing, with a focus in the following subgroups: All, Hisp, Eco Dis, SpEd, and ELLs

Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Decrease instructional variability in writing and ensure coherence, rigor, and equity of instruction for All students, Hisp, Eco Dis, SpEd, and ELLs.	Tahira Sahibzada, AP Savannah Haye, ELA Instructional Coach, Jess Archer, ESL/ELA Instructional Coach Individual Teachers H. Palmeter, Solution Team	Holistic Scoring and Calibration of student compositions. Campus Writing Plan Building student academic vocabulary	ELA Lesson Plans Student Graded Writing Compositions Authentic and teacher created anchors of support PLC Agendas PLC Minutes	Ongoing Through 6/2015	🟠
Tier III interventions during advisories, afterschool, and on selected Saturdays for All students, Hisp, Eco Dis, SpEd, and ELLs.	Tahira Sahibzada, AP Savannah Haye, ELA Instructional Coach, Jess Archer, ESL/ELA Instructional Coach Individual Teachers H. Palmeter, Solution Team	Differentiating instruction/strategies with focus on STAAR targeted materials. Opportunity to include teachers in decisions regarding use of academic assessments. PD with guest authors.	Student Compositions Weekly Common Assessments and Data Analysis Peer editing	Ongoing Through 6/2015	🟠

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

Objective: Improvement in student achievement: Science, with a focus in the following subgroup: ELLs

Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Decrease instructional variability in writing and ensure coherence, rigor, and equity of instruction for AA and ELLs.	Denise Kelly, Project Manager Jess Archer, ESL/ELA Instructional Coach Individual Teachers Paula Noe, Solution Team	Embedded PD during PLC's. Interactive Notebooks	Lesson plans Weekly Common Assessments and Data Analysis Walk-thru observations Instructional Learning Walks	Ongoing Through 6/2015	🟠

Table #CI-2	☒ State: Below safeguard target	☐ AYP: Area of low performance				
Objective: Improvement in student achievement: Social Studies, with a focus in the following subgroup: All students, Hisp, Eco Dis, ELLs						
Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards						
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**		**Status**
Decrease instructional variability in Social Studies and ensure coherence, rigor, and equity of instruction for All students, Hisp, Eco Dis, and ELLs.	Tahira Sahibzada, AP Jess Archer, ESL/ELA Instructional Coach Individual Teachers Storm Vance, Solution Team	Embedded PD during PLC's. Interactive Notebooks Authentic and teacher created anchors of support. STAAR targeted assessments and materials.	Lesson plans Weekly Common Assessments and Data Analysis Authentic and teacher created anchors of support Walk-thru observations Instructional Learning Walks	Ongoing Through 6/2015		🟡

(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 Fitness gram 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
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local)	Leslie Dusing	Principal will communicate contents of the policy across stakeholders

Principal 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 the Texas Department of Agriculture, campus staff, parents, or from food services. | Ongoing Through 6/2015 | 🟡 |
| All middle school students will be enrolled and participate in four semesters overall of physical education. | Martha Smith Debbie Sanders | Two semesters in 6th grade, one semester in 7th and one semester in 8th. | Master schedule | Ongoing Through 6/2015 | 🟡 |
| Continue to promote wellness and fitness as a school-wide efforts by increasing or meeting Fitnessgram standards

. | Administration Physical Ed. Teachers Catch Designee, School Nurse | Establish a school-wide participation program-Marathon High | One third of students will complete the mini marathon-Marathon High

Use of CATCH assessments, data and surveys

Inclusion of CATCH and health information in campus newsletters, parent correspondence, | 10/13 through 12/13 1/2014 2/2014

Ongoing Through 6/2015 | 🟡

🟡 |

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 Fitness gram 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
			classrooms, cafeteria, gym, and campus events		
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments	Mary Quinn Rodney Greene	Students will complete various assessments during a grading period	Students' data will be entered in Grade Speed according to grade level and teacher	Ongoing Through 6/2015	🟡
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	Mary Quinn Rodney Greene	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.	Ongoing Through 6/2015	🟡

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
Establish campus-wide anti-bullying/No Place for Hate culture through the formation of a committee and designation of a committee leader	Administrators Cameroneil - AVID Discipline Support Committee Communities In School Individual Teachers	Campus wide embedded PD using No Place for Hate materials Social Emotional Learning for staff and students	Decrease in discipline referrals for tolerance related offenses Increase recognition for demonstrated positive behavior Implementation of Individualized Student Behavior Plan approach to behavior management	Ongoing Through 6/2015	🟡

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategies	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Increase opportunities for parental participation in school and community activities b. Establish a culture of Parental Involvement c. Notify parents of results in assessments (benchmarks, report card grades, etc.) in a language they can understand. d. Notify Parents of AYP and Title I status with areas and improvement noted in a language they can understand.	Parent Support Spec, Administrators Counselors CAC Teachers Staff Communities In School PTA Parents	Communicate with parents in their primary language and provide translations/translators Parent Coffee with Principal Parent Information meeting (communication will be in parents primary language) District-generated letter informing parents of status sent in primary language	Increase in parent attendance at all school events Parent Surveys Teacher communication log in E-CST documenting conversation about grades and assessments Sign-in roster from Coffee/PTA/CAC Flyer for meeting, agenda, and sign-in sheet at Parent meetings	Ongoing Through 6/2015	🟡
Families will be referred to Parent Support Specialist for resources when needed	Administrators, Counselors Teachers	Campus PD on referable issues	Processed referrals	Ongoing Through 6/2015	🟡
Parents will be recruited to volunteer and be LPAC members	LPAC Chair	LEP lists and contact information	Recruitment letter, LPAC oaths	Ongoing Through 6/2015	🟡
Parents will be encouraged to participate in their children's ARDs	Special Education Teachers	SpEd lists and contact information	Invitation letters, phone logs	Ongoing Through 6/2015	🟡

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
Teachers will be provided professional development on Data Analysis including but not limited to: item analysis, deconstruction of TEKS, test data analysis, Schoolnet.	Administrators, district coaches, and teachers	Schoolnet access, assessment data, demographics data, state standards	PLC agendas, lesson plans, observations, test data	District PD days and weekly PLC's	
Teachers will be provided professional development on ESL strategies including but not limited to Sheltered English strategies, ELPS, TELPAS, and LPAS.	Administrators, district coaches, and teachers	LPAS access, ELPS resources, TELPAS resources, District Coaches and Specialist to help provide PD	PLC agendas, lesson plans, observations, test data	District PD days and weekly PLC's	
Teachers will be provided professional development on Special Education best practices including but not limited to how to provide accommodations and modifications, Co-Teaching, ARD procedures.	Administrators, district coaches, and teachers	District Coaches and Specialist to help provide PD	PLC agendas, lesson plans, observations, test data	District PD days and weekly PLC's	

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate by 4%					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
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**
Provide intensive Tier II and III remediation to students before referring to Special Education	Tahira Sahibzada, AP General Education Teachers, Special Education teachers Instructional Coaches Counselors Administrators	Job embedded PD to support RtI Tier II and III interventions

eCST Progress Monitoring | Positive student response to Tier II and Tier III interventions Increase grades Increase attendance Decrease discipline Decrease in the number of students referred to Special Education Weekly Personal Responsibility Reports | Ongoing Through 6/2015 | 🟡 |
| Review campus level data on SpEd representation provided by the SpEd department | Tahira Sahibzada Special Education teachers Counselors Administrators | Review identified students who passed STAAR –M and determine if student could take grade level STAAR with appropriate accommodations

Review students who may have been identified due to behavior or language concerns.

Determine if student with targeted intervention support should move to an ARD for special education dismissal. | The number of students taking STAAR-M will decrease from 48.6 to 40% in reading and 66.4 to 50% in mathematics | Ongoing Through 6/2015 | 🟡 |
| Continue developing and implementing the Child Study System | Administrators Alma Ibarra SpEd Teachers | Develop behavior, attendance, and academic intervention plans in eCST to support students as they transition from special education identification | Intervention plans will be documented in eCST and will include specific Tier II interventions for each student.

Leadership Team will monitor to facilitate implementation of intervention plans | Ongoing Through 6/2015 | 🟡 |

Table #DR-5					
Objective: Reduce special education identification rate by 4%					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
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**
Provide targeted reading strategies to support students in order to exit from Special Education	Tahira Sahibzada Alma Ibarra Special Education teachers	All faculty and staff will participate in SIMS Learning Strategies PD. Use SIM learning strategies for developing students' organizational and reading comprehension skills as they transition out of special education services. Funding provided by the Raise Up Texas Grant	Professional Learning session was provided by Region XIII Raise Up Texas Grant on 9/26/13 Students will be grouped together during Advisory for targeted Tier II interventions.	Ongoing Through 6/2015	🟡

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education by 4%.					
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**
Provide intensive Tier II and III remediation for African American students before referring to Special Education	Tahira Sahibzada, AP General Education Teachers, Special Education teachers Instructional Coaches Counselors Administrators	Job embedded PD to support RtI Tier II and III interventions eCST Progress Monitoring	Positive student response to Tier II and Tier III interventions Increase grades Increase attendance Decrease discipline Decrease in the number of African American students referred	Ongoing Through 6/2015	🟡
Review campus level data on SpEd representation provided by SpEd department	Tahira Sahibzada Special Education teachers Counselors Administrators	Identify special education students who are African American to identify unique needs of each student Provide African American students identified for special education services with peer mentors and additional small group interventions during and after school with special attention to students with unique learning needs	Grade level teams will develop an intervention plan for each identified student Students will be paired with a mentor in academic content areas.	Ongoing Through 6/2015	🟡
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model	Tahira Sahibzada Special Education teachers Counselors Administrators SpEd Coordinator	All Special Ed teachers and teacher assistants will participate in professional learning sessions about best practice instructional strategies for special education students to facilitate improved academic performance	District SPED coordinator provided professional development on 10/23/13 African America students receiving Special Education services will decrease Intervention days during content classes will address the specific needs of	Ongoing Through 6/2015	🟡

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education by 4%.					
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**
		Use AIMS Web data to progress monitor and determine Tier II intervention needs	students and documented in lesson plans.		

Table #DR-7					
Objective: Maintain or Reduce the rate of Hispanic students identified for special education by 1%.					
Condition: if rate > 1 percentage point about Hispanic enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide intensive Tier II and III remediation for Hispanic students before referring to Special Education	Tahira Sahibzada, AP General Education Teachers, Special Education teachers Instructional Coaches Counselors Administrators	Job embedded PD to support RtI Tier II and III interventions eCST Progress Monitoring	Positive student response to Tier II and Tier III interventions Increase grades Increase attendance Decrease discipline Decrease in the number of African American students referred	Ongoing Through 6/2015	🟡
Review campus level data on SpEd representation provided by SpEd department	Tahira Sahibzada Special Education teachers Counselors Administrators	Identify special education students who are Hispanic to identify unique needs of each student Provide Hispanic students identified for special education services with peer mentors and additional small group interventions during and after school with special attention to students with	Grade level teams will develop an intervention plan for each identified student Students will be paired with a mentor in academic content areas.	Ongoing Through 6/2015	🟡

Table #DR-7

Objective: Maintain or Reduce the rate of Hispanic students identified for special education by 1%.

Condition: if rate > 1 percentage point about Hispanic enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		unique learning needs			
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model	Tahira Sahibzada Special Education teachers Counselors Administrators SpEd Coordinator	All Special Ed teachers and teacher assistants will participate in professional learning sessions about best practice instructional strategies for special education students to facilitate improved academic performance Use AIMS Web data to progress monitor and determine Tier II intervention needs	District SPED coordinator provided professional development on 10/23/13 Hispanic students receiving Special Education services will decrease Intervention days during content classes will address the specific needs of students and documented in lesson plans.	Ongoing Through 6/2015	🟡

Special Education Disciplinary Placements– *All Levels*

Table #DR-8

Objective: Reduce the rate of special education students in discretionary DAEP settings by 1%.

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
Proactively initiate Problem Solving ARD meeting or Manifestation Determination hearing	SPED Case Managers Administrators, District Specialists Teachers Parents	Campus wide PD on behavior management support and needs of the SPED students Guidance and support from district's behavior specialist Input from CST committee	Department meeting minutes Focused Learning Walk External and internal referrals Decrease in DAEP placements	Ongoing Through 6/2015	🟡

Table #DR-9

Objective: Reduce the rate of special education students in discretionary ISS settings by 20%.

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
Continue to train and implement strategic Tier II interventions, including preventative behavior management strategies	SPED Case Manager Administrators, District Specialists Teachers Parents	Campus wide PD on behavior management support and needs of the SPED student Discipline committee input	Department meeting minutes Focused Learning Walk External and internal referrals Decrease referrals to ISS	Ongoing Through 6/2015	🟡
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 (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior	Administrators Alma Ibarra Team Facilitators	Team Facilitators will participate and lead PD focusing on behavior interventions for improved student behavior that leads to increased student achievement Grade level PLCs will develop behavior	Team facilitators will provide PD to team during grade level team PLCs Intervention plans include positive solution based strategies rather than negative punishment based strategies	Ongoing Through 6/2015	🟡

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings by 20%.					
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**
that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors		intervention plans using the strategies to promote improved student behavior	Reduction in the number of special educations students receiving referrals and enrolled in the campus Learning Support Center.		
Provide students with mentors/buddies as role models for peer support	Alma Ibarra Christy Barrett Administrators	Identify AVID students who will provide positive peer support to identified students for improved behavior. Provide mentors and mentees lunch session opportunities to dialogue	Decrease in the number of special education students referred to ISS Students are engaging in lunch sessions	Ongoing Through 6/2015	🟡

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings by 20%					
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**
Continue to train and implement strategic Tier II interventions, including preventative behavior management strategies	SPED Case Managers Administrators, District Specialists Teachers Parents	Campus wide embedded PLC PD on behavior management support and needs of the SPED students Grade level teams in collaboration with special education teachers will develop behavior interventions for identified special education students with 5 or more disciplinary referrals Faculty and staff will engage in professional learning sessions specifically targeted at behavior interventions for students.	Department meeting minutes Focused Learning Walk External and internal referrals Decrease in referrals to OSS Intervention plans are developed and documented in eCST. Service tracking will be used to document progress monitoring of intervention plan Campus faculty PLC agendas reflect learning about student behavior interventions and implementation is evident in documentation teachers provide in eCST	Ongoing Through 6/2015	🟠
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 (setting reasonable goals, reflect on prior experience, derive a plan,	Administrators Alma Ibarra Team Facilitators	Team Facilitators will participate and lead PD focusing on behavior interventions for improved student behavior that leads to increased student achievement Grade level PLCs will	Team facilitators will provide PD to team during grade level team PLCs Intervention plans include positive solution based strategies rather than negative punishment based strategies	Ongoing Through 6/2015	🟠

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings by 20%					
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**
initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors		develop behavior intervention plans using the strategies to promote improved student behavior.	Reduction in the number of special educations students receiving referrals and enrolled in the campus Learning Support Center.		
Provide students with mentors/buddies as role models for peer support	Alma Ibarra Christy Barrett Administrators	Identify AVID students who will provide positive peer support to identified students for improved behavior. Provide mentors and mentees lunch session opportunities to dialogue.	Decrease in the number of special education students referred to discretionary OSS settings. Students are engaging in lunch sessions.	Ongoing Through 6/2015	🟡

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

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more by 1%.					
Condition: if rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Continue to track LRE data to identify positive and negative trends	Tahira Sahibzada, AP Alma Ibarra Special Education teachers	SpEd PLC will focus on LRE data analysis and identification of improvement strategies	Rate of special education students in the general education population will increase by at least 1%	Ongoing Through 6/2015	🟠
Ensure that learning activities for all students are clearly aligned to TEKS	General Education Teachers, Special Education teachers Instructional Coaches Counselors Administrators	Increase collaboration on lesson planning between general and special education teachers	Rate of special education students in the general education population will increase by at least 1%	Ongoing Through 6/2015	🟠
Continue to expect teacher familiarity with their students' IEPs and request evidence of ongoing progress with goals/objectives	General Education Teachers, Special Education teachers Teacher Assistants	All Special Ed teachers and teacher assistants will participate in professional learning sessions about best practice instructional strategies for special education students to facilitate improved academic performance	Students are successfully participating in the regular education setting as demonstrated by their grades in benchmark, short cycle, and common assessments Rate of special education students in the general education population will increase by at least 1%	Ongoing Through 6/2015	🟠
Continue ongoing progress monitoring to gauge student's knowledge, meaningful access to the enrolled grade level curriculum, and to drive intervention efforts	General Education Teachers, Special Education teachers Instructional Coaches Counselors Administrators	All Special Ed teachers and teacher assistants will participate in professional learning sessions about best practice instructional strategies for special education	Students are successfully participating in the regular education setting as demonstrated by their grades in benchmark, short cycle, and common assessments Rate of special education students in the general	Ongoing Through 6/2015	🟠

Table #DR-11

Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more by 1%.

Condition: if rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		students to facilitate improved academic performance	education population will increase by at least 1%		

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): 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
Review student and campus data provided by SPED department on % of students taking STAAR for targeting reviews of individual placement decisions and staffing decisions.	SpEd teachers and Administrators	Student and campus data.	Rate increases to at least 60%	Ongoing Through 6/2015	🟠

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) by 15%.

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
Review student and campus data provided by SPED department on % of students taking STAAR for targeting reviews of individual placement decisions and staffing decisions.	SpEd teachers and Administrators	Student and campus data.	Rate will be no greater than 40%	Ongoing Through 6/2015	🟠

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): Yes					
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**
Students will participate in goal setting conferences and track personal progress.	Administrators, Individual ELA teachers Individual ELL teachers	PD as indicated in Table #DR-4. Test data.	Goal setting meeting forms, practice TELPAS test scores, Reading test scores	Ongoing Through 6/2015	🟡

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-16	☐ 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): NA					
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): NA					
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): NA					
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): NA					
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	Tutors address needs of at - risk students in science, social studies, ELA, and Math twice weekly for approximately 30 minutes
General Supplies for at-risk students	Resources used to address at-risk students' needs in science, social studies, ELA, and math
Middle School reading and math initiatives	Reading & math pull-out for at-risk students
Reading specialists	Reading specialist pull out for at-risk students
Elementary Counselors	Two counselors address academic scheduling, and social emotional needs of at-risk students
Parent Support Specialist	PSS does community/home outreach to address needs of at-risk students and families
TOTAL	**$**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

Components	Pages
Comprehensive needs assessment	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	30
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	13
Strategies to attract highly qualified teachers to high-need schools	30
Strategies to increase parental involvement	12
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.)	6-8
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-9, 14-26
Coordination and integration of federal, state, and local services and programs	29,30,32,33-38
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	12-13

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	29, 13
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	N/A

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	Summative
	Needs Assessment	**Action Plan Strategy**	**Expenditure**	**Assessment of Impact**
Personnel				
Two .5 assistant principals including benefits	Improve systems, procedures, and supervision of teachers and classroom strategies to increase STAAR performance and improve school climate.	Assessment results, behavior data, PDAS and walk-throughs results.	$76,518.00	Student achievement on STAAR, reduction in discipline referrals, and observed best practices in instruction.
FTE – 2 teachers including benefits	Provide HQ teachers in core areas	Be able to provide 2 additional teachers to support a structure of smaller learning communities	$110,527.00	Increase student performance In social studies STAAR scores by 30%.
FTE - .50 T.A. including benefits	Provide extra support in math for struggling students	Math STAAR scores indicate extra support needed for 50% of students	$19,992.00	Increase student performance In social studies STAAR scores by 20%.
Instructional Supplies, Materials, and Equipment				
General Supplies (instructional purposes)	All campus goals and strategies	Provide specialized intervention materials to be used in tutoring.	$67,856.00	Increase students' STAAR performance bin reading and math by 20%

Refreshments for students during Testing	Allow for funding to provide healthy & nutritional snacks for all students during assessments and after school tutorials	Provide healthy and nutritional snacks to all students during assessments and after school tutorials	$2500.00	

Professional Development/Staff Training

Substitutes for training purposes	ELA and Math teachers will engage in professional development with new techniques and increase knowledge of best practices	Provide a way for teachers to attend PD on and off campus.	$30,000.00	Increase teacher competencies and use of best practices resulting in an 20% increase in STAAR scores
Professional Services	ELA and math teachers will increase their knowledge to teach successfully	Train staff regarding new techniques	$5,000.00	Academic success and STAAR success
Reading Materials	All core subject teachers will increase their knowledge and repertoire on skills to reach campus goals	Book studies on increasing rigor in classroom, engaging with students, learning new techniques in teaching effectively	$2,500.00	Teachers will engage in PD discussion and implement ideas gained from the readings
Reproduction and Printing	Anchors of support to help train ELA and math teachers	Information material for PD	$2,500.00	Help teachers with student achievement on STAAR scores

Community Services (Function 61)

New Computer	Increase communication with parents and community members	To support parents with technology	$781.00	Parent involvement will increase by 20%.
Reading Materials	Increase communication with parents and community members	To support the parent resource center	$500.00	Parent involvement will increase by 20%.

	PSS will attend training that will support reaching out to more parents and community	To attend parent support training	$4,750.00	Parent involvement will increase by 20%.
Travel	PSS will attend parental improvement workshops	Parents will be provided with learning opportunities to improve their parenting	$1,500.00	Parent survey will reflect parents are better informed
Refreshments (healthy snacks)	PSS working with and meeting with parents	Low parent involvement	$1,437.00	Parent involvement will increase by 20%
Total (Must Match BTO Total)			$371,361.00	
Principal Approval			Date:	10/7/2013

APPENDIX F
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				
Two .5 assistant principals including benefits	Improve systems, procedures, and supervision of teachers and classroom strategies to increase STAAR performance and improve school climate.	Assessment results, behavior data, PDAS and walk-throughs results.	$76,518.00	Student achievement on STAAR, reduction in discipline referrals, and observed best practices in instruction.
FTE – 2 teachers including benefits	Provide HQ teachers in core areas	Be able to provide 2 additional teachers to support a structure of smaller learning communities	$110,527.00	Increase student performance In social studies STAAR scores by 30%.
FTE - .50 T.A. including benefits	Provide extra support in math for struggling students	Math STAAR scores indicate extra support needed for 50% of students	$19,992.00	Increase student performance In social studies STAAR scores by 20%.
Instructional Supplies, Materials, and Equipment				
Extra Duty Tutoring	Targeted tutoring will provide at-risk students the additional academic support	Tutoring, training, planning	$45,000.00	Increase students' STAAR performance bin reading and math by

	they need to be successful			20%
General Supplies (instructional purposes)	All campus goals and strategies	Provide specialized intervention materials to be used in tutoring.	$67,856.00	Increase students' STAAR performance bin reading and math by 20%
Refreshments for students during Testing	Allow for funding to provide healthy & nutritional snacks for all students during assessments and after school tutorials	Provide healthy and nutritional snacks to all students during assessments and after school tutorials	$2500.00	Help teachers with student achievement on STAAR scores
Professional Development/Staff Training				
Substitutes for training purposes	ELA and Math teachers will engage in professional development with new techniques and increase knowledge of best practices	Provide a way for teachers to attend PD on and off campus.	$30,000.00	Increase teacher competencies and use of best practices resulting in an 20% increase in STAAR scores
Professional Services Training	ELA and math teachers will increase their knowledge to teach successfully	Train staff regarding new techniques	$5,000.00	Academic success and STAAR success
Reading Materials	All core subject teachers will increase their knowledge and repertoire on skills to reach campus goals	Book studies on increasing rigor in classroom, engaging with students, learning new techniques in teaching effectively	$2,500.00	Teachers will engage in PD discussion and implement ideas gained from the readings
Reproduction and Printing	Anchors of support to help train ELA and math teachers	Information material for PD	$2,500.00	
Community Services (Function 61)				
New Computer	Increase communication with parents and community members	To support parents with technology	$781.00	Parent involvement will increase by 20%.
Reading Materials	Increase communication with parents and community members	To support the parent resource center	$500.00	Parent involvement will increase by 20%.
General Supplies	PSS will attend training that will support reaching	To attend parent support training	$4,750.00	Parent involvement will increase by 20%

	out to more parents and community			
Travel	PSS will attend parental improvement workshops	Parents will be provided with learning opportunities to improve their parenting	$1,500.00	Parent survey will reflect parents are better informed
Refreshments (healthy snacks)	PSS working with and meeting with parents	Low parent involvement	$1,437.00	Parent involvement will increase by 20%
Other Requests				
			$	
			$	
			$	

TOTAL (Must Match BTO Total)	371361.00

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.

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	16	14	34.07	31
Asian	<1	*	45.00	*
AA	15	13	33.46	31
Hispanic	16	14	34.34	31
White	*	*	29.09	*
2 or More	*	<1	20.00	20
EcD	16	14	34.01	31
ELL	6	6	25.99	25
Spec Ed	16	15	34.85	32
6th English	14	16	36.49	33
7th Grade	12	10	30.19	28
8th Grade	23	16	36.18	33

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	14	17	37.24	34
Asian	>99	*	95.00	*
AA	16	12	31.57	29
Hispanic	14	18	37.59	34
White	*	*	39.09	*
2 or More	<1	*	36.67	*
EcD	14	18	37.65	34
ELL	6	13	32.90	30
Spec Ed	14	21	41.00	37
6th English	13	28	47.98	42
7th Grade	9	13	33.02	30
8th Grade	21	10	30.47	28

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	5	9	29.43	28
Asian	n/a	<1	20.00	20
AA	*	*	35.00	*
Hispanic	*	9	29.04	27
White	*	<1	20.00	20
2 or More	<1	n/a	20.00	n/a
EcD	4	10	29.76	28
ELL	<1	*	23.45	*
Spec Ed	*	*	33.89	*
7th Grade	5	9	29.43	28

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	9	9	28.57	27
Asian	n/a	<1	20.00	20
AA	*	*	43.53	*
Hispanic	8	6	26.08	25
White	*	*	36.67	*
2 or More	n/a	*	53.33	*
EcD	9	8	28.28	27
ELL	*	*	25.08	*
Spec Ed	*	*	37.39	*
8th Grade	9	9	28.57	27

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	15	35.03	32
Asian	n/a	<1	20.00	20
AA	*	*	37.65	*
Hispanic	18	12	32.33	30
White	*	*	70.00	*
2 or More	n/a	*	86.67	*
EcD	19	14	34.37	31
ELL	*	*	25.08	*
Spec Ed	*	*	33.04	*
8th Grade	19	15	35.03	32

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	4	4	13.77	13
Asian	<1	*	35.00	*
AA	*	*	13.85	*
Hispanic	3	4	13.73	13
White	*	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	4	4	13.72	13
ELL	<1	*	11.38	*
Spec Ed	<1	*	13.96	*

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	3	3	13.45	13
Asian	<1	*	60.00	*
AA	*	*	11.92	*
Hispanic	3	3	13.36	13
White	<1	<1	10.00	10
2 or More	<1	<1	10.00	10
EcD	3	3	13.39	13
ELL	*	*	12.30	*
Spec Ed	*	*	15.00	*

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	<1	*	10.47	*
Asian	n/a	<1	10.00	10
AA	<1	*	15.00	*
Hispanic	<1	<1	10.00	10
White	<1	<1	10.00	10
2 or More	<1	n/a	0.00	n/a
EcD	<1	*	10.49	*
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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

STAAR/EOC Social Studies at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	11.71	*
Asian	n/a	<1	10.00	10
AA	*	*	15.88	*
Hispanic	*	*	11.35	*
White	<1	<1	10.00	10
2 or More	n/a	<1	10.00	10
EcD	*	*	11.18	*
ELL	<1	*	11.69	*
Spec Ed	<1	*	14.35	*

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	*	*	12.89	*
Asian	n/a	<1	10.00	10
AA	<1	<1	10.00	10
Hispanic	*	*	12.74	*
White	*	*	26.67	*
2 or More	n/a	<1	10.00	10
EcD	*	*	12.99	*
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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	94.9%	94.4%	94.2%	93.6%	93.5%	94.1%	95.00
African American	93.7%	92%	92.3%	92.1%	91.9%	92.7%	95.00
Asian	98.5%	95.8%	94.8%	94.7%	95.6%	98.7%	99.00
Hispanic	95.1%	94.8%	94.6%	93.8%	93.8%	94.3%	95.00
Native American					98.9%	95.7%	96.00
White	92.8%	92.9%	91.5%	93%	92.7%	94.8%	95.30
2 or More				92.1%	89.4%	83.9%	90.00
EcD	95.1%	94.4%	94.5%	93.1%	93.5%	94.1%	95.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	790
African American	89
Asian	16
Hispanic	651
Native American	2
White	23

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	28%	45%	6%	26%	50%	30%

Campus Discretionary Removals

	All	A-A	Asian	Hisp	N-A	White
Removals	1%	2%	-	1%	-	-

Campus ALC/EDAP or ISS

	All	A-A	Asian	Hisp	N-A	White
ISS	24%	31%	-	23%	-	17%
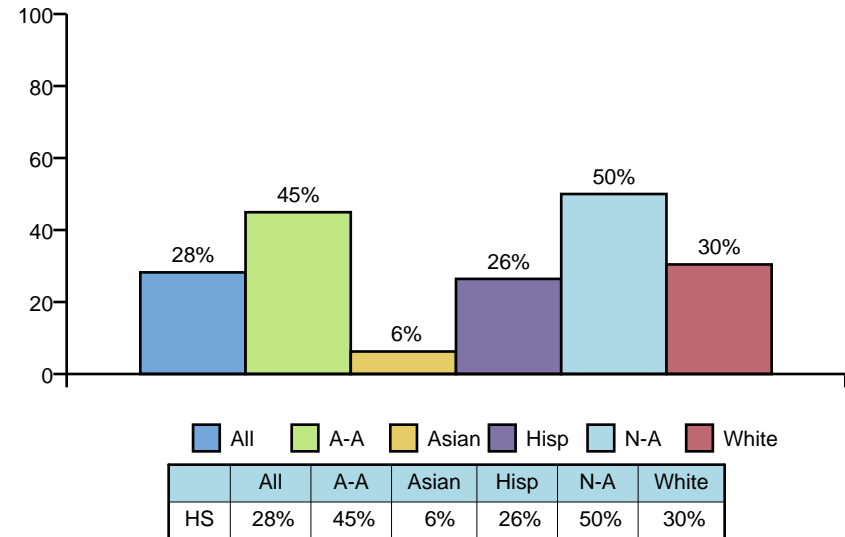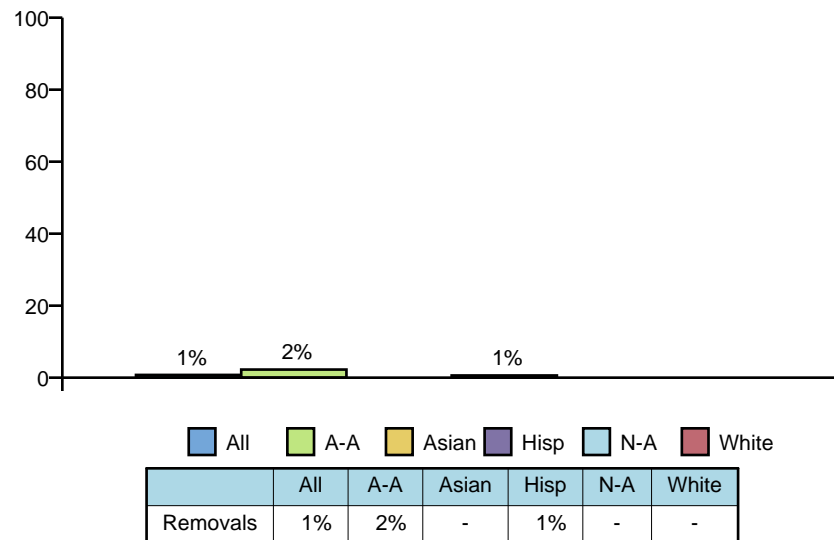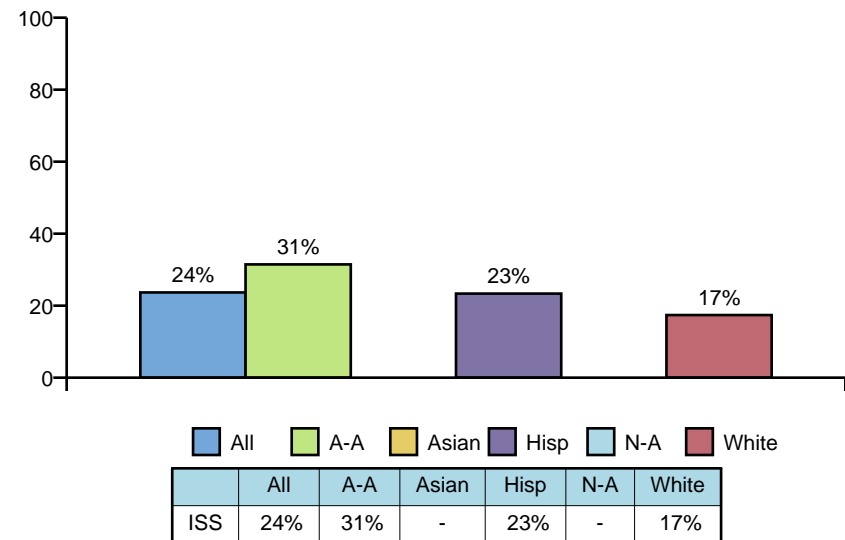
Discipline Targets

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	26	3.76%	12	1.53%	6	.76%	0.75
African American	6	7.32%	3	3.23%	2	2.25%	1.50
Asian							0.00
Hispanic	19	3.35%	9	1.39%	4	.61%	0.60
Native American							0.00
White	1	4.35%					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	190	27.5%	208	26.53%	223	28.23%	27.00
African American	35	42.68%	38	40.86%	40	44.94%	44.00
Asian	1	9.09%			1	6.25%	5.31
Hispanic	148	26.1%	164	25.31%	172	26.42%	25.48
Native American					1	50%	49.00
White	3	13.04%	4	13.33%	7	30.43%	29.49

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	230	33.29%	256	32.65%	187	23.67%	23.25
African American	47	57.32%	44	47.31%	28	31.46%	31.04
Asian	2	18.18%					17.76
Hispanic	174	30.69%	205	31.64%	152	23.35%	22.93
Native American							0.00
White	4	17.39%	5	16.67%	4	17.39%	16.97

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	570	597	615	669	677
African American	70	74	74	81	62
Asian	9	14	8	4	9
Hispanic	475	487	499	547	560
Native American				1	1
White	16	22	19	21	17
2 or More			15	15	28

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	221	6	3%	225	7	3%	2.91	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	-	-	-	0.00	
Hispanic	211	6	3%	217	7	3%	3.04	
White	*	*	*	*	*	*	0.00	
EcD	218	6	3%	220	6	3%	2.70	
Special Ed	35	3	9%	46	5	11%	9.72	

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	73	36	49%	73	48	66%	84	40	48%	82	54	66%	58	31	53%	56	33	59%
F	Hispanic	535	326	61%	527	353	67%	559	315	56%	556	355	64%	616	309	50%	608	345	57%
F	White	22	14	64%	20	10	50%	31	24	77%	31	27	87%	13	6	46%	13	6	46%
F		630	376	60%	620	411	66%	674	379	56%	669	436	65%	687	346	50%	677	384	57%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	74	59	80%	74	68	92%	95	69	73%	93	82	88%	87	71	82%	87	81	93%
M	Hispanic	612	313	51%	603	458	76%	736	332	45%	726	516	71%	629	290	46%	620	472	76%
M	White	26	14	54%	26	22	85%	16	10	63%	16	14	88%	21	12	57%	19	14	74%
M		712	386	54%	703	548	78%	847	411	49%	835	612	73%	737	373	51%	726	567	78%
total		1342	762	57%	1323	959	72%	1521	790	52%	1504	1048	70%	1424	719	50%	1403	951	68%

Data Source: AISD Fitnessgram