Small 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	Amy Taylor	8/29/13
Co-Chair	Diane Ewing	8/29/13
Co-Chair	Adrienne Schwenke	11/5/13

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	**Amy Taylor**
Green Tech Academy Director	**Sherry Lepine**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Benita Trevino			√			
Parent	Jennifer Newell						
Parent	Heather Sanchez						
Parent	Lucila Martinez						
Parent	Adrienne Schwenke	√					
Parent	Melinda Cantu						
Parent	Fran Kasper						
Parent	David Burns						
Parent	Christie Gaderson						
Parent	Hollie Peterson						
Professional Staff Member	Sylvia Brown				√		
Professional Staff Member	Kylee Gipson				√		
Professional Staff Member	Nate Rosenberg				√		
Professional Staff Member	Juanita Villarreal				√		
Professional Staff Member	Gretchen Kehrberg				√	√	
Professional Staff Member	Megan Ivins				√	√	
Professional Staff Member	Rhonda Offield		√		√		
Professional Staff Member	Jena Weber				√		
Professional Staff Member	Monica Saldivar				√		
Professional Staff Member	Victoria Kelly				√		

Classified Staff Member	Diane Ewing	√					
Student *(If Applicable)*	n/a						
Student *(If Applicable)*	n/a						
Business Representative	Gary Garcia						
Community Representative	David Mosrie						

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
Normal Time:	4:00 p.m.

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
4 hours	8 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Small_2013 TEA Accountability Summary
- Small MS C-IEP 6-2013
- Small MS TEA 2013 System Safeguards
- Small MS Teacher, Parents, & Student Climate Surveys
- Small MS TEA 2013 Distinction Designation Summary
- Small MS Discipline Date 2012-13

Based on review of the above data, the following areas of needed improvement were identified:
- Social Studies: grade 8 – special education passing rates
- Level III passers
- Academic Achievement Distinction Designation (AADD) in Reading, Math, & Top 25% Student Progress
- Special Education: identification, AA representation, ISS placements, LRE, STAAR testers, and STAAR M testers

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☒State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Social Studies (grade 8) STAAR performance increase for special education students					
Applicable Strategic Plan Goal(s): All students will perform at or above grade level.					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Increase # of 8th grade social studies special education passers through during and after school tutorials.	8th grade social studies teachers & intervention specialists	Co-teach support in 8th grade social studies classes, after-school interventions, PD planning time for 8th grade teachers to differentiate for special needs	>55% passing for social studies special education	August 2013 – April 2013	In Progress
Pathways class created 2nd semester for 8th grade students in need of interventions for social studies & science	8th grade social studies teachers, counselors, & intervention specialists	Curriculum planning and pay for a 7/8 class.	>55% passing for social studies special education	January 2014 – April 2014	Not started yet

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

Objective: Increase STAAR Level III passers in all tested subjects/grade levels.

Applicable Strategic Plan Goal(s):   All students will graduate ready for college, career, and life in a globally competitive economy.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Reading, Writing, Math, Science, & Social Studies departments will align PreAP curriculum expectations	Department chairs & departments	Planning time	Level III performance on STAAR 2014	October 2013 – June 2014	In Progress

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

Objective: Achieve AADD for Math, Reading, and Top 25% Student Progress

Applicable Strategic Plan Goal(s):   All students will graduate ready for college, career, and life in a globally competitive economy.

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Participation rates in Algebra will increase to 1/3 of 8th grade class for 2014-15 through analysis of 7th grade on-level data to determine which students could move to 7th grade accel or differentiation with current curriculum prior to Algebra Readiness assessment at the end of 7th grade.	7th grade math teachers, math department chair, counselors, principal	Time for analysis, curriculum writing, and schedule changes	# of student prepared for and enrolled in grade 8 Algebra for 2014-15 school year.	September 2013 – June 2014	In Progress
Attendance rate will increase to 98% by changing designated time to 3rd period (for A & C days) and 4th period (for B day). Assistant Principals and the attendance clerk will monitor unexcused absences while classroom teachers will monitor unexcused tardies.	Attendance clerk, counselors, assistant principals, teachers	Unexcused tardies and unexcused attendance reports for designated periods.	Attendance rate will increase to 98%	August 2013 – June 2014	In Progress
Attendance rate will increase to 98%: Attendance Awards will be given to students each semester	Assistant Principals & Attendance Clerk	Attendance reports, awards, time for presenting awards, coordination of awards assembly	Attendance rate will increase to 98%	August 2013 – June 2014	In Progress
Attendance rate will increase to 98%: Unexcused tardies for 3rd & 4th periods will decrease through the use of hallway sweeps per floor	Assistant Principals, security, & Attendance Clerk	Time for planning & scheduling of sweeps along with communication with teachers after sweeps	Attendance rate will increase to 98%	October 2013 – June 2014	Not started yet
Attendance rate will increase to 98%: Parents will have an option of scanning	Assistant Principals & Attendance Clerk	Time for planning	Attendance rate will increase to 98%	September 2013 – June 2014	In Progress

notes electronically to the attendance clerk.					
Increase Level III performance in 7th grade writing, 8th grade reading, and Algebra I through curriculum planning and alignment.	7th grade ELA teachers, 8th grade math teachers, Algebra I teachers	Time for planning	Level III: Saturday camps/after-school tutorial funds allocated for targeted students	August 2013 – June 2014	In Progress

Table #CI-3	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Improve parent, student, and staff climate surveys					
Applicable Strategic Plan Goal(s): All students will graduate ready for college, career, and life in a globally competitive economy.					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Student Survey: Classroom engagement For student engagement to improve, the school will attempt to decrease class size, lower the number of preps per teacher, provide PBL and blended learning training, encourage more brain breaks, provide common planning time for grade level teachers, and allow for grade-level/departmental feedback of lesson/unit plans during PLCs.	Departments, Grade-level teams, administration, counselors	Master schedule analysis for class size and number of preps per teacher; PD on PBL and blended learning, Add brain breaks to each faculty meeting; analysis of lesson/unit plans during PLCs	Increase in student engagement on student survey	August 2013 – June 2014	In Progress
Parent Survey: Communication Parent Nights will be offered after PTA meetings to address areas of concern in the parent survey, which include: Standardized test preparation, opportunities for parent involvement, college admissions requirements and financing options, graduation requirements	Administration & counselors	Parent Nights with PTA – November 12, 2013 January 14, 2014 April 8, 2014	Increase in communication on parent survey	August 2013 – June 2014	In Progress
Teacher Survey: Class size Reduce class size by strategic analysis of master schedule and staffing	Master schedule team	Time for analysis	Reduction in class size	August 2013 – August 2014	In Progress
Teacher Survey: collaboration with colleagues The school will provide more time for collaboration during PD days and during the 2nd conference period.	Administration & teachers	Time for collaboration	Increase teacher survey results for "collaboration with colleagues."	August 2013 – June 2014	In Progress
Teacher Survey: managing student conduct	All staff	Time for analysis of student data and	Change in student behavior resulting in positive teacher	August 2013 – June 2014	In Progress

The school will manage student conduct with consistency and effectiveness.		collaborative work groups.	survey results.		

Table #CI-4	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Build consensus with the "Small" community of parents and teachers on The Future of Small MS.					
Applicable Strategic Plan Goal(s): All students will graduate ready for college, career, and life in a globally competitive economy.					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Exploration of driving factors from spring 2013 CAC: 1. Expansion of high school Green & Tech elective course offerings 2. Expansion of PBL-Blended Learning (currently in 8th grade) at middle school and high school 3. Flexibility in sequencing of AISD TEKS with creation of Interdisciplinary Units 4. Advance notice of enrollment to build a quality master schedule 5. Expansion of iLab (GT services) for high school	The Future of Small MS Committee	Facility for meetings, supplies, partnership with Education Austin	Formation of an improvement plan with or without an In-District Charter proposal	August 2013 – October 2014	In Progress

Table #CI-5	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Increase Student & Community Engagement (Campus Evaluation)					
Applicable Strategic Plan Goal(s): All students will graduate ready for college, career, and life in a globally competitive economy.					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Fine Arts: School plans at least 3 community building fine arts experiences each year for all students, parents and staff.	Fine Arts department	Facility, supplies,	Attendance rates at events	August 2013 – October 2014	In Progress
Wellness & Physical Education: School meets requirements for No Place for Hate	Counselors	Meeting locations, time off for PD,	No Place for Hate banner	August 2013 – October 2014	In Progress
Community & Parental Involvement: Parent Nights are offered at least 3 times per year.	PTA & Administration	Facility, supplies, speakers	Attendance rates at events	August 2013 – October 2014	In Progress
21st Century Workforce Development: 1. Increase in percentage of students in coherent CTE sequences.	CTE teachers, administration, counselors	Computers, training, PD time for planning, master schedule, scheduling,	# of students in coherent CTE sequences, completion of College/Career Fair &	August 2013 – October 2014	In Progress

2. College/Career Fair and COIN for 8th grade students. 3. PBL-Blended Learning in 8th grade. 4. Explore offering high school CTE courses in the STEM Endorsement.		transcript analysis	COIN, PBL-Blended Learning in grade 8.		
Second Language Acquisition Program: 1. Increase % of students earning LOTE credit in middle school. 2. Explore offering 2 years of HS LOTE credit classes in middle school. 3. Expand LOTE offerings to 3 languages (Spanish, Latin, & American Sign Language).	LOTE department, counselors, & administration	Planning time, curriculum planning, hiring of new LOTE teachers	Enrollment in LOTE courses, course requests	August 2013 – October 2014	In Progress
Digital Learning Environment: 1. CTE course offerings. 2. Increase in Problem-Based Learning (collaborative learning) at grades other than grade 8.	Teachers, counselors, administration	Planning time, curriculum planning	Increase in CTE course offerings and course requests. Evidence of PBL in various grade levels and departments.	August 2013 – October 2014	In Progress
Dropout Prevention Strategies: Attendance rate made required improvement.	All staff	Attendance files and updates	Decrease in unexcused absences and unexcused tardies	August 2013 – October 2014	In Progress
Education Programs for Gifted & Talented Students: Recognized or Exemplary Rating on GT Program Campus Self-Assessment 2013-14 for: 1. Student Assessment 2. Service Design 3. Curriculum & Instruction 4. Family Community Involvement 5. Professional Development				August 2013 – October 2014	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Comply with the Federal, State, and Local Wellness Policy (FFA, Legal, Local, and Exhibit) by: 1. 3 events to be excluded from the Texas Public School Nutrition Policy: December 20, February 14, & May 2 2. Eliminate food fundraisers during the school day 3. Marketing healthy nutrition choices and information through the Cougar News and announcements.	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2013 – June 2014	In Progress
Implementation of CATCH & healthy living initiatives: 1. Installation of student/faculty salad bar in cafeteria, 2. Green Fest (CATCH Family-Fun Night), 3. GetUr60 a.m., 4. water bottles, 5. hydration stations, 6. STEM camp CATCH alignment, 7. Brain breaks during instructional settings, 8. water station in cafeteria during breakfast/lunches	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2013 – June 2014	In Progress
Ensure student participation in moderate to vigorous physical activity during PE, TRACK, and Brain Breaks 1. PE lessons comprised of 50% moderate to vigorous activity weekly, 2. Kids at Play TRACK time one day per week	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2013 – June 2014	In Progress

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
3. Brain Breaks during instructional time					
Improve campus Fitnessgram scores by: 1. Test and record Fitnessgram data for 85% of all students. 2. Increase the % of students in the Healthy Zone for BMI, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach and Trunk Lift 3. Share Fitnessgram data with campus staff, parents, and students.	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2013 – June 2014	In Progress

Table #DR-2					

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Presence in the hallway by all staff, early interventions, team meetings with students	All staff	Time for planning & collaboration	Decrease in discipline referrals during non-instructional & instructional time	August 2013 – June 2014	In Progress
CP&I (pairing students with teachers who support their needs)	Master schedule team & counselors	Time for planning & collaboration	Positive outcome in student survey results	August 2013 – June 2014	In Progress
Student mentor programs and culturally proficient training	Assistant Principals	Identification of mentors & planning	Positive outcome in student survey results	August 2013 – June 2014	In Progress

Table #DR-3					

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Cougar News (electronic newsletter), Parent Involvement Survey, BTSN, PTA meetings, & Parent Nights	All Staff & PTA	Time for planning, facility, collaboration with PTA	Positive outcome in parent survey results	August 2013 – June 2014	In Progress

Table #DR-4

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

Note: This action plan component must be approved by the CAC.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Professional development will be provided in the following areas: • Differentiated Instruction • 21st Century Skills • Problem-based Learning • Blended Learning • CP&I • SEL • Curriculum Alignment for PreAP (Level III) • Special Populations (ELL, Sped, 504, GT)	All staff	Time for planning and collaboration	Teacher survey results	August 2013 – June 2014	In Progress

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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**
Decrease sped rate of 11.3% to <8.5% by improving vertical alignment identification.	Sped staff	Time for planning & collaboration	Decrease in sped rate	August 2013 – June 2014	In Progress

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): 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 monitor sped AA rate of 4.8% (2013-14 data = 38 AA students out of 975 students equals 3.89%)	Special education staff	Data	2013-14 AA sped enrollment will maintain within the 1 percentage point requirement	August 2013 – June 2014	Completed

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

Special Education Disciplinary Placements– *All Levels*

Table #DR-8		
Objective: Reduce the rate of special education students in discretionary DAEP settings.		
Condition: If rate > 1 percentage point above rate for all students		Source: SPED C-IEP (E)
Does Campus Performance Require Inclusion of This Objective (Yes or No): No		
Applicable Strategic Plan Goal(s): 1,2,4		

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

Table #DR-9

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

Condition: If rate > 10 percentage points above rate for all students | Source: SPED C-IEP (F)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
Reduce sped rate of 15.4%	Sped staff	Time for planning & collaboration	Decrease in sped rate	August 2013 – June 2014	In Progress

Table #DR-10

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

Condition: If rate > 6 percentage points above rate for all students | Source: SPED C-IEP (G)

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

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

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

Special Education Service in LRE – *All Levels*

Table #DR-11

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

Condition: If rate < 66% | Source: SPED C-IEP (H)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
Increase % of sped student in least restrictive environment (LRE) to 90%.	Sped staff	Time for planning & collaboration	Increase in LRE	August 2013 – June 2014	In Progress

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): 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**
Increase from 38.9% to >50% sped students taking STAAR.	Sped staff	Time for planning & collaboration	Increase in sped students taking STAAR	August 2013 – June 2014	In Progress

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): 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**
Decrease from 29.6% to <20% sped students taking STAAR Mod	Sped staff	Time for planning & collaboration	Decrease in sped rate for STAAR-M	August 2013 – June 2014	In Progress

Special Education Measureable Postsecondary Goals - *HS*

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

ELL Proficiency Levels – *All Levels*

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

Dropout Rates – *MS and HS Levels Only*

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

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

4-Year Graduation Rates – *HS Level Only*

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

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

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	Services for at-risk students: Math & Reading Tuesday tutorial program after school to serve students who do not have a Tier II intervention class during the school day.
General Supplies for at-risk students	Counselors office supplies for students in need of assistance, such as, enrichment fee, school supplies, extra curricular fees (scholarship form on file)
Transition Services	5th to 6th grade Cougar Camp & STEM camp for students in need of assistance (scholarship for on file): support for students identified as at-risk of not meeting state academic performance goals on STAAR.
Middle School reading and math initiatives	Blended learning software and PD for staff to meet the needs of at-risk students in inclusionary settings (Tier I instruction).
After-school detention	Make up time for unexcused absences: at risk students are provided additional social, emotional, behavioral, and academic supports to promote effective learning and maximize academic achievement.
TOTAL	**$33,060**

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.

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

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
			$	
			$	
			$	
Instructional Supplies, Materials, and Equipment				
			$	
			$	
			$	
Professional Development/Staff Training				
			$	
			$	
			$	
Community Services (Function 61)				
			$	
			$	
			$	
Other Requests				
			$	
			$	
			$	
TOTAL (Must Match BTO Total)			$	

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

For Title I schools in Stages 1-5 Needs Improvement, this table provides an executive summary of Title I, Part A expenditures, and ties them directly to improving student performance, as identified in the Needs Assessments and corresponding Improvement Strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
			$	
			$	
			$	
Instructional Supplies, Materials, and Equipment				
			$	
			$	
			$	
Professional Development/Staff Training				
			$	
			$	
			$	
Community Services (Function 61)				
			$	
			$	
			$	
Other Requests				
			$	
			$	
			$	
TOTAL (Must Match BTO Total)			$	

APPENDIX G
Additional NCLB Requirements

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

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

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

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

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

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

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

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	53	53	63.00	62
Asian	62	66	73.00	73
AA	24	34	48.00	47
Hispanic	40	40	53.00	52
White	66	66	74.00	73
2 or More	50	67	74.00	73
EcD	29	34	47.00	47
ELL	*	13	31.00	30
Spec Ed	23	24	40.00	39
6th English	51	54	64.00	63
7th Grade	50	50	61.00	60
8th Grade	57	54	64.00	64

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	47	41	53.00	53
Asian	65	75	80.00	80
AA	20	27	42.00	42
Hispanic	32	30	44.00	44
White	60	51	61.00	61
2 or More	48	42	54.00	54
EcD	29	26	41.00	41
ELL	20	23	39.00	39
Spec Ed	33	31	45.00	45
6th English	39	38	51.00	50
7th Grade	50	29	44.00	43
8th Grade	50	50	60.00	60

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	47	35	49.00	48
Asian	*	73	79.00	78
AA	*	*	43.00	*
Hispanic	38	20	36.00	36
White	57	47	58.00	58
2 or More	47	*	52.00	*
EcD	35	17	34.00	34
ELL	*	*	30.00	*
Spec Ed	25	15	32.00	32
7th Grade	47	35	49.00	48

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	46	34	47.00	47
Asian	59	*	60.00	*
AA	*	<1	20.00	20
Hispanic	34	25	41.00	40
White	58	47	58.00	57
2 or More	50	*	44.00	*
EcD	22	18	35.00	34
ELL	<1	*	30.00	*
Spec Ed	*	*	33.00	*
8th Grade	46	34	47.00	47

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	49	51	61.00	61
Asian	65	>99	100.00	>99
AA	*	*	38.00	*
Hispanic	33	38	51.00	50
White	66	65	73.00	72
2 or More	*	59	68.00	67
EcD	23	30	45.00	44
ELL	*	<1	20.00	20
Spec Ed	38	36	50.00	49
8th Grade	49	51	61.00	61

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	26	28	35.00	35
Asian	47	44	50.00	49
AA	*	*	19.00	*
Hispanic	17	17	25.00	25
White	34	39	46.00	45
2 or More	30	33	40.00	40
EcD	11	14	23.00	23
ELL	*	*	14.00	*
Spec Ed	*	*	13.00	*

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	17	11	20.00	20
Asian	41	38	44.00	44
AA	*	*	14.00	*
Hispanic	9	5	15.00	15
White	24	15	24.00	24
2 or More	*	*	20.00	*
EcD	6	3	13.00	13
ELL	<1	*	18.00	*
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	11	6	16.00	16
Asian	*	*	19.00	*
AA	*	*	23.00	*
Hispanic	*	*	12.00	*
White	14	10	19.00	19
2 or More	*	*	19.00	*
EcD	5	*	11.00	*
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	29	19	27.00	27
Asian	41	*	55.00	*
AA	*	<1	10.00	10
Hispanic	15	13	22.00	21
White	42	26	34.00	33
2 or More	*	*	26.00	*
EcD	9	6	16.00	16
ELL	<1	*	22.00	*
Spec Ed	<1	*	13.00	*

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	22	22	30.00	30
Asian	35	*	67.00	*
AA	*	<1	10.00	10
Hispanic	13	12	21.00	21
White	30	34	41.00	40
2 or More	*	*	32.00	*
EcD	*	12	21.00	20
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

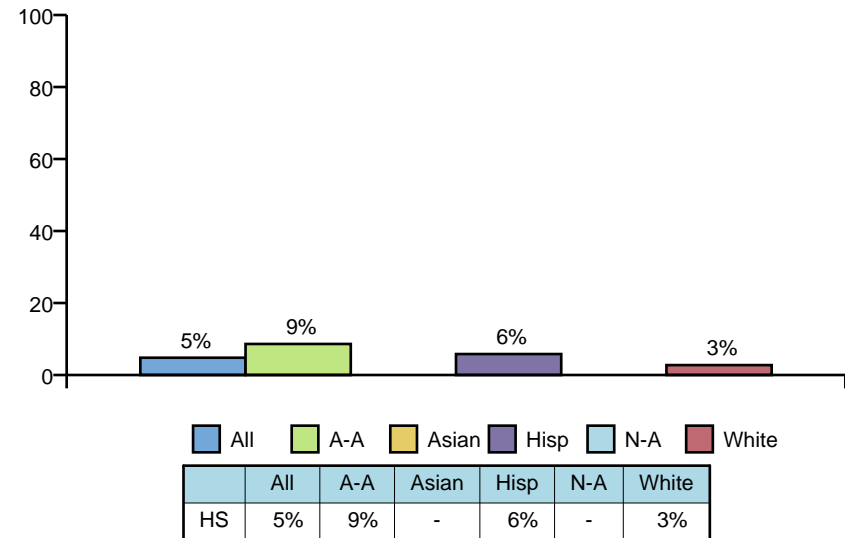|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96.2%	96.5%	96%	95.7%	96.1%	95.6%	96.00
African American	95.6%	96.6%	96.4%	95.4%	95.7%	96.1%	97.00
Asian	98%	97.6%	96.6%	97.2%	97.4%	97.5%	98.00
Hispanic	95.8%	96.3%	96%	95.7%	95.8%	95.4%	96.00
Native American	95.5%	96%	96.2%	97.5%	94.9%	99.3%	99.50
White	96.2%	96.6%	95.9%	95.5%	96.2%	95.4%	96.00
2 or More				97%	96.1%	96.5%	97.00
EcD	94.9%	95.7%	95.5%	95.1%	95.2%	95%	96.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1104
African American	58
Asian	41
Hispanic	481
Native American	1
White	472

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	5%	9%	-	6%	-	3%

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	8%	14%	2%	11%	-	6%
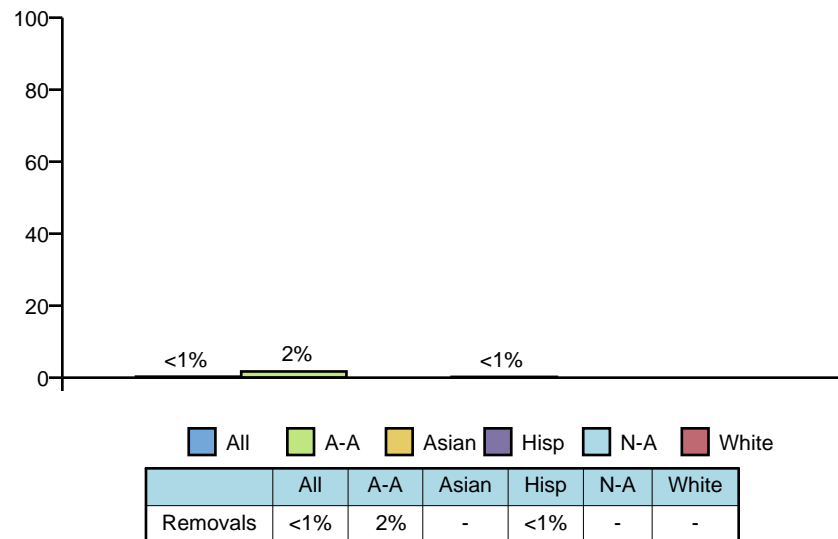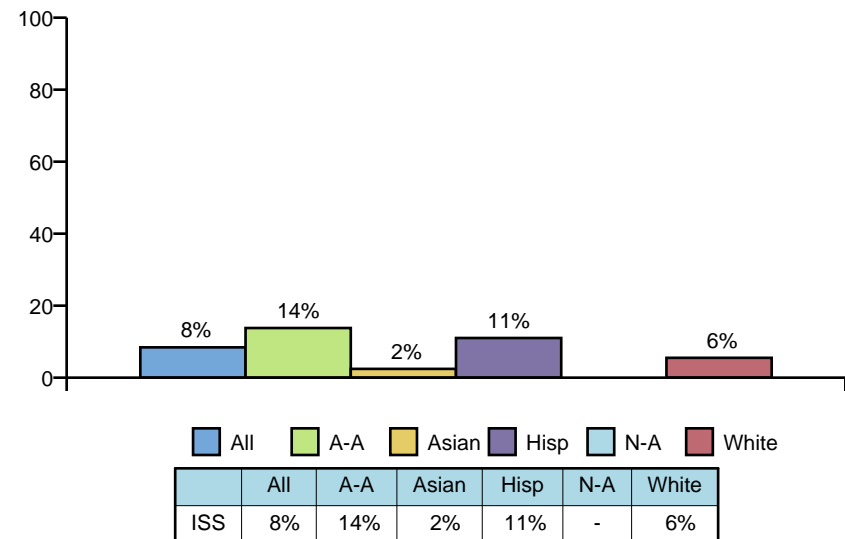
Discipline Targets

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	7	.7%	10	1.02%	3	.27%	0.25
African American	2	3.51%	1	1.92%	1	1.72%	1.50
Asian							0.25
Hispanic	3	.76%	7	1.77%	1	.21%	0.10
Native American							0.25
White	2	.43%	1	.22%			0.20

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

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	48	4.77%	76	7.72%	53	4.8%	4.00
African American	9	15.79%	9	17.31%	5	8.62%	5.00
Asian			1	2.5%			2.00
Hispanic	20	5.09%	34	8.61%	28	5.82%	5.00
Native American							1.00
White	17	3.62%	27	5.99%	13	2.75%	2.00

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	154	15.29%	31	3.15%	93	8.42%	8.00
African American	28	49.12%	2	3.85%	8	13.79%	10.00
Asian	8	17.78%	1	2.5%	1	2.44%	2.00
Hispanic	68	17.3%	15	3.8%	53	11.02%	10.00
Native American							1.00
White	46	9.79%	10	2.22%	26	5.51%	5.00

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	1183	949	951	922	1055
African American	57	57	56	49	54
Asian	65	53	43	39	39
Hispanic	332	303	353	348	427
Native American	7	6	3	1	1
White	722	530	446	428	457
2 or More			50	57	77

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	44	0	<1%	48	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	34	0	<1%	41	0	<1%	0.00	
White	*	*	*	*	*	*	0.00	
EcD	36	0	<1%	41	0	<1%	0.00	
Special Ed	10	0	<1%	7	0	<1%	0.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	61	21	34%	61	38	62%	68	37	54%	68	44	65%	59	31	53%	59	39	66%
F	Hispanic	432	255	59%	422	284	67%	456	297	65%	445	294	66%	537	325	61%	521	359	69%
F	White	521	362	69%	509	405	80%	539	391	73%	527	408	77%	505	395	78%	495	430	87%
F		1014	638	63%	992	727	73%	1063	725	68%	1040	746	72%	1101	751	68%	1075	828	77%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	70	53	76%	70	61	87%	95	65	68%	95	81	85%	54	36	67%	54	46	85%
M	Hispanic	447	250	56%	439	356	81%	493	259	53%	482	384	80%	593	348	59%	579	462	80%
M	White	533	327	61%	524	457	87%	602	410	68%	591	503	85%	635	427	67%	626	550	88%
M		1050	630	60%	1033	874	85%	1190	734	62%	1168	968	83%	1282	811	63%	1259	1058	84%
total		2064	1268	61%	2025	1601	79%	2253	1459	65%	2208	1714	78%	2383	1562	66%	2334	1886	81%

Data Source: AISD Fitnessgram