

TA Brown
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 at the end of the year.

We Confirm the Above Information ...

Position	Name	Date
Principal	Veronica Sharp	9/27/2013
Co-Chair	Surisaddai Canela	9/27/2013
Co-Chair	Margaret Huff	9/27/2013



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	Veronica Sharp

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Margarita N. Trujillo						
Parent	Maria del Carmen Trujillo						
Parent	Cirenia Sanchez						
Parent	Liliana Chavez						
Parent	Maria Escovedo			✓			
Parent	Josefa Espinoza						
Parent	Margaret Huff	✓					
Professional Staff Member	Surisaddai Canela	✓					
Professional Staff Member	Katie Todd					✓	
Professional Staff Member	Carrie Alexander				✓		
Professional Staff Member	Humberto Garcia				✓		
Professional Staff Member	Olga Fajardo				✓		
Professional Staff Member	Jose Hernandez				✓		
Classified Staff Member	Sheryl Bowie						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	TASB representative						
Community Representative	Jo Ann Rees						

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):	Monday
Normal Time:	4:00-5:00 PM

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✓)	Method of Orientation
✓	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
<ul style="list-style-type: none"> September 19th 2hrs September 25TH 1.5hrs September 26th 8 hrs September 27th 1hr 	<ul style="list-style-type: none"> September 19th 2hrs September 25TH 1.5hrs September 26th 8 hrs September 27th 1hr

with parents <ul style="list-style-type: none"> September 30th (Staff review, basket of measures) 	with parents <ul style="list-style-type: none"> September 30th (Staff review, basket of measures)
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CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- Data Profile
- CUM folders
- 2012-2013 STAAR data reports
- Individual student identification for CST interventions
- Shared vision action plan
- Effective systems review
- Vertical team alignment plans
- Area 3 expectations

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

- ELL Reading / Writing
- Special Education (Identification / STAAR performance)

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase students meeting or exceeding Reading STAAR passing standards, and close STAAR performance gaps between all student groups. <i>School wide Reform Strategy.</i>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Target student needs through analyzing data, deconstruction of the student expectations, and planning rigorous tasks in the core instruction. <i>Provides teachers opportunity to be included in how</i>	Teachers, team leaders, staff, reading specialist, Administrators, PSS, Office, parents.	2012-2013 Reading STAAR data.	Classroom visits with the 9 square walk-thru documentation. Meet or exceed STAAR passing standards. Teachers are observed using the best practice at a proficient level during core instruction.	August 2013-May 2014	

assessment data is used in instruction.			Parents are aware of the reader's notebook system.		
b. Alignment of curriculum, instruction, and assessment.	Teachers, administrators.	Lesson plans.	Lesson plans. Classroom visits with the 9 square walk-thru documentation. Students' reader's notebook. Organized and labeled classroom library available for students. Observation of accountable independent reading by students during walk-thru.	August 2013-May 2014	
c. Early intervention for Dyslexic students.	Teachers, support staff, Administrators, and office.	Intervention plans.	Meet or exceed STAAR passing standards.	August 2013-May 2014	

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

Objective: Increase students meeting or exceeding Math STAAR passing standards, and close STAAR performance gaps between all student groups.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Target student needs through analyzing data, deconstruction of the student expectations, and planning rigorous tasks in the core instruction. b. Provides teachers opportunity to be	Teachers, team leaders, staff, reading specialist, Administrators, PSS, Office, parents.	2012-2013 Math STAAR data.	Lesson plans. Classroom visits with the 9 square walk-thru documentation. Daily implementation of numerical fluency.	August 2013-May 2014	

<i>included in how assessment data is used in instruction.</i>					
c. Alignment of curriculum, instruction, and assessment.	Teachers, administrators.	Lesson plans.	Lesson plans. Classroom visits with the 9 square walk-thru documentation.	Agust 2013-May 2014	
d. Daily implementation of numerical fluency across all grade levels.	Teachers,	Intervention plans.	Meet or exceed STAAR passing standards.	Agust 2013-May 2014	

Table #CI-3

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

Objective: Increase students meeting or exceeding Writing STAAR passing standards, and close STAAR performance gaps between all student groups. School wide Reform Strategy.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Target student needs through analyzing data, deconstruction of the student expectations, and planning rigorous tasks in the core instruction. b. <i>Provides teachers opportunity to be included in how assessment data is used in instruction.</i>	Teachers, team leaders, staff, reading specialist, Administrators, PSS, Office, parents.	2012-2013 Writing STAAR data.	Lesson plans. Classroom visits with the 9 square walk-thru documentation.	Agust 2013-May 2014	
c. Alignment of curriculum, instruction, and assessment.	Teachers, administrators.	Lesson plans.	Lesson plans. Classroom visits with the 9 square walk-thru documentation. Students' weekly letters to teachers.	Agust 2013-May 2014	

d. Implement comprehensive writing plan	Teachers,	Intervention plans.	Meet or exceed STAAR passing standards. Mini lesson incorporated into lesson plans. Students' weekly letters to teachers.	Agust 2013-May 2014	
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DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1					
Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a) Comply with Federal, State, and Local Wellness Policy (FFA, Legal, Local, and Exhibit). • Choose 3 events to be excluded from the Texas Public School Nutrition Policy with the exception of during meal serving times: Winter party, Track & Field, End of the Year party. • Eliminate food fundraiser during the school day, including the sale of tickets for afterschool pickup a food item. • Making healthy nutrition choices and information shall be shared with campus staff, parents and students to positively influence the health of student and community members (newsletter, email, school events, etc.	Administrators, Staff, PBS.	Healthy nutrition resource.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or food from services.	Agust 2013-May 2014	
b) Implement CATCH/ Coordinated School Health (CHS) Program (K-8) • Create a CSH team that meets 4 times a year to create a healthy school environment that promotes physical activity and nutrition. The CHS team should include PE and classroom	Administrators, Team leaders, CATCH team, PE teacher.	CATCH curriculum PD on CATCH curriculum provided to staff.	Teachers will include weekly, monthly lesson plans evidence of the health of the	Agust 2013-May 2014	

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>teachers, cafeteria manager, nurse, administrator, parents and possibly 2 students from the Student Wellness Team (SWT)</p> <ul style="list-style-type: none"> • Provide training to the campus staff on the CSH implementation module • Implement the CATCH Coordination Kit • Ensure classroom teachers are teaching the CRMs for the Health and CATCH lessons <p>Plan events, activities and announcements that the CSH team and the Student Wellness Team (SWT) can implement throughout the year (CATCH of Family Fitness Night, Fruity Friday, morning announcement)</p> <ul style="list-style-type: none"> • Implement procedures of how and when to use CSH equipment for WOW and Recess 			health/CATCH lessons taught.		
<p>c) Ensure student participation in moderate to vigorous physical active during PE, WOW, and Brain Breaks</p> <ul style="list-style-type: none"> • Plan and implement PE lessons that include 50% of moderate to vigorous activity weekly • Schedule and implement 20 minutes of structured WOW time • Implement Brain Breaks throughout the day 	Teachers, Administrators, PE coach.	Master schedule.	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	August 2013-May 2014	
<p>d) Improve Campus Fitnessgram scores</p> <ul style="list-style-type: none"> • Test and record Fitnessgram data for 85% of all 3rd-5th grade students on campus • Increase the percent of students in the Healthy Zone in the Healthy Zone for BMI, Aerobic Capacity, Curl-Ups, Push Ups, Sit and Reach, and Trunk Lift • Share Fitnessgram data with campus staff, parents and students 	P.E. teacher.	Fitnessgram assessment.	All students' data will be entered in Fitnessgram according to teacher and campus.	August 2013-May 2014	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campus implementation of No Place for Hate Activities	Administrators, staff, teachers, counselor.	No Place for Hate training.	No Place for Hate activities.	August 2013-May 2014	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Parents attend "coffee with the principal" meetings to exchange ideas and share concerns.	Principal and teachers.	Flyers for parents with date and time of meeting	Parent contributions of ideas for the development of the campus' shared vision.	August 2013-May 2014	
b. Parents are encouraged to attend PTA meetings once a month.	Principal and teachers.	Flyers for parents with date and time of meeting.	Parent attendance to events presented by grade levels.	August 2013-May 2014	
c. Parents encouraged to attend theme nights to promote subject area development.	Principal, teachers, staff.	Invitation for parents.	Parent attendance to events.	August 2013-May 2014	
d. Develop a parent helper system.	Administrator, PSP, teachers, parents.	Invitation for parents. Schedule for parent volunteers.	Parent attendance when scheduled.	August 2013-May 2014	
e. Parent/student book club.	Administrator, PSP, teachers, parents.	Invitation for parents. Schedule for parents.	Parent attendance when scheduled.	August 2013-May 2014	
f. Parents are provided information about their child's academic performance in a language they can understand	Principal, teachers, staff.	Information for parents with student performance data sent to homes	Documentation of information communicate: mailings, parent teacher conference notes, etc.	August 2013-May 2014	
g. Provide Pre-K to K	Principal, teachers,	Invitation for parents.	Parent attendance	January 14-May	

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
transition program and events for parents of pre-k students	staff.	Schedule for parents.	when scheduled.	14	

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
Staff development provided	Administrators, staff.	Human Capital Platform	Electronic sign in to the Human Capital Platform	Agust 2013-May 2014	

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

Special Education Identification – All Levels

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (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
a. Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	Administrator and staff.	Campus level SPED data.	Decrease SpEd representation. Fewer referrals for SpEd.	Three times annually	
b. Collaborate with Child Study V• Team facilitator to train staff on Tier 1, 2 and 3 interventions	Administrators, CST team, and staff members.	ACE tutors, Instructional Sp., Volunteers/ Mentors	Increasing number of scholars served in intervention groups will correlate with reduced number of special ed. referrals	On-going	
c. Implement a parent training program which addresses the need for oral language development and early intervention in young children to reduce the number of speech referrals for children ages 3-5.	Sp. Ed. Teacher, Sp. Ed. Coordinator, Early Childhood Staff, Parent specialist	Materials for Book Study Presentations by Speech Therapist	PPCD age scholars would return to home school to receive services.	October 2013 monthly	
d. Analyze data to determine specific areas of need for each individual student.	Administrators, CST team, and staff members.	Campus level SPED data.	Decreased SpEd representation.	On-going	
e. Monitor use of interventions to better meet the need of individual	Administrators, CST team, and staff	Intervention training	Decreased SpEd representation.	On-going	

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
students.	members.				

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
a. Review campus level data on SPED representation provided by the SPED department.	Administrator, staff	Campus level data.	Data, plan of response. Decrease number of African American students identified for SpEd.	Three times annually	
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrator, staff	Staff development on the use of CST system Professional development provided by district.	Classroom observations. Data. SSIS data/monitoring. Progress review.	August 2013-May 2014	
c. Analyze data to determine specific areas of need for each individual student.	Administrator, staff	Campus level data.	Reduction in the rate of African American students identified for SpEd	August 2013-May 2014	
d. Collaborate with Child Study V•Team facilitator to train staff on Tier 2 and Tier 3	Administrator, staff	Training on Tier 2 and Tier 3 interventions	Reduction in the rate of African American students identified for SpEd	August 2013-May 2014	

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
interventions.					
e. Ensure students are appropriately identified and served in least restrict environments with increased opportunities for inclusive placements.	Administrator, staff.	Review of IEP per students.	Reduction in the rate of African American students identified for SpEd	Ongoing	
f. Teachers trained on using interventions to better meet the need of individual students.	Administration, staff.	Intervention training.	Reduction in the rate of African American students identified for SpEd	August 2013-May 2014	
c. Campus administrators and teachers attend PD that develops personal awareness of their own impact on the classroom environment.	Administrator, staff.	PD on SSIS model and intervention strategies.	End of year data.	August 2013-May 2014	
d. Collaborate with the District Parent Support Office to offer a workshop during the African American Parent Conference.	Administration, staff.	Parent support office information.	Reduction in the rate of African American students identified for SpEd	February 2014	
D. Focus on weekly social and behavioral lessons for scholars enrolled in the SBS program in	SBS Teacher, Sp. Ed. Behavior Sp., Sp. Ed. Coordinator	Positive Behavior Supports	C-IEP will indicate AA scholars are receiving instruction in LRE	August 2013-May 2014	

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
order to reduce the need for SBS programming for AA scholars. Scholars could then return to their home campus.			settings.		

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
a. Review campus level data on SPED representation provided by the SPED department.	Administrator, staff	Campus level data on SPED representation.	Data, plan of response.		
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrator, staff	CST tracking system.	Classroom observations. Data.	Agust 2013-May 2014	
c. Campus administrators and teachers attend PD that develops personal awareness of their own impact on the classroom.	Administrator, staff	PD on SSIS model and intervention strategies.	End of year data.	Agust 2013-May 2014	

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
a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrator, Gen. Ed. and Special Ed. Teachers.	Professional development . CST system.	Tier II monitoring logs. Data, records, and results.	August 2013-May 2014	
b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on classroom environment.	Administrators, Gen. Ed. and Special Ed. teachers.	Professional development.	Data, records, and results.	August 2013-May 2014	
c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: <ul style="list-style-type: none">• Conflict management• Reflection journals• Self-regulation (setting reasonable goals, reflect on prior experience,	Administrators, Gen. Ed. and Special Ed. teachers.	Professional development.	Data, records, and results. Documentation through discipline data (DEEDS).		

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
derive plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) <ul style="list-style-type: none"> How to maintain academic rigor while reducing behaviors. 					
d. Implement Campus Learning Support Center to support students who otherwise be removed for discretionary reasons.	Administrators, Gen. Ed. and Special Ed. teachers.	Professional Development.	Data, records, and results. Documentation through discipline data (DEEDS).	August 2013-May 2014	

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
a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrators, Gen. Ed. And Special Ed Teachers	Professional development	Data, records, and results. Tier II monitoring logs.	August 2013-May 2014	
b. Campus administrators	Administrators,	Professional	Data, records, and	August 2013-May	

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
and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment	Gen. Ed. And Special Ed. Teachers	development.	results.	2014	
c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: <ul style="list-style-type: none"> • Conflict management • Reflection journals • Self-regulation (setting reasonable goals, reflect on prior experience, derive plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors. 	Gen. Ed. And Special Ed. Teachers	Professional development.	Data, records, and results. Documentation through discipline data (DEEDS).	August 2013-May 2014	

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
d. Implement Campus Learning Support Center to support students who otherwise be removed for discretionary reasons.	Gen. Ed. And Special Ed. Teachers	Professional development.	Data, records, and results. Documentation through discipline data (DEEDS).	August 2013-May 2014	

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
a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Gen. Ed. And Special Ed. Teachers	Professional development . CST system.	Tier II monitoring logs. Data, records, and results.		
b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on classroom environment.	Gen. Ed. And Special Ed. Teachers	Professional development.	Data, records, and results.		
c. Provide PD for general and special education staff in the following areas to promote integration of	Gen. Ed. And Special Ed. Teachers	Professional development.	Data, records, and results. Documentation through discipline data	August 2013-May 2014	

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
executive functioning and social skills into instruction: <ul style="list-style-type: none"> • Conflict management • Reflection journals • Self-regulation (setting reasonable goals, reflect on prior experience, derive plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors. 			(DEEDS).		
d. Implement Campus Learning Support Center to support students who otherwise be removed for discretionary reasons.	Gen. Ed. And Special Ed. Teachers	Professional development.	Data, records, and results. Documentation through discipline data (DEEDS).	August 2013-May 2014	

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
a. Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions. SpEd team planning. Identify students whose resource time can be reduced. Schedule ARD to decrease resource time	Administrators and staff.	Professional development.	Increase the rate of the special education population setting.	August 2013-May 2014	
a. PD for all staff through district and non-district opportunities.	Administrators and staff.	Professional development.	Increase the rate of the special education population setting.	August 2013-May 2014	

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): 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
a. Campus administrator annually reports length of instructional day to	Administrator.	Report.	Annual report.	May 2014	

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): 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		
SPED coordinator- Data compliance.							
b. Continue to have campus counselors and SPED department chairs use forms developed in SY 12-13 verifying that student schedules are based on the IEP schedules of services.	Administrators, Special Ed staff, and Counselor.	IEP schedules	Completed form. Meeting.	August 2013-May 2014			
c. SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.	SpEd case managers. SpEd Chair.	IEPs	Providing staff members electronic copies of IEPs.	August 2013-May 2014			
d. SPED case managers will obtain electronic receipts of recipients of this distribution within one week of distribution.	SpEd case managers. SpEd Chair.	IEPs	Providing staff members electronic copies of IEPs. Electronic receipt from recipient.	August 2013-May 2014			
e. The email provided to each instructional and support provider will contain offers from that case manager to review those relevant portions.	SpEd case managers. SpEd Chair.	Email.	Email follow-up.	August 2013-May 2014			
f. Campus administrator responds to survey identifying the documentation system specific to that campus to ensure IEP distribution.	Administrator.	Staff survey.	Complete IEP distribution and sign-off form.	August 2013-May 2014			

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): 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
<p>g. For SPED students living in Residential facilities (to include shelters, therapeutic foster homes, group homes, etc):</p> <ul style="list-style-type: none">• Campus administrators and SPED case managers review rules and regulations regarding commensurate school day-• Making individualized student based decisions concerning length.• When case manager receives documentation recommending shortened school day, ARDs will be held to consider the justification being presented in the document and to develop benchmarks to be used to review student progress.• Each grading period, review benchmarks developed in ARD of RF student to consider increasing the student's length of school day and schedule ARD	Campus Administrator, SpEd case managers, district personnel, PSS.	IEP. ARD.	Complete appropriate forms. Completed ARD. Benchmarks review.	August 2013-May 2014	

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): 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	
committee meetings as appropriate.							
h. After attending AISD SPED department Chair training, SPED department provides to campus teachers an annual review of the procedures for determining the need for assigning surrogate parents for SPED students living in Residential Facilities (to include shelters, therapeutic foster homes, group homes, etc). These students would be referred to as RF students.		SpEd case managers, SpEd Chair, Staff.	SPED department training. Annual review procedures.	Annual review procedures implemented by campus teachers.	August 2013-May 2014		
i. Pull a report of projected testing and begin to provide strategic interventions to anyone who is projected to take the STAAR M in order to move them to STAAR.		Administrators, Special Education team, and teachers.	Projected testing data.	Increased percentage of Special Ed students who take regular STAAR.	August-February 2014		
j. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.		Administrators and staff.	Training on Tier II interventions	Increased percentage of Special Ed students who take regular STAAR.	Ongoing		

Table #DR-13 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
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Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).					
Condition: If rate > 20%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Campus administrator annually reports length of instruction day for SPED coordinator- Data compliance.	Administrator	Set up times for data conferences	Decrease number of SpEd students who take STAAR-M	August-May 2013-2014	
b. Continue to have campus counselors and SPED department chairs use forms develop in SY 10-11 verifying that student schedules are based on the IEP schedules and services.	Administrator and counselor	Conduct strategic collaborative data conference, substitute	Decrease number of Special Ed students who take the STAAR-M	Agust 2013-May 2014	
c. Review individual students' IEP and adjust accordingly to allow for the student to receive regular education instruction through inclusion and prepare for regular STAAR test.	Administrator, ARD committee, SPED teachers, Teachers	Walkthroughs	Decrease number of special ed students who take STAAR-M	Agust 2013-May 2014	
d. Use on-going progress monitoring to gauge student's knowledge, provide meaningful access to grade level curricula, and to drive intervention efforts.	Administrator, Special Ed team, teachers.	Progress monitoring system, curriculum.	Decreased percentage of Special Ed students who take modified STAAR.	Agust 2013-May 2014	
e. Collaborate with Child	Administrator and	Training on Tier 2 and	Decreased percentage	August-	

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): 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		
Study V•Team facilitator to train staff on Tier 2 and 3 interventions.		staff.	3 interventions.	of Special Ed students who take modified STAAR.		December 2013			
f. Ensure all staff members participate in professional development on tier 2 and 3 intervention		Administrator and staff.	Training on Tier 2 and 3 interventions	Decreased percentage of Special Ed students who take modified STAAR.		August-December 2013			
g. Monitor use of interventions to better meet the need of individual students.		Administrator, Special Ed team, teachers.	Progress monitoring system	Decreased percentage of Special Ed students who take modified STAAR.		Agust 2013-May 2014			
h. Include more special Ed students in regular instruction in classroom with support from inclusion teacher.		SPED teachers, Teachers	Provide professional development on co-teaching.	Decrease number of special ed students who take STAAR-M		Agust 2013-May 2014			

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
a. (ES) Continue to implement the DL program with fidelity to the Gomez and Gomez enrichment model.	Teachers, team leaders, coach, Administrators, PSS, and Staff.	Gomez and Gomez DL professional development. TELPAS professional development.	Classroom observation checklist. Lesson plan documentation. TELPAS Reading scores. Parent walk through.	Agust 2013-May 2014	
b. (ES) Ensure administrative staff and teachers attend all DL trainings.	Teachers and Administrators.	Gomez and Gomez DL professional development. TELPAS professional development.	Training documentation of completion through the Human Capital Platform.	Agust 2013-May 2014	
c. (ES) Provide schedules that ensure 50% of instruction is in English, and 50% of instruction is in Spanish.	Teachers, team leaders, coach, Administrators, and Staff.	Gomez and Gomez DL professional development.	Class schedule with specific time for instruction.	Agust 2013-May 2014	
d. Implement an effective	Administrators,	Gomez and Gomez	Lesson Plan	Agust 2013-May	

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
bilingual and ESL education program to meet the needs of English Language Learners.	Teachers, PSS, and District Personnel.	DL professional development. TELPAS training. EOY DRA scores.	documentation. Teachers participate in data analysis/decision making sessions with principal and support staff. 90%of students score above beginning level on TELPAS Reading. 100% of teachers participate in TELPAS training as evidence by the sign-in rosters in the Human Capital Platform. 90% ELLs, grades 3-5 meet minimum expectations on reading STAAR. 30% of ELLs score at advanced levels on all STAAR test. 80% or more K-2 ELLs read at or above grade level based on EOY DRA scores. ELPS as evidence in lesson plans and in walkthroughs.	2014	

Dropout Rates – **MS and HS Levels Only**

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

Table #DR-17 <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): 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): 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): 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): 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): 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	Teachers will work with targeted at risk students and focus on target skills (per student data) to close the achievement gap.
General Supplies for at-risk students	Supplies for classroom instruction and afterschool tutoring in reading and math for students at risk of not meeting state standard in core content areas on STAAR
Transition Services	Transition to K program for ELLs and targeted at risk students.
Reading specialists	Literacy skills instruction for students not meeting state standards in reading.
Elementary Counselors	Counseling for at risk students to address social, emotional, and behavioral needs for effective learning.
Parent Support Specialist	Support provided for parents and family members of at risk students to address needs for effective learning.
TOTAL	\$344,447.00

The figures above include the salaries (in part or whole) of the equivalent of [1] full-time staff members (FTEs), added to the faculty in order to support the supplemental programs and services funded through State Compensatory Education.

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

Components	Pages
Comprehensive needs assessment	6, 7
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	7,8,9
Instruction by highly qualified staff	35
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	13, 15,18,23,29
Strategies to attract highly qualified teachers to high-need schools	35
Strategies to increase parental involvement	12,13
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	33
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	7,8,9,10
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	14,15,16,17,18,19,20,21,22,23,24,25, 26,27,28,29,30
Coordination and integration of federal, state, and local services and programs	38,39
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	12

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
Assistant Principal	97% at risk students	Target Staff/Student Needs	\$35,364.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
Math/Science Specialist/coach	97% at risk students	Target Staff/Student Needs	\$56,855.00	Increases in STAAR math/science scores school wide. Focus on eco dis. students.
Parent Support Specialist	97% at risk students	Target Staff/Student Needs	\$22,310.00	Increases in STAAR scores school wide, increases in attendance rate. Focus on eco dis. students.
Substitutes	97% at risk students	Target Staff/Student Needs	\$1,500.00	Increases in STAAR scores school wide. Focus on eco dis. students.
Extra duty	97% at risk students	Target Staff/Student Needs	\$8,000.00	Increases in STAAR scores school wide. Focus on eco dis. students.
<i>Instructional Supplies, Materials, and Equipment</i>				
Other reading materials	97% at risk students	Target Staff/Student Needs	\$3,000.00	Increases in STAAR reading scores for eco dis students.

Software	97% at risk students	Target Staff/Student Needs	\$3,000.00	Increases in STAAR reading scores for eco dis students.
General supplies	97% at risk students	Target Staff/Student Needs	\$41,113.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
ACE Contracted Services	97% at risk students	Target Staff/Student Needs	\$20,000.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
Library Reading Materials	97% at risk students	Target Staff/Student Needs	5,000.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
Professional Development/Staff Training				
			\$0.00	
Community Services (Function 61)				
PSS overtime	97% at risk students	Target Staff/Student Needs	\$700.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
General supplies	97% at risk students	Target Staff/Student Needs	\$1,411.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
Travel & registration	97% at risk students	Target Staff/Student Needs	\$300.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
Refreshments	97% at risk students	Target Staff/Student Needs	\$300.00	School wide increase on STAAR academic assessments across all

				student groups. Focus on eco dis. students.
<i>Other Requests</i>				
Salary Cushion	97% at risk students	Target Staff/Student Needs	\$5,782.00	School wide increase on STAAR academic assessments across all student groups. Focus on eco dis. students.
<i>TOTAL (Must Match BTO Total)</i>			\$204,635.00	

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				
Assistant Principal				
Math/Science Specialist/coach				
Parent Support Specialist				
Substitutes				
Extra duty				
Instructional Supplies, Materials, and Equipment				
Other reading materials				
Software				
General supplies				
ACE coordinated Services				
Library reading materials				
Professional Development/Staff Training				
Community Services (Function 61)				
PSS overtime				
General supplies				
Travel & registration				
Refreshments				
Salary cushion				
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	29	18	35.00	35
Asian	n/a	n/a	0.00	n/a
AA	*	<1	20.00	20
Hispanic	30	19	35.00	35
White	*	<1	20.00	20
2 or More	<1	>99	100.00	>99
EcD	28	17	33.44	33
ELL	19	13	30.26	30
Spec Ed	29	*	32.50	*
3rd English	33	*	36.84	*
3rd Spanish		<1	20.00	20
4th English	24	21	36.47	36
5th English	26	15	31.91	32

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	25	21	36.47	36
Asian	n/a	n/a	0.00	n/a
AA	<1	<1	20.00	20
Hispanic	27	21	36.88	37
White	<1	<1	20.00	20
2 or More	<1	>99	100.00	>99
EcD	24	20	35.88	36
ELL	20	19	35.38	35
Spec Ed	*	22	37.50	38
3rd English	*	*	36.84	*
3rd Spanish		<1	20.00	20
4th English	27	18	34.12	34
5th English	21	26	40.43	40

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	11	25	40.30	40
Asian	n/a	n/a	0.00	n/a
AA	<1	*	46.67	*
Hispanic	12	25	40.32	40
White	<1	<1	20.00	20
2 or More	n/a	n/a	0.00	n/a
EcD	11	24	39.39	39
ELL	*	13	30.43	30
Spec Ed	*	*	35.00	*
4th English	13	28	42.22	42
4th Spanish	<1	*	32.31	*

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	33	*	28.51	*
Asian	n/a	n/a	0.00	n/a
AA	n/a	<1	20.00	20
Hispanic	33	*	28.89	*
White	*	n/a	0.00	n/a
2 or More	<1	n/a	0.00	n/a
EcD	29	*	28.51	*
ELL	*	*	25.52	*
Spec Ed	*	*	30.67	*
5th English	34	*	28.51	*

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	11	4	15.00	14
Asian	n/a	n/a	0.00	n/a
AA	<1	<1	10.00	10
Hispanic	12	*	15.00	*
White	<1	<1	10.00	10
2 or More	<1	>99	100.00	>99
EcD	9	*	12.75	*
ELL	*	<1	10.00	10
Spec Ed	<1	<1	10.00	10

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I 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	12	7	15.96	16
Asian	n/a	n/a	0.00	n/a
AA	<1	<1	10.00	10
Hispanic	13	6	15.63	16
White	<1	<1	10.00	10
2 or More	<1	>99	100.00	>99
EcD	10	5	14.81	15
ELL	*	*	14.62	*
Spec Ed	*	<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	<1	*	11.34	*
Asian	n/a	n/a	0.00	n/a
AA	<1	<1	10.00	10
Hispanic	<1	*	11.43	*
White	<1	<1	10.00	10
2 or More	n/a	n/a	0.00	n/a
EcD	<1	*	11.36	*
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	<1	10.00	10
Asian	n/a	n/a	0.00	n/a
AA	n/a	<1	10.00	10
Hispanic	*	<1	10.00	10
White	<1	n/a	0.00	n/a
2 or More	<1	n/a	0.00	n/a
EcD	*	<1	10.00	10
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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

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	81%	74%	60%	80.00	>=90%
Kinder DRA Spanish	92%	85%	79%	85.00	>=90%
1st DRA English	71%	68%	67%	80.00	>=90%
1st DRA Spanish	65%	85%	65%	80.00	>=90%
2nd DRA English	42%	77%	43%	80.00	>=90%
2nd DRA Spanish	56%	69%	65%	80.00	>=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	96.1%	96.5%	96.1%	96.7%	97%	97.2%	97.30
African American	91%	94.9%	94.3%	93.6%	94.8%	94.6%	94.70
Asian	96.6%	91.5%	95.3%	95.4%	96.7%	97.6%	97.70
Hispanic	96.5%	96.7%	96.2%	96.9%	97.2%	97.4%	97.50
Native American				95.6%			95.70
White	95%	95.2%	95.4%	96.6%	94.7%	94.1%	94.50
2 or More				95.1%	94.5%	96%	96.20
EcD	96.2%	96.5%	96.2%	96.8%	97%	97.2%	97.30

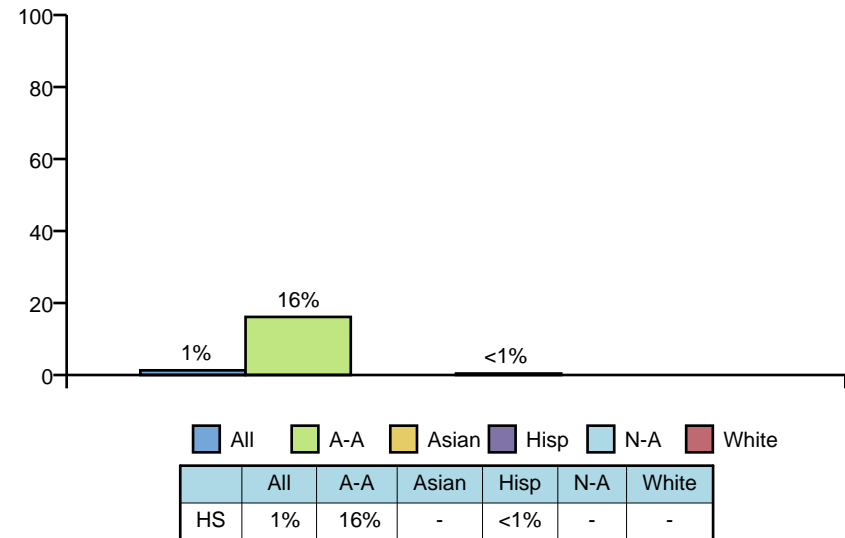
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	540
African American	31
Asian	3
Hispanic	483
Native American	
White	18

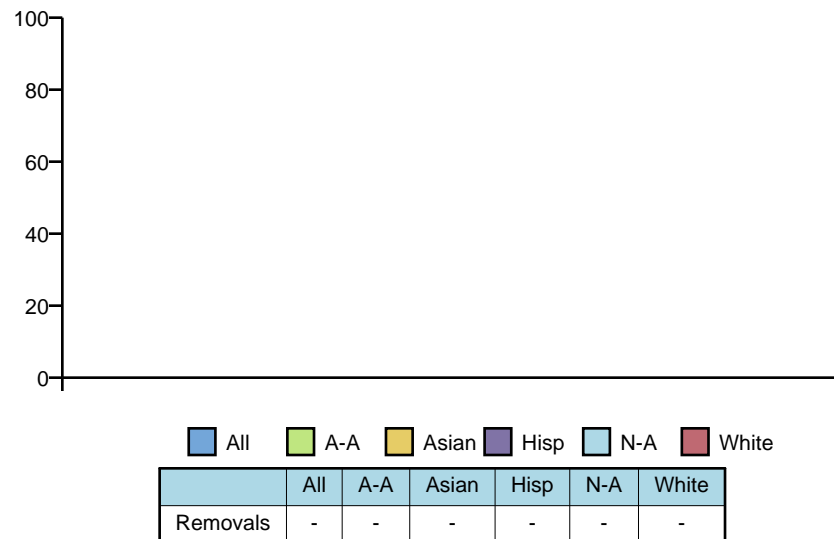
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



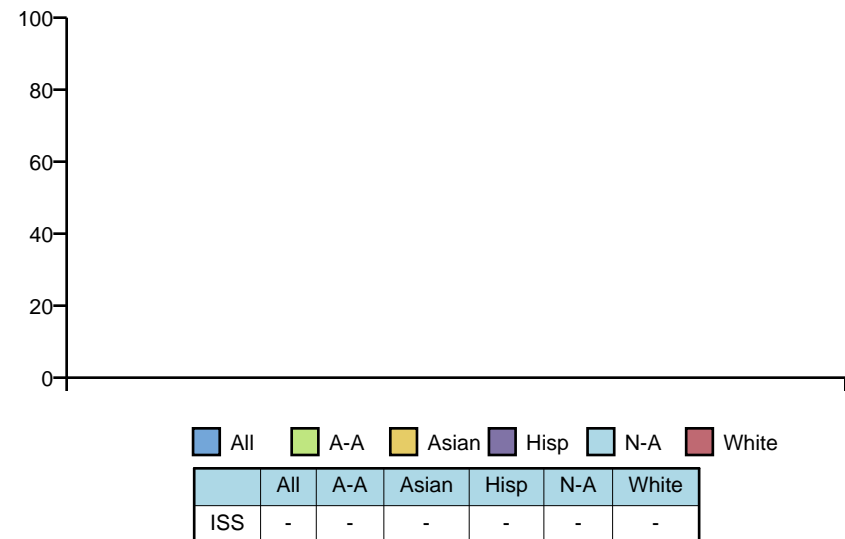
	All	A-A	Asian	Hisp	N-A	White
HS	1%	16%	-	<1%	-	-

Campus Discretionary Removals



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

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	-	-	-	-	-	-

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	.18%					0.17
African American							0.17
Asian							0.17
Hispanic	1	.2%					0.17
Native American							0.17
White							0.17

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	11	1.94%	11	1.98%	7	1.3%	1.20
African American	1	3.85%	5	13.51%	5	16.13%	14.00
Asian							0.00
Hispanic	10	1.96%	6	1.22%	2	.41%	0.39
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 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	7	1.23%	4	.72%			0.50
African American	2	7.69%	2	5.41%			3.00
Asian							0.00
Hispanic	5	.98%	2	.41%			0.30
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	520	502	521	494	482
African American	29	25	26	23	26
Asian	5	8	1		3
Hispanic	475	450	437	428	420
Native American			2		
White	11	19	13	15	11
2 or More			42	28	22

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	147	23	16%	153	14	9%	7.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	*	*	*	0.00	
Hispanic	146	23	16%	152	14	9%	7.00	
White	-	-	-	-	-	-	0.00	
EcD	147	23	16%	153	14	9%	7.00	
Special Ed	10	5	50%	12	3	25%	15.00	

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	*	*	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-
F	Hispanic	88	48	55%	52	28	54%	85	35	41%	52	22	42%	80	41	51%	38	18	47%
F	White	*	*	*	*	*	*	5	2	40%	*	*	*	*	*	*	-	-	<1%
F		95	51	54%	57	31	54%	93	38	41%	57	24	42%	81	41	51%	38	18	47%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	7	6	86%	*	*	*	8	6	75%	*	*	*
M	Hispanic	91	43	47%	62	46	74%	96	36	38%	58	31	53%	90	46	51%	54	32	59%
M	White	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	-	-
M		97	49	51%	67	51	76%	105	44	42%	62	34	55%	98	52	53%	58	35	60%
total		192	100	52%	124	82	66%	198	82	41%	119	58	49%	179	93	52%	96	53	55%

Data Source: AISD Fitnessgram