

Fanny M. Andrews Early College Prep Elementary 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	Laurie Barber	09/26/2013
Co-Chair	Sabina Klein	09/26/2013
Co-Chair	Esly Avila	09/26/2013



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Laurie Barber

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Marilu Medrano			✓			
Parent	Thelma James						
Parent	Eldai Sanchez						
Parent	Aydee Morales						
Parent	Maria Espinosa						
Parent	Pat Ward						
Professional Staff Member	Elizabeth Miesch				✓		
Professional Staff Member	Layne Faulkner				✓		
Professional Staff Member	Esly Avila	✓					
Professional Staff Member	Joseph Noell				✓	✓	
Professional Staff Member	Blanca Galvez				✓		
Professional Staff Member	Danny Ramos						Librarian
Classified Staff Member	Emilia Aldape		✓				
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Sabina Klein	✓					
Community Representative	Dana Newlove						

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 Thursday
Normal Time:	4:00-5:00 p.m.

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✓)	Method of Orientation
	Self-Orientation Using Materials on CAC Website
✓	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
6	15

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, Retention Rates
- Discipline reports, Special education data, TELPAS results, Parent, Staff, and Student Surveys

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

- Increase the rigor and alignment of instruction in the core academic areas
- Provide targeted and highly effective intervention for struggling learners
- Provide aligned intensive instruction in Reading and Writing at the K-2 grades including extensive staff development in this area.

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 percentage of students achieving STAAR Advanced Level of Academic Performance. or achieving the College Readiness Standard on Primary Reading Assessments in K-2nd grades.					
Applicable Strategic Plan Goal(s): 1,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
• Teachers consistently implement instructional strategies to align with the depth and complexity of the SE's while building engaging lessons to motivate student engagement.	Teachers, Principal, AP, Specialists	CRMs, Area 3 Lesson planning guides, PLC discussions on questioning and planning to maintain rigor	• Lesson plans and Observation and Feedback data show 95% fidelity in the implementation of TEKS and SE's	On- going throughout the school year	In progress
• Teach students strategies to develop self-monitoring as they read including implementing the use of Comprehension Purpose Questions (CPQ).	Teachers, Principal, AP, Specialists	PD on development and use of CPQ	• St. use of self-monitoring strategies is evident during classroom visits and listening in to students read.	PD complete by end of first 9 weeks, full implementation by end of first semester	In progress
• Implement the use of iStation and Achieve 3000 as motivational tool and diagnostic tool for increasing reading fluency	Teachers, Principal, AP, Specialists	iStation and Achieve 3000 computer web based program and funds for these;	• Use logs from the two systems show consistent use and improved assessment scores for students using the program	PD by end of October. All students consistently using programs by end of October	In progress
• Use data from iStation and Achieve	Teachers, Principal, AP,	PD on effective use of	• Teachers use data	By mid- October	In progress

3000 to develop instructional intervention/ enrichment plans for individual students	Specialists	these programs and the tools for progress monitoring and intervention that are available with them	reports in documentation for eCST and in parent conferences	conferences	
<ul style="list-style-type: none"> Implement the 800 word English word reading challenge and the 175 word Spanish word reading challenge to increase automaticity and fluency in reading. 	Teachers, Principal, AP, Specialists	800 Word List spreadsheets, word lists, expectations, school wide posters	<ul style="list-style-type: none"> Students from every class are reaching the expected levels of performance on accurate reading of word lists as evidenced by award board. 	By April 18	In progress
<ul style="list-style-type: none"> Explicitly teach vocabulary in all areas using strategies presently in Vocabulary building PD materials (from Sebastian Wren), Text Talk materials, and Treasures/ Tesoros materials. 	Teachers, Principal, AP, Specialists	Robust and Academic vocabulary lists from CRM's and Area 3 Planning guides; Text Talk materials; Reading adoption materials	<ul style="list-style-type: none"> Academic English/ Spanish vocabulary is posted and observation and feedback data reflects use of Academic vocabulary in all core areas. 	On-going beginning with 1 st week of school	In progress
<ul style="list-style-type: none"> Implement list of non-negotiables consistently across grade levels (ex: <i>punctuation, capitalization</i>); use LA Matrix to establish non-negotiable list 	Teachers, Principal, AP, Specialists	Non-negotiable lists per grade level	<ul style="list-style-type: none"> Non-negotiable conventions of writing are used in every grade level with writing samples reflecting greater student use of conventions consistently across all writing opportunities 	By end of 1 st nine weeks	not yet started
<ul style="list-style-type: none"> Implement writing during all core areas of at least one paragraph to explain thinking or a process or a reflection on what has been learned a minimum of twice a week. 	Teachers	DL ideas for use of reflective journals and rubrics/ standards for the student reflections	<ul style="list-style-type: none"> 100% of classrooms include at least one assignment that requires at least 3 sentences of writing on the same topic weekly –evidence of completion: student work samples, lesson plans, observation and feedback data 	On-going throughout the year with evidence of improvement in quality of entries measured at the end of each nine weeks	In progress
<ul style="list-style-type: none"> Implement increased number of complex story problems to be solved each day from one POD to 4 per day at grades 3-5. This will be phased in during the first semester 	Teachers, Math Coach	Problem banks provided by math coach; PLC discussion and decisions on when and how to introduce more complex	<ul style="list-style-type: none"> Lesson plans, problem sets, and observation and feedback data reflect implementation of rigorous problems at this 	3 week checks during PLC meetings show progress toward this daily goal. Goal	In progress

		problems to the desired level	daily rate; student achievement on weekly and SCA assessments reflects increased success on complex problems.	and consistent use by end of first semester.	
<ul style="list-style-type: none"> Provide STAAR like problems based on released items and evaluate supplementary materials for their alignment to STAAR. 	Teachers, Math Coach	Released Tests, materials such as Motivation Math, Area 3 C2 Training materials, CCC Math documents	<ul style="list-style-type: none"> Weekly assessments show evidence of use of questions aligned to rigor and form of STAAR 	On-going beginning with assessments in the first nine weeks.	In progress
<ul style="list-style-type: none"> Continue to implement CGI strategies and provide rigorous and engaging lessons through Group Planning (PLC) discussions 	Teachers, Math Coach	BTO and Title I funds for supplies, substitutes, extra duty pay	<ul style="list-style-type: none"> All classes in K through 5th grade use CGI problem types in common assessments 	On-going beginning in first nine weeks	In progress
<ul style="list-style-type: none"> Implement numerical fluency automaticity program at all grade levels. Use Big Brainz software for multiplication automaticity in 2nd-5th grades. Use Number Talks, facts checks, and composing and decomposing number to 10 in K and 1; to 100 in 2nd. Use Number Talks 2-3 times a week in 3rd-5th grade classes and at least weekly in K-2 classes. 	Teachers, Math Coach, Principal	Area 3 Fluency Plan, Number Talks including PD for new staff, Big Brainz software, Thinking Through Math Software	<ul style="list-style-type: none"> Written plan in place and automaticity of number facts and relationships activities used daily and assessed weekly as part of weekly assessment data resulting in greater than 80% of students showing proficiency in facts recall Observation and feedback data and Lesson plans reflect 100% implementation of Number Talks; Student discussion of composing and decomposing number shows increased efficiency in observation and feedback sessions 	By the end of the first semester.	In progress
<ul style="list-style-type: none"> Consistently use problems that require students to exercise deep thinking each day and require students to explain their thinking orally and in writing as appropriate (CGI problem types) 	Teachers, Math Coach, Principal, AP	CGI problem type banks, math journals,	<ul style="list-style-type: none"> Observation and feedback data shows at least 80 % of math teachers proficient in using all CGI problem types during instruction and student math journals reflect the ability 	By end of nine weeks and check on progress each nine weeks	In progress

			to explain thinking in a systematic, logical way		
<ul style="list-style-type: none"> Provide opportunities to support Ss in accelerating their area(s) of strength through the use of various differentiated instructional techniques/tools including the use of Pre-Teach units provided by the district. 	Teachers, Coaches and Specialists, Principal, AP	Pre-teach lessons, PD on differentiation, Use of observation and feedback cycles	<ul style="list-style-type: none"> Use of GT strategies and Pre-teach activities to accelerate learning is evident in all classes as evidenced in observation and feedback data and lesson plan review. 	on-going beginning by end of September	In progress
<ul style="list-style-type: none"> Use Academic English/ Academic Spanish vocabulary consistently through planning, posting on board or journals, developing rigorous bilingual center activities for math, science, and social studies and holding students accountable for use 	Teachers, Coaches, DL committee	Vocabulary provided in CRM's and Area 3 planning documents; PD for Bilingual Centers provided by DL committee	<ul style="list-style-type: none"> Academic English/ Spanish vocabulary is posted and observation and feedback data reflects use of Academic vocabulary and rigorous bilingual center activities 	Posting of vocab. done weekly from week 1 of instruction.	In progress
<ul style="list-style-type: none"> Increase teacher ability to translate hands-on activities to result in mastery of the TEKS and implement 3d activities with 2d assessments. 	Science teachers, Principal	PD on how to translate hands on instruction to standard assessments; Science planning materials from Area 3	<ul style="list-style-type: none"> Grade level planning for science instruction shows purposeful inclusion of 3d to 2d (experiential to text) activity to question progression in all unit planning with evidence included in lesson plans 	Science plans review and Observation and Feedback data shows progress towards 100 % use of this model by end of first semester	In progress
<ul style="list-style-type: none"> Use consistent criteria for Interactive Notebook entries across grade levels that emphasizes student reflection on what has been learned, not just answering factual questions and copying vocabulary. Entries will include written (at least 3 sentence long) reflections at least twice a week. 	Teachers who use Interactive Notebooks and reflection journals	PD on differences between types of entries; Notebooks, written criteria	<ul style="list-style-type: none"> Criteria for Interactive Notebooks is displayed in every classroom that is consistent across grade levels and language groups 	Initially posted by the end of the first 9 weeks and updated each 9 weeks as appropriate	In progress
<ul style="list-style-type: none"> Use visuals and videos to build background knowledge for science experiences and inquiries 	4 th and 5 th Grade science teachers, Librarian, Principal	Videos and visuals from science department and available through Library	<ul style="list-style-type: none"> Evidence of use of these supports in plans and in special "lunch bunch" groups 	In plans and in special groups by end of first nine weeks	In progress
<ul style="list-style-type: none"> Implement CRM requirements for ratio of inquiry lessons to direct 	Science Teachers, Principal, AP	CRM and Area 3 Requirements	<ul style="list-style-type: none"> Observation and Feedback data shows 	On-going beginning with the first nine	In progress

teach and paper/ pencil / text activities with fidelity.			fidelity to the stated ratios at each grade level	weeks plans	
--	--	--	---	-------------	--

Table #CI-2

☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Provide effective, targeted interventions to students performing below standards on interim assessments such as benchmarks, Short Cycle Assessments, and Teacher made interim assessments.

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
<ul style="list-style-type: none"> Reading teachers, reading specialists, and reading tutors provide Tier II intervention during and after school day for struggling learners 	Reading Teachers, Reading Specialists and Coaches	(BTO and Title I funds for intervention materials, extra duty pay and FTE's)	<ul style="list-style-type: none"> Lesson plans and observation and feedback data shows use of effective Tier II interventions for identified struggling learners in 100% of intervention settings. 	Begin at close of first assessment window	Complete
<ul style="list-style-type: none"> Use diagnostic and intervention materials from the Treasure and Tesoros materials to provide targeted intervention to those students who are not meeting their progress trajectories toward DRA mastery levels. 	Reading Teachers, Reading Specialists and Coaches	Diagnostic and intervention materials from Treasures and Tesoros	<ul style="list-style-type: none"> Student progress tracker and CST intervention logs reflect diagnostic data and use and effectiveness of intervention materials monthly 	On-going beginning with close of first assessment window	In progress
<ul style="list-style-type: none"> Provide 4th grade writing camp in January and February 	Writing Teachers, Writing PLC	(BTO and Title I funds for supplies and extra duty pay), Motivation Writing, Writing units, other writing STAAR practice materials in English and Spanish	<ul style="list-style-type: none"> Lesson plans, attendance sheets and increased performance in writing on practice STAAR writing activities 	Completed by Spring Break	Not yet started
<ul style="list-style-type: none"> Use weekly assessment data, Benchmark data, and prior year's STAAR data to identify students needing intervention 		Substitutes for Data Day planning	<ul style="list-style-type: none"> Complete data analysis following each assessment as evidenced by data analysis forms and notes in weekly face to face feedback sessions 	Data Days occur within 2 weeks of close of assessment window	In progress
<ul style="list-style-type: none"> Use weekly/ bi-weekly assessment 	Teachers, Coaches,	PLC planning meetings,	<ul style="list-style-type: none"> Tier I group lesson plans 	Begin in 3 rd week of	In progress

data to regroup students for interventions and pre-teaching (use district resources for pre-teach)	Specialists		show group membership changes based on data.	school	
<ul style="list-style-type: none"> Provide quality Tier I intervention in guided math in the classroom each day and use Pre-teach lessons for students exhibiting deficits each week. 	Math teachers, Coaches, Principal, AP	(Title I for materials), Area 3 and district pre-teach lessons and intervention lessons, Motivation Math, Kamico Math, other math intervention materials such as America Math, and Countdown to STAAR	<ul style="list-style-type: none"> Lesson plans indicate plans for guided math to address immediate needs, future assessment indicates improved performance on areas receiving additional instruction; Observation and feedback data show use of pre-teach groups in every STAAR grade level 	Begin in 5 th Week of school	Complete
<ul style="list-style-type: none"> Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors. 	Afterschool teachers, Instructional Coach as facilitator of program, Principal, AP, Specialists and Coaches	(BTO and Title I for materials and extra duty pay, FTE for instructional coach)	<ul style="list-style-type: none"> Tier II/ III intervention attendance and lesson plans show students who are in need of assistance are enrolled and attending class; weekly progress monitoring shows improvement in knowledge and skills 	Begin by end of October	In progress

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of students performing at grade level or above in reading by providing aligned, intensive instruction in Reading and Writing at the K-2 grades and extensive staff development in this area.					
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
<ul style="list-style-type: none"> Form a group that will steer primary literacy on the campus, plan for and implement Professional Development on K-2 Literacy. 	Assistant Principal, Principal, TLI reading coach, teachers	TLI Conference and follow up PD for all K-2 Teachers, Binders with pertinent information for all K-2 Teachers, PD plan for first week and first	<ul style="list-style-type: none"> TLI materials Meeting agendas Reading binders for all K-2 teachers with information on all key components of Andrews 	Group begins work in August.	Completed

		semester of school year;	<ul style="list-style-type: none"> reading program K-2 PD calendar for first semester Agendas for Monday afternoon meetings 		
<ul style="list-style-type: none"> Steering committee will lead PD sessions for all K-2 teachers on Monday afternoons to support reading instruction 	Assistant Principal, Principal, TLI reading coach,	Topics, agendas, calendar, district level support staff to present certain concepts	<ul style="list-style-type: none"> Completed PD documentation and increase DRA, TPRI/ Tejas Lee scores 	On-going beginning on August 22	In progress
<ul style="list-style-type: none"> Committee will work to ensure that all key components are included in every classroom. 	TLI steering committee	Observation and Feedback cycles; time to reflect on progress and next steps	<ul style="list-style-type: none"> Teacher schedules reflect adherence to the key components of reading. Classroom observations demonstrate that teachers are following schedules with fidelity. 	Schedules in place by August 28	In progress
<ul style="list-style-type: none"> TLI coach will work with English teachers on the implementation of the structured reading program, SIPPs 	TLI Coach; English reading teachers	SIPPs program, time for PD	<ul style="list-style-type: none"> Teacher schedules reflect adherence to the key components of reading. Classroom observations demonstrate that teachers are following schedules with fidelity. 	Initial training completed by end of first week of school.	In progress
<ul style="list-style-type: none"> Principal, AP, and Readings specialist will work with team leaders to introduce Team planning form to track objectives to be taught and student mastery of those objectives through examination of student work 	Principal, Assistant Principal, Reading specialist	Team Planning PLC's; form for planning tailored to K-2 Reading planning	<ul style="list-style-type: none"> Team planning form demonstrates a focus on TEKS objectives, questions that will be asked, and assessments to be used Form includes percentages of students meeting objectives and plans to address students who continue to struggle 	Initial implementation by mid-October	In progress
<ul style="list-style-type: none"> Principal, AP, and reading specialist will attend team planning meeting weekly to ensure the meetings are focused and productive 	Principal, Assistant Principal, Reading specialist	Time for meetings on school calendar and calendars of those assigned to attend	<ul style="list-style-type: none"> Lesson plan feedback to teachers Notes from teacher observations and feedback meetings 	On-going throughout the school year	In progress

<ul style="list-style-type: none"> Principal, AP, and specialists will review team planning forms and lesson plans weekly 	Principal, Assistant Principal, Reading specialist	Forms to review, lesson plans on shared drive	<ul style="list-style-type: none"> Lesson plan feedback to teachers 	On-going throughout the school year	In progress
<ul style="list-style-type: none"> Classroom teachers will be observed weekly to ensure adherence to plan 	Principal, Assistant Principal, Reading specialist	Observation and Feedback Cycles including documentation of the meetings	<ul style="list-style-type: none"> Notes from teacher observations and feedback meetings 	First cycle to be completed by end of September	In progress
<ul style="list-style-type: none"> Teachers consistently implement instructional strategies to align with the depth and complexity of the SE's while building engaging lessons to motivate student engagement. 	Teachers, Coaches, Specialists	SE's, CRM's	<ul style="list-style-type: none"> Lesson plans and Observation and Feedback data show 95% fidelity in the implementation of LA TEKS 	On-going beginning with lesson plans posted the first week of school	In progress
<ul style="list-style-type: none"> Teach students strategies to develop self-monitoring as they read including assessing their meta-cognitive strategies before and after teaching strategies. 	Teachers, Coaches, Specialists	PD on what metacognitive strategies students should be using	<ul style="list-style-type: none"> St. use of self-monitoring strategies is evident during classroom visits and listening in to students read. 	Beginning after the close of the first assessment window	In progress

(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
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks	Teachers	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Check for compliance in lesson plans each nine weeks	In progress
Elementary campuses will have two family fitness fun nights annually.	Principal, Wellness Committee, Asst. Principal	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	Completed by May 2014	In progress
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	PE Teachers	PE lesson plans, health resources, SEL resources	Students' data will be entered in Grade Speed according to grade level and teacher.	Completed each nine weeks according to grading and reporting calendar	In progress
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.	PE Teachers	PE lessons, Fitnessgram	All students' data will be entered in Fitnessgram according to teacher and campus.	Completed within the timeframe of assessment for the district	completed
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	PE Teachers, Nurse	Nurse information, information to share with parents and students	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	By two weeks after the Fitnessgram data is collected	not yet started

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
			AISD case management plan for obesity.		
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Principal	Time on Faculty Meeting agenda to share information. Email of data.	Spot checks to see if data were received.	By the first faculty meeting scheduled after the close of assessment window.	Not yet started
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Teachers, Principal, AP	master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. WOW Integrated Academic activity games	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	Beginning the first week of school.	In progress
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local). 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.	Principal	the nutrition memo (dated August 2009)	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Days determined by the end of September.	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
• All classroom teachers will teach one SEL lesson per week utilizing	Teachers, SEL Steering Committee	Second Step, lesson pacing calendar	• Teachers will include in weekly, monthly lesson	On-going beginning with second week of	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
the developed SEL curriculum and primary instructional resource— Second Step.			plans evidence of the lessons taught.	school.	
<ul style="list-style-type: none"> Hold three campus-wide activities for No Place for Hate including planning activities with student group, having all staff and students sign ADL respect resolution, and fully implementing the planned activities according to the NPH timelines. 	Teachers, SEL Steering Committee	No Place for Hate materials, student group to help with planning, ADL respect resolution forms,	<ul style="list-style-type: none"> Participation plan Respect resolutions signed and required photos/documentation of activities submitted on time resulting in ADL designation as NPH school. 	By mid-October for the plan and all activities completed and documented before Spring Break	In progress
<ul style="list-style-type: none"> Provide parents opportunity to learn about SEL standards and home support in at least one information session for parents. 	Teachers, SEL Steering Committee	Parent information packets, time on agenda of Parent Coffee	<ul style="list-style-type: none"> Sign in from session(s) 	By end of first semester	Complete
<ul style="list-style-type: none"> Establish SEL Steering Committee and schedule a minimum of 6 Steering Committee meetings 	Principal, SEL Campus Facilitator	Committee participants, calendar of meetings	<ul style="list-style-type: none"> Agendas / minutes 	By end of September	Complete
<ul style="list-style-type: none"> Establish self-regulation/problem-solving area in classrooms by providing PD to staff about areas, having each class set up space in classroom with posters/reminders, and by training students on use of areas. 	Teachers, SEL Steering Committee	Peace area materials; designated space in each classroom	<ul style="list-style-type: none"> PD sign in Space set aside with appropriate visuals Students using area appropriately 	By end of third week of school	In progress
<ul style="list-style-type: none"> Schedule time for reflection and future planning by setting up monthly coach-facilitator check-ins, two Principal Chats, an End-of-Year Staff Reflection meeting, and completing the A.I.R. Survey in 3rd grade. 	Teachers, SEL Steering Committee	Calendar of these meetings	<ul style="list-style-type: none"> Coach log Minutes / Goals of reflection meeting and AIR Survey Results 	Set by end of first nine weeks	In progress
<ul style="list-style-type: none"> Display SEL and PBS expectations and strategies throughout the 	Teachers, SEL Steering Committee	Posters	<ul style="list-style-type: none"> Posters and expectations on display 	By first day of school	Complete

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
school including in commons areas.			in every classroom and hallway by the end of September		
<ul style="list-style-type: none"> Continue to use the Bully Prevention Program that increases the positive behaviors of students in standing up against name calling, teasing, and intimidating behavior by teaching ways to intervene safely and in ways to inform and solicit adult intervention. Provide incentives including "We have your Back" wristbands. 	Teachers, SEL Steering Committee	Wrist bands, plan for how to earn the bands,	<ul style="list-style-type: none"> Teachers routinely nominate student for the award; counselor plans show implementation of bully prevention lessons in classroom guidance. 	Begin using Bully prevention with Kick off to be held by end of first 9 weeks,	Not yet started

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
<ul style="list-style-type: none"> Provide training to parents on effective ways to implement home reading program in their native language including having student write or dictate 2 or 3 sentences about what they read on the log. 	Reading Teachers	Plan for family reading night	<ul style="list-style-type: none"> Parent communication notebook includes information about ways to implement the home reading program effectively and 90% of fall conference minutes reflect discussion of effect use of home reading; 	By end of parent conference fall window	Complete
<ul style="list-style-type: none"> Provide reading night at least at separate primary and intermediate sessions to train parents on effective ways to interact with their children in reading to improve 	Reading Teachers	Plan for family reading night	<ul style="list-style-type: none"> Evidence of attendance to include sign in sheets; evidence of effectiveness to include increase in quality of 	By end of October	Complete

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
interest and achievement			student reading response journal entries		
<ul style="list-style-type: none"> Provide information to parents about their child's progress on assessments in all academic areas as well as information for parents of ELL students about the progress of acquiring academic English in weekly folders and during parent conferences in their native language. 	Teachers, Coaches, Principal, AP, Parent Support Specialist, Counselor, CIS Program Manager	Information sessions and packets for parents (Title I funds for reproduction)	<ul style="list-style-type: none"> Weekly communications folders go home with graded work, mid nine weeks reports; all parents attend any required fall and spring conferences as well as other conferences as needed for lack of progress 	By end of fall and spring conference windows	In progress
<ul style="list-style-type: none"> Provide Academic Math Night for parents to particularly introduce them to the concepts of problem types used in CGI and to concepts of problem solving used for STAAR with an emphasis on how real life experiences with math support concept development 	Math Teachers, Coaches, Principal, AP, Parent Support Specialist, Counselor, CIS Program Manager	Information sessions and packets for parents (Title I funds for supplies, light refreshments, reproduction costs)	<ul style="list-style-type: none"> Academic Nights calendar in place by September 15. Evidence of attendance to include sign in sheets; evidence of effectiveness to include increase in quality of student problem solving strategy use to include novel as well as taught procedures 	By end of January	Not yet started
<ul style="list-style-type: none"> Provide parents with meaningful activities/opportunities to assist child at home including use of accountability measures and incentives for parents (Reading, Math, and Science Night) 	Teachers, Principal, AP, Coaches, Specialists, Parent Support Specialist, Counselor, CIS Program Manager	Information sessions and packets for parents (Title I funds for supplies, light refreshments, reproduction costs)	<ul style="list-style-type: none"> Academic Night agendas, plans, and attendance sheets reflect parent training that resulted in greater student success and a greater percentage of parents of struggling students participating as partners for 	By end of January	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
			improvement of their child's achievement.		
<ul style="list-style-type: none"> Teams utilize tools to communicate with parents on a weekly basis about Ss behavior (ex. Gator Books, parent conferencing, home visits by teachers and/ or Parent Support Specialist, eCST tools) 	Teachers	Gator Book supplies (Title I and BTO funds)	<ul style="list-style-type: none"> Teams consistently use common tool of weekly communication with parents about Ss behavior 	Beginning using Gator Books the first week of school	Complete
<ul style="list-style-type: none"> Increase parent awareness of GT services and increase understanding of GT Performance Reports with scheduled GT parent meetings/ presentations in the fall and spring semesters at Parent Coffees 	GT Advocate	Time on agenda of Parent Coffee for presentation; information packet	<ul style="list-style-type: none"> Meetings scheduled, conducted, and documented attendance by GT teachers and parents 	By mid- September for Fall and end of January for Spring	In progress
<ul style="list-style-type: none"> Revitalize PTA, CAC, and hold monthly parent coffees 	Principal, Parent Support Specialist	Refreshments, child care, incentives for participation	<ul style="list-style-type: none"> Sign in sheets show increased parent participation and agenda minutes show increased parent expression of ideas. 	By end of September	Complete

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
<ul style="list-style-type: none"> Provide PD on and implement Grade Level or Vertical Grade Subject Team Planning Professional Learning Communities focused on the increased level of rigor in the CRM's and ensure the alignment of SE, activities, and assessments to maintain this level of rigor in instructional delivery. 	Principal, AP, Coaches, Specialists	Time for PD, CRM's, Area 3 Planning Documents	<ul style="list-style-type: none"> Lesson plans and Observation and Feedback data show 95% fidelity in the implementation of LA TEKS at the described level of rigor. 	Initial training by middle of September, monitoring on-going	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
<ul style="list-style-type: none"> Provide PD on effective implementation of all components of reading practices especially guided reading, comprehension, and the use of Comprehension Purpose Questions. 	AP, TLI coach, Reading Specialists, Principal	Time for PD for upper grade and lower grade teachers separately	<ul style="list-style-type: none"> PD provided results in 90% of teachers implementing the PD topics with fidelity. 	Both sets of teachers trained by end of first nine weeks	complete
<ul style="list-style-type: none"> Provide PD on how to increase rigor through questioning. Use pre-planned questions that focus on students using effective, efficient, just right tools for problem solving. 	Leadership Team	Time for PD and individualized PD through observation and feedback coaching cycles	<ul style="list-style-type: none"> Meeting notes reflect use of PD during PLC planning, common assessment creation, and review of student work discussions 	Ongoing	In progress
<ul style="list-style-type: none"> Provide Professional Development to PK teachers in 2nd semester to help them introduce math vocabulary to assist students in transitioning to K 	Instructional coach	Information packets, time on PK PLC agenda	Team meeting notes and observation and feedback data show use of PK/ K appropriate math vocabulary in last 9 weeks	By end of May	Not yet started
<ul style="list-style-type: none"> Provide PD on effective use of adopted reading series materials for diagnostics and interventions. 	TLI Coach, AP, TLI Steering Committee, Reading PLC leaders	Reading series materials	<ul style="list-style-type: none"> PD provided results in 90% of teachers implementing the PD topics with fidelity. 	By end of 1 st Nine weeks	Complete
<ul style="list-style-type: none"> Provide PD to K-2 Teachers in the Texas Literacy Initiative Standards Based Instruction in Reading, Writing, English Language Proficiency, and Oral Language Development in a coherent framework that includes assessment, data driven decisions, and intensive, targeted interventions. 	TLI Coach, AP, TLI Steering Committee,	TLI materials, District and Region XIII TLI support staff, time for training including the half day of PD on November 11	<ul style="list-style-type: none"> PD provided results in 90% of teachers implementing the PD topics with fidelity. Benchmark data and short cycle assessment data shows 10% fewer students in high or moderate need categories after each subsequent test window. 	On-going with majority of training occurring prior to end of first semester	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
<ul style="list-style-type: none"> Continue to implement observation of all teachers for at least 15 minutes each week and provide face to face feedback each week in a 30 minute conference to include communication and monitoring of key steps for improvement, feedback on PD goals and implementation, and review of lesson plans. 	Leadership Team	<u>Leverage Leadership</u> Observation and Feedback cycle information and way to document using tracker or similar tool	<ul style="list-style-type: none"> Planning tracker maintained by each Leadership team member with Observation and Feedback duties reflects progress on key indicators throughout the year. 	Ongoing beginning with first cycle by the end of	In progress
<ul style="list-style-type: none"> Continue to provide training to teachers on effective ways to implement technology in their classroom 	AP, Technology Committee	Air Serve software, more up to date hardware, new software packages such as Achieve 3000, Think Through Math, and iStation, funds for these packages	<ul style="list-style-type: none"> 75% of teachers trained by end of semester on at least one new classroom technology idea Observation and feedback data shows teachers using technology in at least three lessons in each 9 weeks period. 	By end of first semester	In progress
<ul style="list-style-type: none"> Teachers receive PD for and develop differentiated instructional programs and materials that engage, motivate, encourage, and excite Ss to achieve potential 	Principal, GT Advocates	(Title I for materials); time on Faculty Mtg. agendas for training	<ul style="list-style-type: none"> Increase the frequency of planned and observed differentiated learning experiences for GT students in the core academic areas by 25%. 	By Spring Break	In progress
<ul style="list-style-type: none"> Provide GT update training to all GT certified staff 	GT Advocate, Teacher trained to provide update training for the staff	Time, agenda, and dates for training, materials packets for teachers	<ul style="list-style-type: none"> GT Update training completed by end of November with consistent implementation of 	By end of first semester	Not yet started

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
			training ideas evident in at least 80% of trained staff classrooms		
<ul style="list-style-type: none"> Ensure that all DL teachers receive district level required training for Dual language, reading, math, science, and writing. 	DL Committee, Principal	Funds for substitutes and stipends	<ul style="list-style-type: none"> Individual professional development plans of teachers reflect the completion of all required training. 	By end of first semester	In progress
<ul style="list-style-type: none"> Provide professional development for all teachers who use Interactive Notebooks to be able to use consistent criteria for Interactive Notebook entries across grade levels that emphasizes student reflection on what has been learned, not just answering factual questions and copying vocabulary. 	Principal	Training materials, time on Math/ Science PLC agenda	<ul style="list-style-type: none"> Criteria for Interactive Notebooks is displayed in every classroom that is consistent across grade levels and language groups 	By end of first nine weeks	Complete
<ul style="list-style-type: none"> Provide Professional Development on ways to teach students strategies to develop self-monitoring as they read including implementing the use of Comprehension Purpose Questions (CPQ). 	AP, TLI Steering Committee members	Training information on CPQ's, time for training at faculty meeting	<ul style="list-style-type: none"> St. use of self-monitoring strategies is evident during classroom visits and listening in to students read. 	PD complete by end of first 9 weeks, full implementation by end of first semester	In progress
<ul style="list-style-type: none"> Provide PD on use of data from iStation and Achieve 3000 to develop instructional intervention/ enrichment plans for individual students 	AP, Principal	Training information about access and use of reports for parent conferences and Tier II and III documentation in eCST.	<ul style="list-style-type: none"> Teachers use data reports in documentation for eCST and in parent conferences 	By mid- October conferences	Complete

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
<ul style="list-style-type: none">Continue developing and implementing Child Study System including use of specific contact on staff for each grade level.	Child Study Team, Grade Level Planning PLC's, Subject Band Planning PLC's, Teachers, Specialists	Consultation with Child Study Team facilitator	<ul style="list-style-type: none">All teachers know who their contact is and have met with them to discuss students of concern by two weeks after beginning of year assessments are complete	By end of two weeks past assessment window for BOY assessments	In progress
<ul style="list-style-type: none">Develop specific goals and plan for monitoring progress of struggler towards specific targets.	Child Study Team, Grade Level Planning PLC's, Subject Band Planning PLC's, Teachers, Specialists	Consultation with school contact. Data from BOY assessments	<ul style="list-style-type: none">Discussion with contact results in intervention plan being created and monitored in CST;	By end of two weeks past assessment window for BOY assessments	In progress
<ul style="list-style-type: none">If struggling student is not meeting the planned progress trajectory at the monthly check in, refer for Tier III CST meeting.	Child Study Team, Grade Level Planning PLC's, Subject Band Planning PLC's, Teachers, Specialists	Tier III CST calendar	<ul style="list-style-type: none">Lack of improvement should be addressed with next steps and monitoring in eCST to show the steps are being carried out.	By end of October	In progress
<ul style="list-style-type: none">Teacher contact parents of all students within the first 4 weeks of school and identify any information pertinent to student learning and potential roadblocks to success.	Teachers, Specialists	Parent phone numbers, contact logs	<ul style="list-style-type: none">Teachers keep parent contact logs that reflect conversations with parents. Once a student is identified as a struggling student, parent contact regarding student performance will be maintained in the eCST tool	By end of 4 th week of school.	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
<ul style="list-style-type: none"> Review campus level data on SPED representation provided by SPED department. 	Principal, Special Ed. Teachers, AP	District Reports	<ul style="list-style-type: none"> Review Data, discuss plan for reduction, and document plan in Principal Notebook 	Review each 6 weeks within one week of receipt of reports	In progress
<ul style="list-style-type: none"> Continue to train about and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model. 	Instructional coaches and specialists, teacher leaders	Refresher discussion on writing measurable goals in eCST and reminders to complete progress monitoring RTI specialists to work with recently dismissed students to maintain grade level performance	<ul style="list-style-type: none"> Fewer African-American students are referred for Special Education and receive needed support through general education. 	Tier II supports in place by end of 4 th week of school	In progress
<ul style="list-style-type: none"> Provide opportunities to support struggling learners in accelerating their area(s) of strength through the use of various differentiated instructional techniques/tools including the use of peer tutors for support. 	Teachers	Training on differentiation; training for peer tutors	<ul style="list-style-type: none"> Lesson plans and intervention plans reflect use of differentiated techniques 	By end of second week of school for use and documentation of differentiation, by end of October for implementation of peer tutoring	In progress
<ul style="list-style-type: none"> Teachers and specialists provide Tier II intervention during the day and/or after school for struggling learners and consistently use Pre-teach lessons in math and science with struggling students. 	Teachers, Specialists, RTI Specialists provided by the district	BTO and Title I funds for extra duty pay and materials	<ul style="list-style-type: none"> Tier II learning opportunities documented in progress monitoring forms for all struggling learners 	By mid- October	In progress
<ul style="list-style-type: none"> Develop various student incentives to work hard and persevere on tasks that are difficult for them including reward trips, incentives for outside reading, possible gift card drawings (including increased participation in Neighborhood Longhorns) 	NLP coordinator, Principal, teachers	Specific outreach by NLP to African American students who are struggling.	<ul style="list-style-type: none"> Student incentives are decided and put on school calendar. Implementation of rewards on time and resulting in greater student achievement on benchmark and weekly assessments. 	By end of October	Complete

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): 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-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
<ul style="list-style-type: none">Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Principal, Asst. Principal Special Ed. teachers	Time for group review set aside at team meeting	<ul style="list-style-type: none">Documentation of meeting and individualized plans.	In place by the end of the first nine weeks.	Complete
<ul style="list-style-type: none">Analyze student present levels of functioning using BOY assessment data by the end of the week after the testing window has closed	Principal, Asst. Principal Special Ed. teachers	Data afternoon on calendar; stipends for extra duty time	<ul style="list-style-type: none">Documentation of meeting and individualized plans	In place by the end of the first nine weeks.	Complete
<ul style="list-style-type: none">Compare current levels and work/study habits to see if students are ready to move into less restrictive settings and develop action plan for moving students toward less restrictive settings.	Principal, Asst. Principal Special Ed. teachers	Form to assess current levels in relation to needed levels.	<ul style="list-style-type: none">Progress monitoring toward less restrictive environment conducted each semester	By end of 1 st and 4 th nine weeks	In progress
<ul style="list-style-type: none">Conduct ARD meetings to revise IEP as warranted.	Principal, Asst. Principal Special Ed. teachers	Meetings scheduled as needed on ARD Calendar	<ul style="list-style-type: none">ARD's filed in SEEDS	As needed	In progress
<ul style="list-style-type: none">Use all appropriate accommodations and increase the use of differentiated instruction in the regular classroom for students to be successful on the most rigorous version of STAAR	Principal, Asst. Principal Special Ed. Teachers, classroom teachers	Accommodations page shared with teachers	<ul style="list-style-type: none">Accommodations are decided upon in the first nine weeks and routinely implemented for student success.	By end of 3 rd week of school	complete
<ul style="list-style-type: none">Ensure that Sp Ed. students have access to after school tutorials as appropriate	Principal, Asst. Principal Special Ed. Teachers, Instructional Coach	Title I and BTO funds for extra duty pay and materials	<ul style="list-style-type: none">Criteria for after school tutorials applied to Sp. Ed. students as well as general ed. students.	Included in first tutorial session	Complete

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

Table #DR-13 <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 (Yes or No): NO					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Special Education Measureable Postsecondary Goals - HS

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

ELL Proficiency Levels – All Levels

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
• Implement the Dual Language one way program in PK -3rd Grades including having the Bilingual teachers at these grade levels participate fully in all required Professional Development offered by the district.	Principal, Asst. Principal, DL teachers, DL Committee	Funds for stipends for training	• Planning and observation and feedback data shows implementation of all parts of the Dual Language program with fidelity to the plan	By end of first semester	In progress
• Develop schedules that align with sample schedules provided by the district and monitor fidelity to the schedule and provide for 50% English and 50 % Spanish instruction	Principal, Asst. Principal, DL teachers, DL Committee	Schedule templates	• Observation and feedback data indicates adherence to the schedules.	By August 28	Completed
• Implement the Dual Language one way program in 2 nd and 3 rd Grades including having the two reading periods each day—one English; one Spanish	Principal, Asst. Principal, DL teachers, DL Committee	Schedules and coordination between CRM pacing guides provided by DL and Area 3	• Planning and observation and feedback data shows implementation of all parts of the Dual Language program with	By end of September	Complete

Table #DR-15

Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%

Source: AISD CDA Report

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

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			fidelity to the plan		
<ul style="list-style-type: none"> Establish Dual Language committee to maintain fidelity to the Gomez/ Gomes model and update DL teachers on new information from the district 	Principal, Asst. Principal, DL teachers, DL Committee	DL committee names and chairperson; time for chairperson to participate in District DL meetings	<ul style="list-style-type: none"> Monitoring visits by the DL department show fidelity to the model 	By end of September	Completed
<ul style="list-style-type: none"> Provide additional supports to non-Spanish ELL students through the use of an ESL Specialist who will work specifically on increasing the English Language abilities of this population 	Principal, Asst. Principal, DL teachers, DL Committee; ESL specialist	Title III funds for teacher, help from Refugee Office	<ul style="list-style-type: none"> ESL specialist's schedule reflects direct service to these students and they show progress in communicating in English and academic progress on benchmark assessments 	Groups begin by 4 week of school following BOY assessments	In progress
<ul style="list-style-type: none"> All classes use ELPS strategies to support English acquisition including using peer tutor supports to increase language skills 	Principal, Asst. Principal, DL teachers, DL Committee	ELPS frameworks documents; peer tutors; Walkthrough/ Checklist	<ul style="list-style-type: none"> Reporting to parents shows increases in ESL scores throughout the year 	By first week of school for beginning using and documenting use of ELPS strategies; peer tutors by end of October; monitoring every nine weeks	In progress

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):

Applicable Strategic Plan Goal(s): 1,2,3,4

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

Table #DR-16 <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 (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-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 (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	

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

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	To increase academic performance in reading, math, science and writing by providing targeted interventions by teachers to students at risk of not meeting state level assessment passing standard in core content areas on STAAR.
General Supplies for at-risk students	To increase academic performance by providing teachers with materials necessary for students to complete rigorous, aligned assignments.
Reading specialists	To increase the number of students reading at grade level by providing targeted, scientifically based interventions with highly trained specialists in the area of reading to students at-risk of not meeting state standard on STAAR.
Elementary Counselors	To ensure that students are emotionally ready to learn by providing targeted social, emotional, behavioral, and academic supports to at-risk students, thus promoting effective learning.
Parent Support Specialist	To assist parents in supporting their children's education and attendance through training, opportunities to work as volunteers in the school, and to participate in decision making in the school. Services provided to at-risk students needing additional social, emotional, academic and behavioral supports and at-risk families in need of short and long term crisis intervention and stabilization services for effective learning environments.
TOTAL	\$591,156.00

The figures above include the salaries (in part or whole) of the equivalent of 6 full-time staff members (FTEs), added to the faculty in order to support the supplemental programs and services funded through State Compensatory Education.

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-10;16-17;29-30
Instruction by highly qualified staff	34
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	19-22
Strategies to attract highly qualified teachers to high-need schools	34
Strategies to increase parental involvement	17-19
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	20
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	10,20-21
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	10-11; 24,27,30
Coordination and integration of federal, state, and local services and programs	33
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	17-19

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	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Math Specialist/Coach working with teachers (50%)	Implement best practices to increase interest/ rigor in reading, math, writing, and science.	Increase students meeting or exceeding PRA passing Standards, and close PRA performance gaps between all student groups, and Increase students achieving PRA and math EOY Commended Level Performance.	\$33,007.00	Increased academic performance on Benchmarks and PRA showing 90% or more passing and 30% or more commended.
Literacy Teacher (150%)	Implement best practices to increase interest/ rigor in reading, math, writing, and science.	Increase students meeting or exceeding PRA / STAAR passing Standards, and close PRA / STAAR performance gaps between all student groups, and Increase students achieving PRA/ STAAR and math EOY Commended Level Performance.	\$98,633.00	Increased academic performance on Benchmarks and PRA/ STAAR showing 90% or more passing and 30% or more commended.
Teaching Assistant	Implement best practices to increase students' growth of at least one level of English per school year, and identify struggling learners early and improve instructional strategies to engage struggling learners.	Increase students meeting or exceeding TAKS passing Standards, and close TAKS performance gaps between all student groups, and increase grade level advancement rates.	\$35,776.00	Increased academic performance on Benchmarks and PRA/ STAAR showing 90% or more passing and 30% or more commended.
Math specialist/ Coach working with students (50%)	Provide intervention for students struggling to meet mastery levels on grade level TEKS in math.	Increase students meeting or exceeding STAAR passing Standards, and close STAAR performance gaps between all student groups, and increase grade level advancement rates.	\$33,007.00	Increased academic performance on Benchmarks, Short Cycle Assessments and STAAR showing 90% or more passing and 30% or more commended.

Parent Support Specialist (50%)	Implement best practices in involving parents in being supporters of their children's academic development through increases in attendance, improved work/ study habits, and increases in parent participation in school governance.	Provide information to parents about their child's progress on assessments in weekly folders and during parent conferences in their native language;•provide Academic Nights for parents to introduce them to concepts for supporting their childrens' learning.		Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences; increase academic performance including increasing percentages of scholars achieving at commended levels.
			\$16,201.00	
Salary Adj.			\$10,831.00	
Instructional Supplies, Materials, and Equipment				
General Supplies such as paper, writing supplies, notebooks for math/ science/ reading/ or writing journals; math manipulatives, science equipment, instructional materials; Materials to improve reading and facilitate reading groups, read aloud, and shared reading such as carpets, chart holders, and tape or digital recorders for listening centers, software and software licenses; digital cameras to produce instructional displays, materials, and student produced presentations; printers to create instructional materials; presentation projectors such as elmos or lumens and Epson projectors; screens for projection, and sound systems to aid in presentations to and by students for increase in technology proficiency in students, math games for increasing student numerical fluency; other reading materials such as library and leveled library books and general supplies to facilitate student and teacher access to these materials; bookshelves to hold new leveled library and reading materials, and science materials in the classrooms; tables to facilitate reading group work (special kidney shaped tables); writing supplementary materials to address the new STAAR writing expectations; dry erase boards (large and small) to facilitate group work; bulletin boards to display instructional materials and student work:science materials such as magnets	Implement best practices to increase rigor in reading, math, writing, and science; identify struggling learners early and improve instructional strategies to engage struggling learners; Increase amount of Science instruction in English for ELL's: implement one way Dual Language in PK-1st Grades	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments		Increased academic performance on Benchmarks and PRA/ STAAR showing 90% or more passing and 30% or more commended.
			\$36,157.00	

Stipends for extra duty pay for teachers to provide interventions to students needing acceleration of learning to meet achievement goals.	Provide Tier I and Tier II interventions to struggling readers, writers, math and science learners including before, after, and Saturday school extended learning opportunities.	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$20,866.00	Increased academic performance on Benchmarks and PRA/ STAAR showing 90% or more passing and 30% or more commended.
Staff Training				
Community Services (Function 61)				
Reproduction—to make informational packets for academic nights, to copy parent/ student handbooks	Implement best practices to increase rigor in reading, math, writing, and science; identify struggling learners early and improve instructional strategies to engage struggling learners; Increase amount of Science instruction in English for ELL's	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$250.00	Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences

Travel and registration for conferences to increase parent involvement and provide training on parents partnering with teachers to improve student achievement, attendance, and social/ emotional skills	Implement best practices to increase rigor in reading, math, writing, and science; identify struggling learners early and improve instructional strategies to engage struggling learners; Increase amount of Science instruction in English for ELL's	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$239.00	Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences; increase academic performance including increasing percentages of scholars achieving at commended levels.
General Supplies—supplies such as paper, writing materials, math manipulatives, science hands on materials, digital camera and television for instruction for parents and documenting effective instructional practices for parents to use with their children, etc. for parent communication and academic nights	Implement best practices to increase rigor in reading, math, writing, and science; identify struggling learners early and improve instructional strategies to engage struggling learners; Increase amount of Science instruction in English for ELL's	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$400.00	Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences; increase academic performance including increasing percentages of scholars achieving at commended levels.
Refreshments—light refreshments to increase parent attendance at parent training activities	Implement best practices to increase rigor in reading, math, writing, and science; identify struggling learners early and improve instructional strategies to engage struggling learners; Increase amount of Science instruction in English for ELL's	Increase students meeting or exceeding PRA/ STAAR passing Standards, and close performance gaps between all student groups, and Increase students achieving Commended Level Performance; Increase ELL students scoring above beginning level on TELPAS Reading; Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$600.00	Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences; increase academic performance including increasing percentages of scholars achieving at commended levels.

Portion of Parent Support Specialist Salary	Implement best practices in involving parents in being supporters of their children's academic development through increases in attendance, improved work/ study habits, and increases in parent participation in school governance.	Provide information to parents about their child's progress on assessments in weekly folders and during parent conferences in their native language;•provide Academic Nights for parents to introduce them to concepts for supporting their childrens' learning.		Increase in the number of parents attending academic nights, parent coffees, and more parents regularly attending campus governance meetings; Increase in students receiving 3's and 4's on homework completion; increase to at least 80% of parents attending parent conferences; increase academic performance including increasing percentages of scholars achieving at commended levels.
			\$3,000.00	
Other Requests				
Contracted Services for ACE Americorps Reading Tutors.	Provide Tier II and Tier III interventions to struggling readers	Increase K-2 Students reading at or above grade level on end of year DRA/EDL assessments	\$10,000.00	At least 60 % of students in K-2 reading at or above grade level on EOY assessments.
Total (Must Match BTO Total)			\$298,967.00	

Principal Approval

Laurie Barber

Date: 09/26/13

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	28	27	42.00	41
Asian	n/a	n/a	40.00	n/a
AA	18	15	32.00	32
Hispanic	32	31	45.00	45
White	*	*	47.00	*
2 or More	<1	n/a	40.00	n/a
EcD	29	26	42.00	41
ELL	27	26	45.00	41
Spec Ed	*	*	40.00	*
3rd English	*	19	40.00	35
3rd Spanish	*	*	40.00	*
4th English	40	38	50.00	50
4th Spanish	*	*	42.00	*
5th English	29	25	45.00	40

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	41	42	55.00	53
Asian	n/a	n/a	55.00	n/a
AA	35	37	52.00	49
Hispanic	43	43	55.00	55
White	<1	*	60.00	*
2 or More	<1	n/a	55.00	n/a
EcD	40	41	55.00	53
ELL	35	35	55.00	48
Spec Ed	*	*	30.00	*
3rd English	*	41	55.00	53
3rd Spanish	*	*	30.00	*
4th English	48	54	65.00	63
4th Spanish	<1	*	32.00	*
5th English	48	44	58.00	55

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	26	25	45.00	40
Asian	n/a	n/a	45.00	n/a
AA	*	*	40.00	*
Hispanic	27	27	45.00	42
White	<1	*	60.00	*
2 or More	n/a	n/a	45.00	n/a
EcD	25	25	45.00	40
ELL	25	22	45.00	38
Spec Ed	*	*	30.00	*
4th English	26	28	45.00	42
4th Spanish	*	22	45.00	38

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

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	26	39	52.00	51
Asian	n/a	n/a	52.00	n/a
AA	*	*	50.00	*
Hispanic	28	41	55.00	53
White	n/a	*	60.00	*
2 or More	n/a	n/a	52.00	n/a
EcD	27	37	52.00	50
ELL	*	33	52.00	47
Spec Ed	<1	<1	25.00	20
5th English	26	39	52.00	51

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

STAAR/EOC Reading/ELA at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	5	7	20.00	16
Asian	n/a	n/a	10.00	n/a
AA	*	*	15.00	*
Hispanic	*	8	20.00	18
White	*	<1	15.00	10
2 or More	<1	n/a	15.00	n/a
EcD	5	6	20.00	16
ELL	*	*	17.00	*
Spec Ed	*	<1	10.00	10

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	16	23	32.00	31
Asian	n/a	n/a	10.00	n/a
AA	18	17	32.00	25
Hispanic	16	25	33.00	33
White	<1	*	40.00	*
2 or More	<1	n/a	10.00	n/a
EcD	15	23	32.00	31
ELL	8	14	25.00	23
Spec Ed	<1	<1	10.00	10

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	*	*	15.00	*
Asian	n/a	n/a	10.00	n/a
AA	*	<1	10.00	10
Hispanic	*	*	15.00	*
White	<1	*	55.00	*
2 or More	n/a	n/a	10.00	n/a
EcD	*	*	13.00	*
ELL	<1	*	13.00	*
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 Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	12	9	20.00	18
Asian	n/a	n/a	10.00	n/a
AA	*	<1	15.00	10
Hispanic	12	12	22.00	21
White	n/a	<1	10.00	10
2 or More	n/a	n/a	10.00	n/a
EcD	13	*	20.00	*
ELL	*	*	22.00	*
Spec Ed	<1	<1	10.00	10

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

Primary Reading Assessment EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	83%	82%	79%	85.00	>=90%
Kinder DRA Spanish	73%	73%	72%	85.00	>=90%
1st DRA English	50%	23%	44%	65.00	>=90%
1st DRA Spanish	55%	42%	71%	85.00	>=90%
2nd DRA English	15%	49%	60%	70.00	>=90%
2nd DRA Spanish	45%	57%	53%	70.00	>=90%

Data Source: AIMS, EOY Assessment

On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96%	95.8%	95.7%	95.8%	96%	96.3%	96.70
African American	95.4%	95.3%	95.2%	95.3%	95.7%	96.1%	96.70
Asian	95.7%	93.3%	92.7%	93.6%	88.8%	95.2%	96.00
Hispanic	96.4%	96%	95.9%	96%	96.2%	96.4%	96.70
Native American				98.3%	94.3%	90.1%	96.70
White	94.5%	94.5%	94.2%	94.4%	94.9%	96.6%	96.70
2 or More				91.8%	95.6%	98.9%	99.00
EcD	96.1%	95.7%	95.7%	95.8%	96%	96.3%	96.70

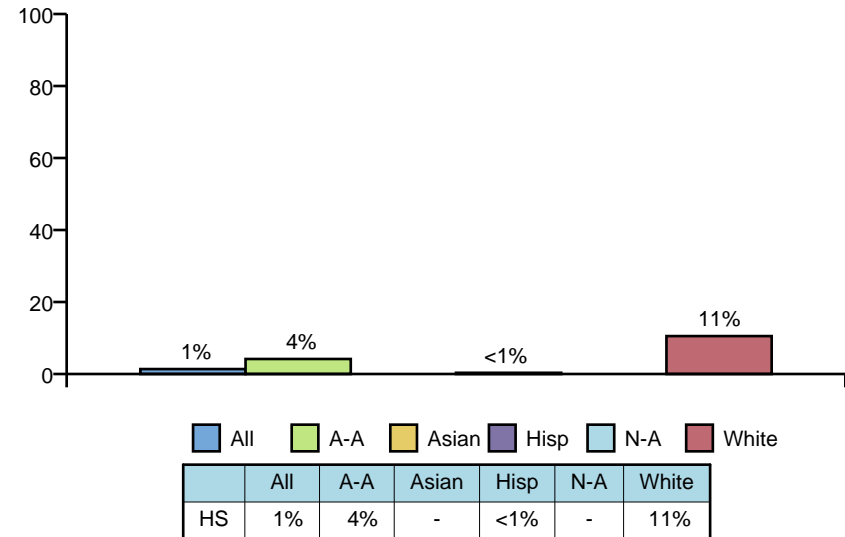
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

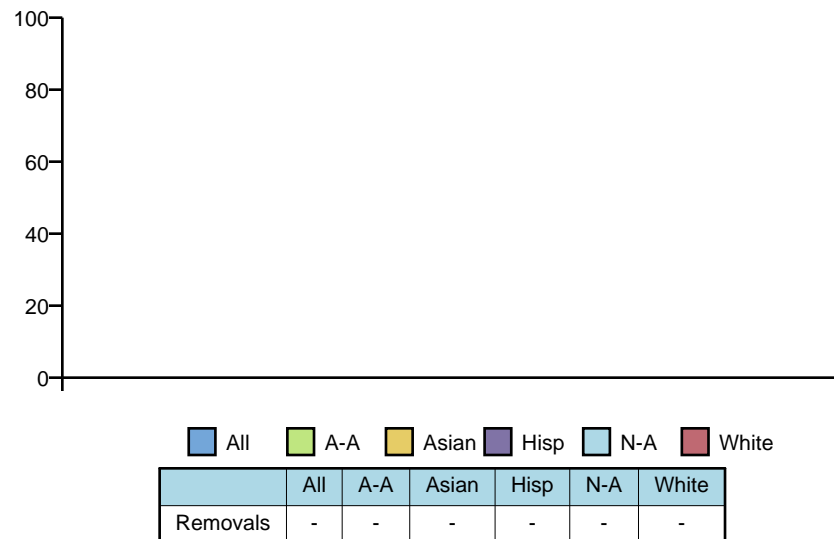
Student Group	Enrollment 2012-13
All Students	803
African American	168
Asian	6
Hispanic	603
Native American	2
White	19

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

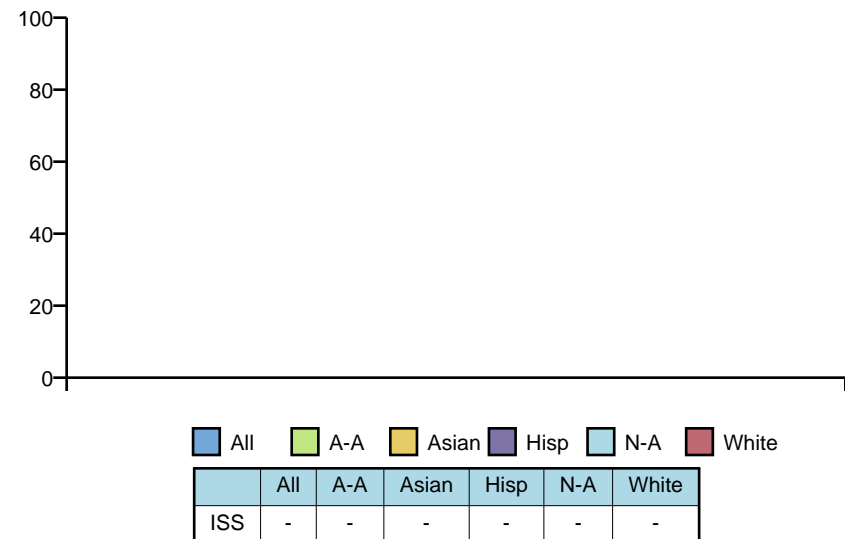
Campus Suspension to Home



Campus Discretionary Removals



Campus ALC/EDAP or ISS



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	.13%	1	.12%			0.00
African American	1	.74%					0.00
Asian							0.00
Hispanic			1	.15%			0.00
Native American							0.00
White							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	21	2.76%	18	2.16%	11	1.37%	1.00
African American	11	8.15%	8	5.13%	7	4.17%	2.08
Asian							1.00
Hispanic	8	1.36%	10	1.55%	2	.33%	0.25
Native American							1.00
White	2	9.09%			2	10.53%	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.

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	6	.79%	2	.24%			0.00
African American	5	3.7%					0.00
Asian							0.00
Hispanic	1	.17%	2	.31%			0.00
Native American							0.00
White							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.

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	621	573	701	709	671
African American	158	104	118	136	136
Asian	3	4	5	1	5
Hispanic	445	454	543	544	508
Native American			9	1	2
White	15	11	14	19	16
2 or More			12	8	4

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	202	23	11%	185	29	16%	10.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	6	1	17%	14.00	
Hispanic	198	22	11%	179	28	16%	10.00	
White	*	*	*	-	-	-	10.00	
EcD	201	23	11%	185	29	16%	10.00	
Special Ed	19	9	47%	18	13	72%	62.00	

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	17	8	47%	11	5	45%	21	14	67%	12	7	58%	26	18	69%	14	9	64%
F	Hispanic	91	47	52%	52	24	46%	95	54	57%	50	33	66%	93	48	52%	44	27	61%
F	White	-	-	-	-	-	-	*	-	-	-	-	-	*	*	*	-	-	<1%
F		108	55	51%	63	29	46%	117	68	58%	62	40	65%	120	67	56%	58	36	62%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	30	16	53%	19	16	84%	23	14	61%	17	11	65%	22	12	55%	12	6	50%
M	Hispanic	104	48	46%	58	47	81%	87	40	46%	54	44	81%	83	38	46%	37	31	84%
M	White	*	*	*	*	*	*	*	-	-	*	*	*	*	*	*	*	*	*
M		137	65	47%	78	64	82%	112	54	48%	72	56	78%	109	54	50%	51	39	76%
total		245	120	49%	141	93	66%	229	122	53%	134	96	72%	229	121	53%	109	75	69%

Data Source: AISD Fitnessgram