



**Gorzycki 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	Vickie Bauerle	6/14/13
Co-Chair	Jeanna Crow	6/14/13
Co-Chair	Grace Baranowski	6/14/13



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	Vickie Bauerle

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Melissa Baker						
Parent	Jeanna Crow	X					
Parent	Michelle Lockhoff						
Parent	Kelsey Friedman						
Parent	Melissa Pattison						
Parent	Dena Hutton (PTA president designee)			X			
Parent	Monica Fanzetti Lawson						
Professional Staff Member	Emily Mazac				X		
Professional Staff Member	Lindsay Shirack				X		
Professional Staff Member	Grace Baranowski	X					
Professional Staff Member	Carmen Dolman				X		
Professional Staff Member	Sean Piper				X		
Professional Staff Member	Megan Butler		X			X	
Professional Staff Member	Brian Mahoney						
Classified Staff Member	Liz Stanis						Classified (Sec.)
Student (If Applicable)	n/a						
Student (If Applicable)	n/a						
Business Representative	Jan Fiebig						
Community Representative	Garry Stanis						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 nd Tuesday):	1 st Wednesday of the month
Normal Time:	3:50pm

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
2 and an update at each monthly CAC meeting	10

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- STAAR Scores 2013
- 2013 Campus Data Profile
- 2012-2013 Benchmark Results
- Parent and Student Survey Results
- Special Education and LEP performance data

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

- Math at all grade levels
- 7th grade writing

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase students meeting or exceeding Math STAAR passing standards and close the Math STAAR performance gaps between all student groups.					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide STAAR math class interventions through our EXEL period.	Sean Sindt, Carol Bedrich, Trish Quintanilla, Anthony Grimes	Identify target groups at each level based on STAAR scores; determine curriculum to be used; provide time for planning and collaboration among math lab teachers	BOY- MOY increase; AIMSweb data tracking showing progress	August 2013--May 2014	
Provide after school tutoring/interventions.	Math teachers (all)	Target students according to STAAR objective that they need to work on. After school tutorials.	BOY- MOY increase; AIMSweb data tracking showing progress	September 2013- April 2014	
Provide a math STAAR class	Trish Quintanilla (6-8 th)	Curriculum and computers for course; Time for planning with fellow MS math lab teachers;	Student data on MOY and AIMSweb showing progress	August 2013- May 2014	

Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of “at risk” students meeting or exceeding Math STAAR passing standards					
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
Provide after school tutoring/interventions.	Math teachers (all)	Target students according to STAAR objective that they need to work on. After school tutorials.	BOY- MOY increase; AIMSweb data tracking showing progress	September 2013-April 2014	
Provide targeted interventions through EXCEL tutorials	Math teachers (1 per grade level) EXCEL focused tutorial	Curriculum to be used during EXCEL; Target groups of students based on specific STAAR objectives to work on; AIMSweb data to determine area of need	BOY-MOY increase; Improved performance indicated on the AIMSweb Monitoring tool	August 2013-May 2014	

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of students achieving Math STAAR advanced level performance					
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
Differentiated lessons within each unit of study; performance task activities	Grade level math teams	Higher level questioning training; Time to plan and construct performance task activities; Data that identifies which students are most capable of moving to the advanced level performance	Higher level questions are pre-planned in the teachers' lesson plans; confirmation of performance tasks being used in instruction; STAAR data that shows an increase in students performing at the advance level of STAAR math	August 2013- April 2014	

Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of students meeting or exceeding the STAAR writing test and close the STAAR writing gap among all student groups					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide targeted interventions through EXCEL tutorials	7 th ELA teachers EXCEL focused tutorial	Curriculum to be used during EXCEL; Target groups of students	MOY I and MOY II increase;	August 2013-May 2014	
EXCEL class for 8 th graders who Failed STAAR writing as 7 th graders	Janet Hutcheson	Curriculum and released STAAR tests of students	Improved writing for 8 th grade and ELA I EOC	August 2013-May 2014	

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1					
Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. The campus will show evidence of an environmental change using Coordinated School Health materials.	Jenny Petkovsek	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	August 2013- June 2014	
b. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Kim Kehoe	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	August 2013- June 2014	
c. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Kim Kehoe and all PE teachers: Jenny Petkovsek, Jeremy Mauk, Ryan O'Neal and Eamon Neary	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.	August 2013- June 2014	
d. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	All PE teachers with assistance from School Nurse- Rachel Cornella	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	August 2013- June 2014	

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
e. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Vickie Bauerle and Jenny Petkovsek	Include distribution of data on school calendar.	Spot checks to see if data were received.	August 2013- June 2014	
f. All middle school students will be enrolled and participate in four semesters overall of physical education.	All grade level counselors: Lauren Johnson, Patti Hodges and Zulma Hernandez	Two semesters in 6 th grade, one semester in 7 th and one semester in 8 th .	Master schedule.	August 2013- June 2014	
g. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Lead: Vickie Bauerle with support from Gorzycki teaching staff	Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents. Principals will communicate contents of the policy across stakeholders. Principals will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	August 2013- June 2014	

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
Safety plan is implemented and followed and drills completed	Scott Kvapil and administrators	Time for staff training and review	Dates of drills and completion of drills	August 2013-2014	

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
SRO gives student and faculty presentation on school safety and bullying	Officer Covington	Time at a faculty meeting for staff; assembly with students	Completion of meetings	August-September 2013	
SRO implements Safety team	Officer Covington and Tiger team members	Time to meet; boxes to be placed in the cafeteria for ideas and reporting	Ideas brought forward by the Tiger team are implemented and safety concerns resolved	August 2013-2014	
Programs/ presentations on Bullying	Counselors	Speakers or materials for presentations	A documented decrease number of bullying incidents in the school	August 2013-2014	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continuation of a vibrant and active PTA and CAC	Vickie Bauerle Jeanna Crow; Grace Baranowski; Theresa Bastion	Time for meetings and planning	Increased membership in PTA; full panel of CAC members	August 2013- May 2014	
Publicize opportunities for parents to volunteer or be involved at school	Vickie Bauerle Liz Stanis Theresa Bastion Jon Howard All GMS teachers	Edlio website- my sign up Teacher web pages with opportunities listed and sign up; google group to advertise opportunities	Increase in number of different families participating in school volunteer opportunities	August 2013-June 2014	

Table #DR-4

Objective: Adequate and appropriate campus-level professional development will be provided.**Note: This action plan component must be approved by the CAC.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Model lessons at faculty meetings	Shelley Law Technology team Administration All staff members	Keys to Literacy implemented technology team's apps; iPADS for demonstration; time off for staff training (Subs), ELL	Fourth level of Keys to Literacy implemented; evidence in administrative walkthroughs of iPADS being used legitimately in classes	August 2013- June 2014	

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		strategies; writing across content areas	ELL strategy implementation across content and evidence of writing being used in all content areas		
Team of teachers attend the iPADPALOOZA	Vickie Bauerle and technology team	Funding for conference; PD at faculty meetings and campus PD days	Evidence of teachers using iPads for authentic instruction and student's using iPADS or BYODs in authentic instructional ways	August 2013- June 2014	

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 (No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes):					
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
Collaborate with feeder elementary schools on decreasing over identification of AA students being sent to us	Counselors , special Education Department Chair, Mr. Ryan and Mrs. Bauerle	Vertical team meetings where collaboration and discussion can take place	Decrease in number of identified AA Sp. Ed students	August 2013-14	
Collaborate with Central Office Staff on approval of Special Needs student transfers	Mrs. Bauerle, Special Education Department chair, Mr. Ryan	Meeting with special education coordinator and Special Education Department chair; meeting with Central office MS staff	Decrease in number of AA Sp. Ed transfer students	August 2013-14	

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):					
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
Collaborate with feeder elementary schools on decreasing over identification of AA students being sent to us	Counselors , special Education Department Chair, Mr. Ryan and Mrs. Bauerle	Vertical team meetings where collaboration and discussion can take place	Decrease in number of identified AA Sp. Ed students	August 2013-14	

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):

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
Collaborate with Central Office Staff on approval of Special Needs student transfers	Mrs. Bauerle, Special Education Department chair, Mr. Ryan	Meeting with special education coordinator and Special Education Department chair; meeting with Central office MS staff	Decrease in number of AA Sp. Ed transfer students	August 2013-14	

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 (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):					
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
Utilization of a focus room	Ms. McKee, Sp. Ed teachers, administrators	Repurposed rooms for this specific need	Completion of room; Documented evidence of room being used with Sp. Ed Students	August 2013-14	
Priority Scheduling of Sp. Ed students (based on the student's strong time of the day)	Ms. Hernandez, Ms. McKee	Successful scheduling of classes with flexibility on the teachers' part	Master schedule maximizing intensive support staff for 17 high needs students	August 2013-14	
Controlled Staffing for student	Ms. McKee, Administration	Limit the number of adults who interact with these students to those skilled with their emotional needs	Master schedule maximizing the needed adult support for these students,	August 2013-14	

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 (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 (No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

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

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

Table #DR-13						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).							
Condition: If rate > 20%						Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective 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	
Use on-going progress monitoring to gauge student’s knowledge, provide meaningful access to grade level curricula, and to drive intervention efforts.		Karen McKee and special education teachers; Administration and counselors	AIMS web and eCST	Improved academic performance in Special Ed students	Ongoing throughout the year		
Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and 3 interventions.		Karen McKee and special education teachers; Administration and counselors	Professional development time	Dates for collaboration set and completed	Ongoing throughout the year		
Ensure all staff members participate in professional development on tier 2 and		Karen McKee and special education	Professional development time	Sign in sheets from PD days	Ongoing throughout the year		

Table #DR-13						<input type="checkbox"/> State: Below safeguard target		<input type="checkbox"/> AYP: Area of low performance	
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).									
Condition: If rate > 20%								Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective 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		
3 interventions		teachers; Administration and counselors							
Monitor use of interventions to better meet the need of individual students.		Karen McKee and special education teachers; Administration and counselors	AIMS web and eCST	Improved academic performance in Special Ed students		Ongoing throughout the year			

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 (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):					
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
Classroom instruction will focus on the students' acquiring both social and academic language proficiency in English. Students will be given the opportunity to listen, speak, read and write at their current levels and then gradually increase in complexity of English.	Shelley Law (ESL) and other academic teachers	Bilingual Dictionaries; books on student's reading level; High interest level magazines; PD in Sheltered Instruction for teachers who have not had the training	Measured student growth in their ability to read, write, listen and speak English	August 2013-14	

Dropout Rates – MS and HS Levels Only

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

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

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

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

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

Graduation Plans – HS Level Only

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

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

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	Certified teachers will work with target groups of students after school to improve, their Math, ELA, Sci and SS skills at 6, 7, 8 grades
Middle School reading and math initiatives	Small group instruction lead by certified teachers will work before school and on designated Saturdays to close the achievement gap as we prepare 6, 7, 8 students for the STAAR test
TOTAL	\$4,674.00

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX G

Additional NCLB Requirements

Parent Notice

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

Support

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

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

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

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

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

Evaluation and Outcomes

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

APPENDIX H

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:

- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:

- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:

- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:

- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

Improvement goals and end goal targets for STAAR/EOC are pre-populated at district growth rates, but may be set at higher rates. Improvement goals and end goal targets for other indicators must be set by the campus. All improvement goals and end goal targets must be approved by the Associate Superintendent for the campus.

STAAR/EOC tables based on estimated accountability subset. Students in U.S. schools Year 1 through Year 3 are excluded.

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	76	81	90.00	85
Asian	75	76	90.00	81
AA	72	81	90.00	85
Hispanic	66	71	90.00	77
White	80	84	90.00	88
2 or More	71	90	95.00	92
EcD	62	55	90.00	64
ELL	*	*	90.00	*
Spec Ed	29	39	90.00	51
6th English	74	81	90.00	85
7th Grade	75	77	90.00	82
8th Grade	79	84	90.00	87

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Reading, English II Reading, English I, and English II EOC tests

STAAR/EOC Math at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	76	77	90.00	82
Asian	90	81	90.00	85
AA	64	62	90.00	69
Hispanic	67	68	90.00	75
White	79	80	90.00	84
2 or More	73	85	90.00	88
EcD	53	53	90.00	62
ELL	*	*	90.00	*
Spec Ed	39	38	90.00	51
6th English	74	74	90.00	79
7th Grade	76	71	90.00	77
8th Grade	79	85	90.00	88

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	73	66	90.00	73
Asian	74	83	90.00	87
AA	*	62	90.00	69
Hispanic	65	61	90.00	69
White	75	66	90.00	73
2 or More	78	73	90.00	78
EcD	60	36	90.00	49
ELL	*	<1	90.00	20
Spec Ed	40	30	90.00	44
7th Grade	73	66	90.00	73

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Writing and English II Writing EOC tests

STAAR/EOC Social Studies at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	68	61	90.00	69
Asian	86	73	90.00	78
AA	88	*	90.00	*
Hispanic	52	41	90.00	52
White	72	68	90.00	74
2 or More	60	*	90.00	*
EcD	33	28	90.00	42
ELL	<1	*	90.00	*
Spec Ed	41	*	90.00	*
8th Grade	68	61	90.00	69

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	76	89	95.00	91
Asian	86	91	95.00	93
AA	88	>99	100.00	>99
Hispanic	63	82	95.00	86
White	81	92	95.00	93
2 or More	60	78	95.00	82
EcD	67	64	95.00	71
ELL	<1	*	95.00	*
Spec Ed	44	65	95.00	72
8th Grade	76	89	95.00	91

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

STAAR/EOC Reading/ELA at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	48	53	70.00	58
Asian	60	46	70.00	51
AA	48	50	70.00	55
Hispanic	35	44	70.00	50
White	53	57	70.00	61
2 or More	35	65	70.00	69
EcD	27	33	70.00	39
ELL	<1	*	70.00	*
Spec Ed	9	15	70.00	23

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	40	37	70.00	43
Asian	68	52	70.00	57
AA	32	38	70.00	45
Hispanic	29	26	70.00	33
White	43	39	70.00	45
2 or More	37	48	70.00	53
EcD	22	19	70.00	27
ELL	*	*	70.00	*
Spec Ed	13	8	70.00	17

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	21	20	70.00	28
Asian	32	61	70.00	65
AA	*	*	70.00	*
Hispanic	16	11	70.00	19
White	21	21	70.00	29
2 or More	*	*	70.00	*
EcD	*	*	70.00	*
ELL	<1	<1	70.00	10
Spec Ed	*	*	70.00	*

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

STAAR/EOC Social Studies at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	44	40	70.00	46
Asian	57	55	70.00	59
AA	*	*	70.00	*
Hispanic	31	28	70.00	35
White	49	43	70.00	48
2 or More	*	*	70.00	*
EcD	*	*	70.00	*
ELL	<1	<1	70.00	10
Spec Ed	*	*	70.00	*

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	42	60	70.00	64
Asian	52	64	70.00	67
AA	*	*	85.00	*
Hispanic	30	44	70.00	50
White	46	65	70.00	68
2 or More	*	*	70.00	*
EcD	*	25	70.00	33
ELL	<1	<1	70.00	10
Spec Ed	*	*	70.00	*

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

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students			96.5%	96.9%	97%	97.3%	97.50
African American			97.3%	96.7%	97.5%	98.8%	99.00
Asian			97.6%	98.2%	98.6%	98.3%	98.50
Hispanic			96.8%	97.2%	97.1%	97.5%	98.00
Native American			98%	94.9%	94.6%	93.4%	95.00
White			96.3%	96.6%	96.9%	97.1%	97.50
2 or More				96.2%	96.2%	97.4%	97.50
EcD			95%	95.9%	97.1%	97.1%	97.50

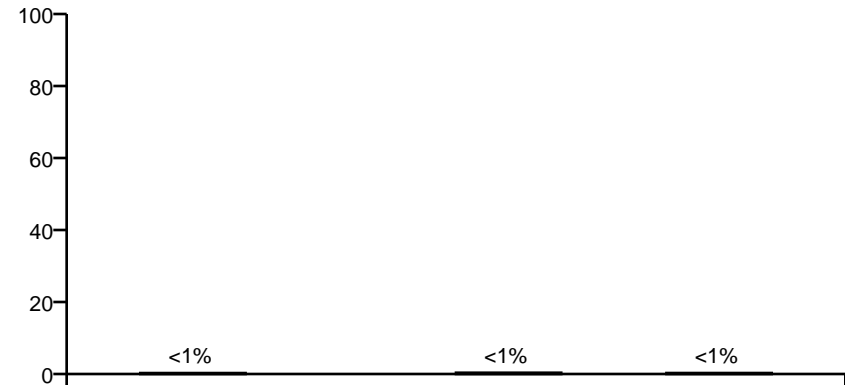
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1155
African American	26
Asian	67
Hispanic	289
Native American	1
White	730

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

Campus Suspension to Home



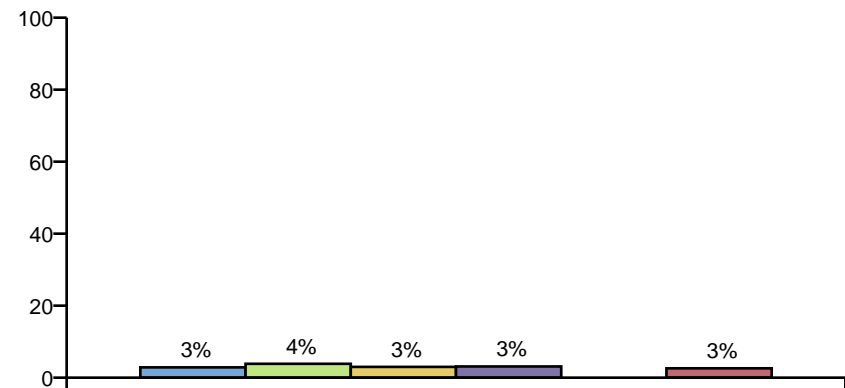
	All	A-A	Asian	Hisp	N-A	White
HS	<1%	-	-	<1%	-	<1%

Campus Discretionary Removals



	All	A-A	Asian	Hisp	N-A	White
Removals	-	-	-	-	-	-

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	3%	4%	3%	3%	-	3%

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	1	.1%	2	.18%			0.00
African American							0.00
Asian							0.00
Hispanic			1	.35%			0.00
Native American							0.00
White	1	.16%	1	.14%			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	17	1.74%	14	1.27%	3	.26%	0.25
African American							0.00
Asian	1	1.41%	1	1.56%			0.00
Hispanic	2	.89%	4	1.39%	1	.35%	0.25
Native American							0.00
White	14	2.22%	9	1.3%	2	.27%	0.25

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	32	3.28%	46	4.18%	33	2.86%	2.75
African American	1	4.76%	1	3.85%	1	3.85%	2.75
Asian	3	4.23%	1	1.56%	2	2.99%	2.75
Hispanic	8	3.56%	18	6.27%	9	3.11%	2.75
Native American							0.00
White	20	3.17%	26	3.77%	19	2.6%	2.50

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students		834	964	1075	1136
African American		19	20	26	26
Asian		67	71	64	65
Hispanic		172	203	254	271
Native American		2	2	2	1
White		574	619	678	718
2 or More			49	51	55

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	19	1	5%	15	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	11	1	9%	11	0	<1%	0.00	
White	*	*	*	-	-	-	0.00	
EcD	10	1	10%	6	0	<1%	0.00	
Special Ed	*	*	*	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	16	16	>99%	16	16	>99%	19	16	84%	19	19	>99%	31	27	87%	28	28	>99%
F	Hispanic	295	217	74%	293	229	78%	346	258	75%	342	286	84%	389	305	78%	381	313	82%
F	White	736	581	79%	734	637	87%	833	672	81%	819	739	90%	1066	909	85%	1049	946	90%
F		1047	814	78%	1043	882	85%	1198	946	79%	1180	1044	88%	1486	1241	84%	1458	1287	88%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	30	27	90%	30	30	>99%	44	35	80%	44	41	93%	50	46	92%	50	46	92%
M	Hispanic	235	178	76%	228	215	94%	323	225	70%	319	293	92%	422	291	69%	420	380	90%
M	White	762	584	77%	749	704	94%	847	602	71%	824	770	93%	945	718	76%	934	879	94%
M		1027	789	77%	1007	949	94%	1214	862	71%	1187	1104	93%	1417	1055	74%	1404	1305	93%
total		2074	1603	77%	2050	1831	89%	2412	1808	75%	2367	2148	91%	2903	2296	79%	2862	2592	91%

Data Source: AISD Fitnessgram