



Lee Lewis Campbell 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	Lisa N. Bohanan	09/20/13
Co-Chair	Jan Peterson	09/20/13
Co-Chair	Shalonda Houston	09/20/13



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Lisa N. Bohanan

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Nicole Miller						
Parent	Allan Scott						
Parent	Shellda Grant						
Parent	Amanda Dominguez						
Parent	Sonya Reyes						
Parent	Shalonda Houston	✓		✓			
Professional Staff Member	Jan Peterson	✓			✓		
Professional Staff Member	Kristin Worley				✓		
Professional Staff Member	Sherry Rojas						Librarian
Professional Staff Member	Tona Jasper				✓		
Professional Staff Member	Ruben Caceres				✓		
Professional Staff Member	James Williams					✓	
Classified Staff Member	Yvonne Caldwell Harper						Parent Support Specialist
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Neal Worley						
Community Representative	Mary Whitehead						

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):	3 rd Tuesday
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 hours	6 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- STAAR Results
- DRA Results
- Staff, Student, and Parent Surveys
- Annual Audit of Creative Learning Activities
- 2012-13 Special Education C-IEP
- TELPAS Results
- AISD Fitness Tracking Report

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

- Increase percentage of African Americans and LEP students passing Reading, Writing, Math and Science district and state assessments (Benchmarks and STAAR)
- Increase the amount of time SPED students served in the Gen. Ed. classroom
- Primary Literacy (CI-1)
- Attendance
- Increase parental involvement

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 scholars meeting or exceeding STARR passing standards, and close STARR performance gaps between all scholar groups in language arts.					
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. Provides high-quality teacher professional development to Increase knowledge and understanding of best practices in classroom for balanced reading instruction;	Teachers Reading Specialists Administrators Librarian	Language Arts PLC PD	<ul style="list-style-type: none"> Teachers implement independent and strategic reading strategies as noted in classroom observations 80% or more of all scholars make 80% or better on weekly assessments Teachers provide intervention before, during and after school 60% or more parents attend 	On-going	
b. Campus-wide implementation of Processing Text strategy	Teachers Reading Specialist	Training on "Chunking" technique	<ul style="list-style-type: none"> 100% of all students in grades 3-5 will implement across all content areas. 100% of all teachers in grades K-2 modeling the processing text technique by asking questions to set up understanding of main idea and/or summarization. 		
c. Implement progress monitoring in the area of reading for grades K-2	Administrators, Teachers, Instructional Coaches, Instructional Specialists, Literacy PLC	<ul style="list-style-type: none"> TPRI/Tejas Lee Refresher training 	<ul style="list-style-type: none"> TPRI/Tejas Lee assessment results 	Quarterly	
d. Effective use of higher level questioning and guiding questions as reflected on the CRMs	Teachers, Instructional Coaches, Literary PLC, Administrators	<ul style="list-style-type: none"> Fountas and Pinnell Genre Study flip charts 	<ul style="list-style-type: none"> 80% of all scholars score 80% or higher on weekly and short cycle assessments Questions embedded into lesson plans 	Weekly	
e. Develop scientifically-based strategies that will increase fluency so that all scholars are reading at their expected number of words per minute, at all times, regardless of their reading level	Teachers, Instructional Coaches, Literary PLC, Administrators	<ul style="list-style-type: none"> TPRI/Tejas Lee Kits DRA/EDL Kits NT Training of implementation of TPRI and DRA 800 Word 	<ul style="list-style-type: none"> Scholar progress is monitored on a bi-weekly basis through use of monitoring forms Teachers conduct weekly and/or daily fluency checks on targeted students 80% of scholars note an increase in wpm as noted on TPRI/Tejas Lee, and DRA/EDL assessments 	September - May	

		Challenge booklets	<ul style="list-style-type: none"> Scholar progress is monitored through Reading Count assessments 800 Word Challenge assessments 		
f. Participate in data analysis meetings in order to determine next steps for instruction	Administrators Instructional Coaches Teachers	<ul style="list-style-type: none"> Meeting agenda Benchmark data spreadsheets Planning guides 	<ul style="list-style-type: none"> Developed intervention plans/groups Attendance sheets from extended day instruction sessions 80% of all scholars identified as requiring additional interventions or accelerated instruction will score 80% + on proceeding assessments 	Dec. 2013 & Feb 2014	

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

Objective: Increase scholars meeting or exceeding STARR passing standards, and close STARR performance gaps between all scholar groups in math.

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. Utilize scientifically-based mathematical processes and tools and provide opportunities to identify the mathematics in everyday situations.	Teachers Math Instructional Coach Administrators	Campus level PD UPS Anchor of Support Manipulatives	<ul style="list-style-type: none"> 90% of scholars receive a 80 or better on daily/weekly assessments Teachers conduct daily fluency test Scholars progress monitored weekly Teachers provide intervention before, during and after school 100% of all math classes utilizing the UPS Check system 100% of all students show use of UPS Checking system when showing work 	Sept-May	
b. Incorporate Numerical Fluency program to increase fluency of foundational skills	Teachers Math Instructional Coach Administrators	NM worksheets Graders	<ul style="list-style-type: none"> 80% of all students will score 80% or more on weekly assessments. 	Sept – Dec.	
c. Develop academic language of Mathematics	Teachers Math Instructional Coach Administrators	Word Bank vocabulary posted	<ul style="list-style-type: none"> 90% of scholars correctly utilize grade-appropriate academic vocabulary as evidenced by entries in math journals and in oral discussion using academic vocabulary 	On-going	
d. Student academic assessment results will be shared with parents through report cards, SSI letters, STAAR and STAAR-M results and at Parent/Teacher conferences	Principal Assistant Principal Reading Specialist Teachers	<ul style="list-style-type: none"> Progress reports and/or Report cards sent home quarterly Parent/Teacher Conference no less than twice a year SSI communications 	<ul style="list-style-type: none"> 100% documentation of all communications provided to parents in the language that they speak for all students 	Quarterly	

in a language that they understand including an interpretation of the results.		after each administration of STARR in all subject areas tested in the language that is spoken at home			
g. Participate in data analysis meetings in order to determine next steps for instruction	Administrators Instructional Coaches Teachers	<ul style="list-style-type: none"> Meeting agenda Benchmark data spreadsheets Planning guides 	<ul style="list-style-type: none"> Developed intervention plans/groups Attendance sheets from extended day instruction sessions 80% of all scholars identified as requiring additional interventions or accelerated instruction will score 80% + on proceeding assessments 	Dec. 2013 & Feb 2014	

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

Objective: Increase scholars meeting or exceeding STARR passing standards, and close STARR performance gaps between all scholar groups in Science.

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. Implement a comprehensive science plan to increase core instruction, provide supplemental instruction, and intervention to struggling students.	Principal Assistant principal Teachers	<ul style="list-style-type: none"> Provide 90 minutes daily of core science instruction to 5th grade students. Provide 1 hour or more of small group science intervention instruction to struggling students weekly for vocabulary and concept development. 	<ul style="list-style-type: none"> Document core instruction on schedules 100% of the time and observe in classroom walkthroughs. Observe supplementary science instruction at least once a week. Document 100% of attendance and progress on intervention forms. Interactive notebooks 	On-going	
b. Provide opportunities to bridge hands-on and test prep formats of instruction especially for struggling learners (5E/Region IV resources).	Classroom teachers, Science PLC, Administrators	None	<ul style="list-style-type: none"> 80% of scholars demonstrate knowledge of Scientific inquiry as noted in their science interactive notebooks and weekly assessments (where appropriate) Provide intervention support before, during and after school as well as summer 	On-going	
c. Maintain a Science resource center for hands on Science	Math/Science Instructional Coach,	Science equipment	<ul style="list-style-type: none"> 90% of Science lessons highlight the resources needed 	On-going	

w/science lab/computer lab access; and high-quality teacher reference materials for staff development and classroom use	Administrators				
e. Develop the academic language of Science, Pre-teach science lessons to struggling ELLS and Non-ELLs (Thursdays) with Emphasis on science vocabulary w/assessment	Classroom teachers, Science PLC, Administrators, Specialist and Mentor	Pre-teach resources	<ul style="list-style-type: none"> 90% of scholars use Scientific vocabulary appropriately when referring to Science curriculum as noted in science interactive journals, weekly assessments (where appropriate), and verbally while discussing science concepts 	On-going	
f. Student academic assessment results will be shared with parents through report cards, SSI letters, STAAR and STAAR-M results and at Parent/Teacher conferences in a language that they understand including an interpretation of the results.	Principal Assistant Principal Reading Specialist Teachers	<ul style="list-style-type: none"> Progress reports and/or Report cards sent home quarterly Parent/Teacher Conference no less than twice a year SSI communications after each administration of STARR in all subject areas tested in the language that is spoken at home 	<ul style="list-style-type: none"> 100% documentation of all communications provided to parents in the language that they speak for all students 	Quarterly	
h. Participate in data analysis meetings in order to determine next steps for instruction	Administrators Instructional Coaches Teachers	<ul style="list-style-type: none"> Meeting agenda Benchmark data spreadsheets Planning guides 	<ul style="list-style-type: none"> Developed intervention plans/groups Attendance sheets from extended day instruction sessions 80% of all scholars identified as requiring additional interventions or accelerated instruction will score 80% + on proceeding assessments 	Dec. 2013 & Feb 2014	

Table #CI-4 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.					
Applicable Strategic Plan Goal(s): 1.1, 1.2, 1.3, 1.4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Utilize the Response-To-Intervention process to provide systematic research based reading instruction and intervention to struggling learners.	Principal Assistant principal Specialists K – 2 nd grade teachers	<ul style="list-style-type: none"> Provide Tier I core instruction in reading that incorporates explicit instruction in 	<ul style="list-style-type: none"> 100% of K-2 reading lesson plans address the 5 components. 100% documentation of 	On-going	

		<p>phonemic awareness /phonics, fluency, comprehension, vocabulary, and guided reading.</p> <ul style="list-style-type: none"> • Use benchmark assessments to identify struggling students and provide 30 minutes of small group intervention during the day. • Monitor progress of intervention students weekly and provide additional small group intensive intervention after school for 2 hours per week. • Refer students who do not respond to intervention to the Child Study Team. 	<p>intervention group attendance.</p> <ul style="list-style-type: none"> • Progress monitoring will be form documentation. • Enter 100% of all referrals to the Child Study Team on to the online system for students not showing improvement. 		
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Table #CI-5

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

Objective: Increase Gifted and Talented Program participation by students in under-represented 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. Develop a gifted and talented campus committee that will conduct a fall and spring gifted and talented nomination period to nominate and test students for the AISD gifted and talented program.	Principal Assistant principal Counselor Gifted and talented committee	<ul style="list-style-type: none"> • Identify committee members and a committee chairperson. • Conduct a fall and spring gifted nomination period. 	<ul style="list-style-type: none"> • Document members on committee by October 1, 2012. • 100% Documentation of nomination letters 	Oct. 2013	
b. Test ELL students who are recommended by either a teacher or parent using the Naglieri Nonverbal Ability Test (NNAT).		<ul style="list-style-type: none"> • Test students nominated and collect work samples to evaluate. • The committee will evaluate test results 	<ul style="list-style-type: none"> • 100% of student portfolios and test results will be provided as documentation. • Document 100% of 	Sept. 2013 Jan. 2014	

		and work samples to make decisions on gifted program placement	qualifying status for tested. •		
c. Differentiate Instruction for identified Gifted and Talented students		<ul style="list-style-type: none"> • Provide professional development on identification of Gifted and Talented students • Provide professional development on differentiating instruction for gifted and talented students 	<ul style="list-style-type: none"> • Sign-in sheets for professional development days • Differentiation noted in lesson plans 	Sept. 2013 Jan. 2014	

Table #CI-6 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase by 20% ELLs who meet passing standard on Science and Math STAAR.

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. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Administrators Teachers Reading Specialists	<ul style="list-style-type: none"> • Attendance at District trainings • Attendance at campus level trainings 	Certificates from training sessions	On-going	
b. Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations	Administrators Teachers District Science Specialist	<ul style="list-style-type: none"> • Data planning meetings will be held to determine student progress and identify "next steps" for instruction. 	<ul style="list-style-type: none"> • Data results templates 	Sept. 2013 April 2014	
c. Require that teachers scaffold science content to address linguistic differentiation among ELLs	Administrators Teachers	<ul style="list-style-type: none"> • Instruction will include pictorial and tactile representations • Instruction will include connections to the world outside of the classroom • Instruction will include use of interactive notebooks 	<ul style="list-style-type: none"> • Lesson plans • Feedback from administrative observations 	On-going	

d. Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and regular classrooms	Administrators Teachers	<ul style="list-style-type: none"> Participation in Core Content planning sessions 	<ul style="list-style-type: none"> Lesson plans 	Weekly	
e. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Administrators Teachers	<ul style="list-style-type: none"> After school and Saturday extended day instruction will be provided using hands-on activities 	<ul style="list-style-type: none"> Attendance sheets from extended day classes 	Weekly/on-going	
f. Continue to use CRMs for instruction	Administrators Teachers	<ul style="list-style-type: none"> Team planning that includes use of CRMs for planning instruction. 	<ul style="list-style-type: none"> Lesson plans 	On-going	
g. Identify ELLs early who require STAAR remediation and/or accelerated instruction and provide planned interventions	Administrators Teachers	<ul style="list-style-type: none"> Review data from weekly and benchmark CST Meetings Planning meetings to identify student need and determine implementation strategies 	<ul style="list-style-type: none"> Data results templates Lesson plans 	November 2013	

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Assist Students with transitions from Pre-K to Kindergarten and from the Elementary to Middle School level (5th grade to 6th). (Title I compliance)					
Applicable Strategic Plan Goal(s):1.13					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Increase end of year Pre-K to Kinder pre-registration.	Attendance clerk Pre-K teachers	<ul style="list-style-type: none"> Reward classrooms with 100% of early registration forms returned. Conduct event for PPCD and Pre-K students where they visit kindergarten 	<ul style="list-style-type: none"> 100% of students will submit early registration forms. 95% of students participate in the Pre-K transition event. 	May 2014	

		classrooms in order to assist in their transition to Kindergarten.			
b. Hold parent informational meeting on preparing students for Kindergarten academically and socially.	Kindergarten Teachers	<ul style="list-style-type: none"> • Listing of kindergarten routines and procedures • Summer instructional packets 	<ul style="list-style-type: none"> • 70% of parents attend informational/sign-in sheets. 	May 2014	
c. Provide presentation times for students and parents to hear about MS academic and extracurricular options	Administrators Counselor Teachers	<ul style="list-style-type: none"> • Coordinate with MS administrators and counselors for dates and times • Provide space for presentations 	<ul style="list-style-type: none"> • Presentation date on campus calendar • Feedback from students on presentations 	Nov. 2014	
d. Provide 5 th grade students with the opportunity to visit and participate in annual MS showcases/campus tours.	Administrators Counselor Teachers	<ul style="list-style-type: none"> • Coordination with MS • Transportation to/from MS campus 	<ul style="list-style-type: none"> • 100% of all students will participate in campus tours. 	April 2014	
e. Assist 5 th grade students with Magnet School and Special Program applications	Administrators Counselor Teachers	<ul style="list-style-type: none"> • Applications 	<ul style="list-style-type: none"> • 100% of all students will complete MS Choice sheets 	Jan 2014	
f. Hold annual advancement ceremony for 5 th grade students.	Administrators Teachers Support staff	<ul style="list-style-type: none"> • Certificates • Programs • Invitations 	<ul style="list-style-type: none"> • 100% of all 5th graders will participate in advancement ceremony 	June 2014	

Table #CI-8 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: 100% of all students will participate in college readiness activities

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. Students in grades 3-5 will participate in college tours	Administrators Counselor Teachers	Transportation	Parent permission slips	Spring 2014	
b. Students in grades PK-5 will participate in Career Day activities	Administrators Career Day Committee Teachers	Supplies for presenters as appropriate	Sign in sheets	Spring 2014	
c. Campus staff and students will use academic language that encourages scholarly thinking	Administrators Teachers			August 2013 – June 2014	
d. Students in grade 5 will complete IACP (Individual Academic Career Plans)	Counselor Teachers	Individual Academic Career Plans	IACPs	January 2014	

e. Students in grade 5 will complete the College Readiness pre-test/post-test	Counselor Teachers	College Readiness pre-test/post-test	Increase average score on post-test to 80%+ versus baseline pre-test	Fall 2013/Spring 2014	
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Table #CI-9 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: 100% of all students will participate in fine arts activities that enrich classroom learning and extra curricular participation

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. Conduct annual audit of creative learning activities	Principal Fine Arts Committee	Survey provided by fine Arts Dept.	Creative Learning Inventory completed	Dec. 2013	
b. Instructors participate in 2 half-day PDs on how, when, and why to use arts-based instruction.	Administrators Teachers	MINDPOP Creative Action Project PD	Tier 1 professional development accomplished PD sign in sheets	Aug. 2013 Nov. 2013	
c. Identify 3-4 instructors to become campus leaders in integrating arts-based instruction over time and support them in obtaining Tier 3 Professional development.	Principal	MINDPOP Instructional Coaches	Identified instructors participate in Tier 3 training. Instructor- led faculty learning opportunities during staff developments. Evidence in lesson plans Feedback from walk-through forms	On-going	
d. Students in grades PK-5 will participate in Creative Action Programming.	Administrators Teachers	Creative Action Project Staff and Curriculum	Annual schedule of classroom presentations	Sept. – Dec. 2013	
e. Increase the percentage of students receiving ongoing instruction in visual art and music.	Administrators Teachers Afterschool instructors	Center Stage Creative Action Project Individual teacher classes afterschool focusing on the arts	Increased number of students participating in visual art and music instruction.	October 2013 – May 2014	
f. Increase the percentage of students receiving foundational experiences in dance, theatre, and digital media.	Teachers	MINDPOP Instructional Coaches and curriculum	Increased number of students receiving in-depth, sequential learning in dance, theater, and digital media. Arts integration survey	September 2013 – May 2014	
g. Deepen community partnerships to increase diversity of art form, cultural heritage, and types of creative	Administrators Teachers	MINDPOP	Increased commitment of arts partnership to meet goals of creative learning plan.	On-going	

learning experiences.					
h. Plan an arts experience to promote a sense of community among students.	Administrators Teachers	Listing of community resources and events MINDPOP community calendar	At least one community-building arts experience for students.	On-going	
i. Plan an arts experience to promote a sense of community among faculty.	Administrators Fine Arts Committee	Listing of community resources and events MINDPOP community calendar	At least one community-building arts experience for faculty.	On-going	
j. Plan arts experience to promote a sense of community among families.	Administrators Fine Arts Committee Parent Support Specialist	Listing of community resources and events MINDPOP community calendar	At least one community-building arts experience for families.	On-going	

Table #CI-10 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Annual attendance rate will be \leq 95%					
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. Post weekly attendance percentages by grade level as well as campus wide	Attendance Clerk Administrators	<ul style="list-style-type: none"> • Implementation of Campus-wide Attendance Challenges • Weekly public postings of campus-wide and grade level attendance percentages • Incentives for students, families, and/or classes 	<ul style="list-style-type: none"> • Increased attendance in grade levels consistently below 97% target. • Attendance bulletin board in languages spoken at home 	On-going	
a. Develop a student-family support team to assist struggling families and increase parental involvement.	Principal Assistant principal Parent Support Specialist Counselor	<ul style="list-style-type: none"> • Develop a support team comprised of the parent support specialist, the Communities and Schools representative, and the counselor. • Include this team on Child Study meetings to address student needs related attendance, glasses, behavior, hygiene, etc. • Provide translations at 	<ul style="list-style-type: none"> • Document support team meetings with agendas, sign-ins, or meeting minutes 100% of the time. • Child Study Team Meeting Summaries • 	On-going	

		meetings when necessary in order to provide assistance in the language spoken at home <ul style="list-style-type: none"> • Meet with the student-family support team and the Child Study Team to monitor students and families in need of support. 			
b. Involve Parent Support Specialist in Child Study Team Meetings		<ul style="list-style-type: none"> • Provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results. • Implementation of Campus-wide Attendance Challenges • Weekly public postings of campus-wide and grade level attendance percentages 	<ul style="list-style-type: none"> • Attendance announcements in language spoken at home • Attendance bulletin board in languages spoken at home 	On-going	
c. Continue the implementation of Every Day Counts	Administrators Teachers	<ul style="list-style-type: none"> • Posted attendance celebrations • Teacher communication logs 	<ul style="list-style-type: none"> • Posted attendance • Communication logs 	On-going	

Table #CI-11 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Incorporate a teacher mentoring program as a strategy to attract and retain highly qualified teachers at Campbell Elem. (Title I compliance)					
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. Utilize the AISD Mentoring program in order to attract, support, and retain highly qualified teachers at Campbell	Principal Campus Lead Mentor	<ul style="list-style-type: none"> • Mentor will meet monthly with first, second, and third year teachers. 	<ul style="list-style-type: none"> • 100% of teachers are highly qualified according to NCLB C.D. ongoing 	On-going	

		<ul style="list-style-type: none"> • Mentor will provide guidance, and staff development, and will work one-on-one with teachers on specific needs. 	<p>through June 2014</p> <ul style="list-style-type: none"> • 100% of first through third year teachers will attend monthly meetings. • Mentor will document one-on-one work with new teachers 100% of the time. 		
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Table #CI-12

☐ State: Below safeguard target

☐ AYP: Area of low performance

Objective: Reduce the rate of Limited English Proficiency (LEP) students identified for special education to \leq 1% difference

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. Special education teacher, general education teacher, and parents set SMART (specific, measurable, attainable, realistic, and timely) goals for each student reviewed. Where do you want them to be by the end of this year? Next year? By the end of elementary? How will you ensure that they reach their goals?	Administrators SPED Teachers Teachers CST Members	<ul style="list-style-type: none"> • Provide all Instructors with overview of SMART goal setting. • Provide SMART goal setting worksheet for teacher use. 	<ul style="list-style-type: none"> • Use of SMART worksheet at all goal setting and pre ARD meetings. • SPED student's IEP's. 	On-going	
b. Share goals with individual students, in order to create an awareness of what is expected, and an enthusiasm for reaching his/her goals.	SPED Teachers Teachers	Provide SMART goal setting worksheet for teacher use	<ul style="list-style-type: none"> • Completed SMART GOALS worksheets 	On-going	
c. Ensure that the school is welcoming, staff is accessible, and that the campus team acknowledges, understands and respects diverse family networks and child rearing customs and practices.	All Campus Staff	<ul style="list-style-type: none"> • Administrators to attend District Diversity Training • Participate in No Place for Hate activity planning and campus discussions 	<ul style="list-style-type: none"> • All information sent out in the language spoken first at home • Posted information in the language spoken at home • Flyers advertising cultural events • No Place for Hate 	On-going	

Table #CI-12 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Reduce the rate of Limited English Proficiency (LEP) students identified for special education to =/< 1% difference					
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"> Participate in books studies or article reads that focus on cultural awareness and its impact on student learning. 	<ul style="list-style-type: none"> activities Feedback from surveys 		

Table #CI-13 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of ARDs in which ARD notices are provided to the parent between 7 and 30 days to 90%.					
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. Set campus Annual ARD calendar at the beginning of the school year based upon the special education roster; offer parents options for scheduling 6 weeks prior to annual date, determine best option for parent participation (conference call, etc), and determine parent preferred method of notification/reminder; send formal notice 4 weeks prior; send informal reminder 1 week prior; update calendar monthly.	Administrators SPED Chairperson Teachers Speech pathologists	<ul style="list-style-type: none"> Create an ARD shared Campus Calendar 	<ul style="list-style-type: none"> Shared ARD Schedule ARD Summary 	On-going	
b. Each case manager contact parents 6 weeks prior to annual to discuss annual ARD planning utilizing parent interview format to obtain input; provide draft of IEP 1 week prior to annual ARD.	SPED Teachers	<ul style="list-style-type: none"> SPED instructors to agree on questions for Parent Interview form. SPED instructors to complete Parent Interview form 6 weeks prior to annual. 	<ul style="list-style-type: none"> Communication Log Parent Interview form Pre-ARD documentation 	On-going	

Table #CI-13 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of ARDs in which ARD notices are provided to the parent between 7 and 30 days to 90%.					
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"> Parents to be provided IEP draft one week prior to ARD 			

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. Teachers will teach five health and/or five CATCH lessons each nine-weeks.	PE Teachers Classroom Teachers Administrators	<ul style="list-style-type: none"> Utilize the developed Health/CATCH curriculum per grade level, K-5. 	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	On-going	
b. The campus will show evidence of an environmental change using Coordinated School Health materials.	PE Teacher Administrator Nurse	<ul style="list-style-type: none"> Utilize CATCH posters, flyers, marketing materials. 	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	On-going	
c. Two Family Fitness Nights will be held annually.	CATCH Committee Administrators	<ul style="list-style-type: none"> Boneshaker Inc. and In.gredients Grocer Community partnerships 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.	October 24, 2013 May 1, 2014	
d. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	PE Teacher Classroom Teachers	<ul style="list-style-type: none"> Students will complete various assessments during a grading period. 	Students' data will be entered in Grade Speed according to grade level and teacher.	October 2013 March 2014	
e. 100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed	PE Teacher	<ul style="list-style-type: none"> This will occur once in the Fall and once in the Spring. 	All students' data will be entered in Fitnessgram according to teacher and campus.	October 31, 2013 May 2, 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
using Fitnessgram.					
f. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	PE Teacher Nurse	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	TBD	
g. Principal will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Administrators PE Teacher	Include distribution of data on school calendar.	Spot checks to see if data were received.	August 2013	
h. Teachers will participate in providing students with 135 minutes of physical activity weekly.	Administrators Teachers	Teachers may follow the 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. Teachers may use the 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.	On-going	
i. Compliance with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Administrators Teachers	The Principal will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents. Principals will	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	On-going	

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>communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>			

Table #DR-2

Objective: Effective violence prevention and intervention measures will be in place (No Place for Hate Campus)

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. Earn the No Place for Hate designation for the second year	NPFH committee NPFH student coalition Teachers Administrators Counselor	NPFH intent form, NPFH final application	NPFH designation	Summer 2014	
b. Increase acceptance and tolerance among all students and staff members	NPFH committee NPFH student coalition Teachers Administrators Counselor	Mix It Up Lunch resources, staff training for Mix It Up Day, materials for culture/country research displays, SEL materials	Student/Staff feedback Decrease in discipline referrals Teacher input regarding SEL lessons	October 29, 2013 Fall 2013/Spring 2014	
c. Decrease name calling, bullying among all students	NPFH committee NPFH student coalition Teachers Administrators Counselor	No Name Calling Week resources, staff training for No Name Calling Week, SEL materials	Student/Staff feedback Decrease in discipline referrals Teacher input regarding SEL lessons	August 2013 – June 2014	

Table #DR-2

Objective: Effective violence prevention and intervention measures will be in place (No Place for Hate Campus)

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
d. Increase positive recognition for appropriate behavior and actions toward others across campus	Teachers Administrators Counselor	Student awards for Campbell Student of the Month recognition	Decrease in discipline referrals Student/Staff feedback	August 2013 – June 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
b. Provide all communications to parents, written and oral, in English and Spanish	Principal Assistant principal Parent Support Specialist Counselor	<ul style="list-style-type: none"> • Provide translations at meetings when necessary in order to provide assistance in the language spoken at home • We will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results. 	<ul style="list-style-type: none"> • Flyers • Progress Monitoring forms and Report cards • Informational forms/flyers 	On-going	
a. Hold 8-10 Parent meetings through the Parent Support Specialist	PSS Administrators	<ul style="list-style-type: none"> • Provide translations at meetings when necessary in order to provide assistance in the language spoken at home 	<ul style="list-style-type: none"> • Parent Surveys • Agendas • Flyers 	On-going	
c. Encourage parental participation on campus committees	Administrators Committee Chairpersons	<ul style="list-style-type: none"> • Provide translations at meetings when necessary in order to provide assistance in the language spoken at home 	<ul style="list-style-type: none"> • Sign-up sheets • Committee sign-in sheets 	On-going	
d. Develop a student-family support	Administrators	<ul style="list-style-type: none"> • Develop a support team 	<ul style="list-style-type: none"> • Document support team 	On-going	

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
team to assist struggling families and increase parental involvement.	Parent Support Specialist	<p>comprised of the parent support specialist, the Communities and Schools representative, and the counselor.</p> <ul style="list-style-type: none"> • Include this team on Child Study meetings to address student needs related attendance, glasses, behavior, hygiene, etc. • Provide translations at meetings when necessary in order to provide assistance in the language spoken at home • Meet with the student-family support team and the Child Study Team to monitor students and families in need of support. 	meetings with agendas, sign-ins, or meeting minutes 100% of the time.		
e. Hold 6-8 Principal Coffees	Administrators Parental Support Specialist	<ul style="list-style-type: none"> • Parent feedback surveys and meeting suggestions • AISD Dept. and community Reps for presentations • Provide translations at meetings when necessary in order to provide assistance in the language spoken at home 	<ul style="list-style-type: none"> • Agendas • Parent Surveys 	September - May	
f. Schedule opportunities for parents	Principal	Computer	• Schedule of agendas and	• Sept. 2013-June	• 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
to provide input on Parent Involvement Policy and Campus Compact.	Parent Support Specialist	Internet Printer Copier Projector Binders Office supplies Time	sessions <ul style="list-style-type: none"> • Sign-in Sheets • Documentation of Feedback 	2014	
g. Encourage PTA membership	Administrators Parent Support Specialist Teachers	<ul style="list-style-type: none"> • PTA informational flyers • PTA membership forms 	<ul style="list-style-type: none"> • Increase in PTA membership (goal of 200 families) <ul style="list-style-type: none"> • Increased PTA membership (roster) • Increased staff and parent participation in PTA committees and activities over 2012-13 (at least one staff member on each PTA committee—assignment list) 	Aug. – Dec. 2013	
h. Involve Parent Support Specialist in Child Study Team Meetings	Administrators Child Study Team	<ul style="list-style-type: none"> • Meet with the student-family support team and the Child Study Team to monitor students and families in need of support. 	<ul style="list-style-type: none"> • Child Study Team Meeting Summaries 	On-going	
i. Survey culturally diverse parents to solicit their ideas/ suggestions for ways to involve parents in their child's education (e.g. written, phone, face to face interviews.	Administrators CAC Members Teachers	<ul style="list-style-type: none"> • Survey parents for best method of communication and how they would like to be involved in their child's education. • Utilize data obtained from surveys to increase parent communication and involvement, when planning school activities 	<ul style="list-style-type: none"> • Title I Parent Involvement Policy • Surveys completed by parents • Sign-in sheets from parent coffees and/or meetings • Communication logs kept by teachers • Minutes from CAC meetings • Minutes from Coffee with 	On-going	

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
			Principal		

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
a. Faculty Meeting PD Sessions on the Social Emotional Learning initiative	Counselor	Counselor District SEL Staff Time	<ul style="list-style-type: none"> • Observations • Teacher feedback • Parent feedback 	• August 2013-June 2014	
b. Faculty Meeting PD Sessions on the No Place for Hate initiative	Counselor	Counselor District SEL Staff Time No Place for Hate material	<ul style="list-style-type: none"> • Observations • Teacher feedback • Parent feedback • Student coalition formed • Student coalition events scheduled • Student feedback 	• August 2013-June 2014	
c. Faculty Meeting PD Sessions on the use of data to drive instruction and interventions	Principals Instructional Coaches Teachers	Data Computer AISD data programs Paper Printer Highlighters	<ul style="list-style-type: none"> • Schedule of meetings • Agendas • Data (language arts, math, writing, science) • Intervention schedules 	<ul style="list-style-type: none"> • Nov. 2013 • Feb. 2014 	
d. Faculty Meeting PD Sessions on the CATCH/Coordinated School Health Program	PE Coach CATCH Committee Principal	Time Computer Projector Printer Copier Online resources	<ul style="list-style-type: none"> • Schedule of PD • Agenda • CATCH Committee roster • Observations 	• Oct. 2013	
e. Faculty Meeting PD Session on the Value and Contribution of Parents based on input from parents in collaboration with staff.	Principal Parent Support Specialist	Parent Surveys Computer Projector Screen Printer Copier	<ul style="list-style-type: none"> • Schedule of PD • Agenda • Observations 	• Oct. 2013 -June 2014	

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
f. Action research conducted by classroom teachers on self-selected content areas and presentation of findings at local, state, and national conferences (¡Adelante!, TABE, NABE)	Instructional Coaches Teachers	Professional resources on action research Time Funds for travel and conference registration from BTO, Title I, and PTA	<ul style="list-style-type: none"> Research data Observations Travel and conference registration confirmation Presentation proposals to conferences 	<ul style="list-style-type: none"> August 2013-June 2014 	
g. Vertical alignment planning for all content areas, PK-5, including studying student work products, to ensure consistency of programming across grade levels and classrooms	Principal Instructional Coaches Teachers	Professional resources Student work samples TEKS STAAR resources Computer Printer Projector Copier	<ul style="list-style-type: none"> PD Schedule Agendas Observations Alignment in lesson plans 	<ul style="list-style-type: none"> August 2013-June 2014 	In progress
h. Embedded professional development related to campus and teacher needs, including behavior support, differentiation	Principal Instructional Coaches Counselor Teachers	Professional resources CST Rep. SEL curriculum Computer Printer Projector Copier	<ul style="list-style-type: none"> PD Schedule Agendas Observations 	<ul style="list-style-type: none"> August 2013-June 2014 	
i. Provide professional development to teachers working with SPED students requiring Supplemental Aides and other accommodations in the classroom and on assessments.	Principal Instructional Coaches Teachers	Professional resources Computer Printer Projector Copier	<ul style="list-style-type: none"> PD Schedule Agendas Observations Lesson plans 	<ul style="list-style-type: none"> August 2013-June 2014 	In progress
j. Implement the district's mentoring program to support novice teachers.	Principal Lead Mentor Teacher	Computer Printer Copier Internet Time	<ul style="list-style-type: none"> Documentation of mentor meetings New Teacher Orientation agenda 	<ul style="list-style-type: none"> August 2013-June 2014 	In progress

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

Special Education Identification – All Levels

Table #DR-5					
Objective: Reduce special education identification rate to \leq 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 campus level data on SPED representation provided by SPED department.	Administrators SPED Chairperson Classroom Teachers	All SPED Instructors and Administrators to review campus level SPED representation. SPED Chairperson to provide review of campus level data on SPED to all teachers	<ul style="list-style-type: none">Sign-in sheet for professional development	Aug. 2013 Dec. 2013 Feb. 2014 May 2014	
b. Provide on-going, coherent professional development on topics such as to how to differentiate instruction, provide multi-level instruction, individualized instruction, and how to make instructional accommodations.	Administrators	Provide Professional Development on appropriate accommodations and modification in the Gen Ed classroom for SPED students	<ul style="list-style-type: none">Sign-in sheet for professional development	On-going	
c. Provide administrative support and funding for: planning, staff training in team process and problem solving, release time for team meetings and consultations, and data/record keeping.	Administrators	Identify key staff trainings to ensure team process and problem solving in place. Provide appropriate staff release time for identified trainings.	<ul style="list-style-type: none">Scheduled professional development.	On-going	

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education to \leq 1 pt difference**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):

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
j. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrators Reading Specialists District Solution Team Members	<ul style="list-style-type: none"> Professional development for new Progress Monitoring program Monitor Progress Reports 	<ul style="list-style-type: none"> Sign-in sheets from professional development Progress monitoring forms 	On-going	
k. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Administrators Teachers Reading Specialists	<ul style="list-style-type: none"> Attend District Diversity Training Participate in No Place for Hate activity planning and campus discussions Participate in books studies or article reads that focus on cultural awareness and its impact on student learning. 	<ul style="list-style-type: none"> Certificates or sign-in sheets from training Sign-in sheets from NPforH meetings Book study notes Articles 	On-going	
l. Survey culturally diverse parents to solicit their ideas/ suggestions for ways to involve parents in their child's education (e.g. written, phone, face to face interviews).	Administrators CAC Members Teachers	<ul style="list-style-type: none"> Survey parents for best method of communication and how they would like to be involved in their child's education. Utilize data obtained from surveys to increase parent 	<ul style="list-style-type: none"> Title I Parent Involvement Policy Surveys completed by parents Sign-in sheets from parent coffees and/or meetings Communication logs kept by teachers Minutes from CAC meetings Minutes from Coffee 	On-going	

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education to \leq 1 pt difference

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):

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
		communication and involvement, when planning school activities	with Principal		
m. Review campus level data on SPED representation provided by SPED department.	Administrators SPED Chairperson	<ul style="list-style-type: none"> All SPED Instructors and Administrators to review campus level SPED representation SPED Chairperson to provide review of campus level data on SPED to all teachers 	<ul style="list-style-type: none"> Sign-in sheet for professional development 	On-going (Monthly)	
n. Support school staff in accepting the responsibility for fostering achievement for all students.	Administrators SPED Teachers	<ul style="list-style-type: none"> Include appropriate school staff in student goal setting, all pre-ARD meetings, and in the completion of progress reports. 	<ul style="list-style-type: none"> Meeting agendas Student progress reports 	On-going	
o. Identify ways that community and local agencies, such as mental health services, the faith community, community health services, and parent support groups can reinforce and	Administrators CAC Members Parent Support Specialist Counselor	<ul style="list-style-type: none"> Host District SPED Workshops Partnership with Delta Sigma Theta Sorority Partnership with 	<ul style="list-style-type: none"> Flyers/advertisements Workshop/rally attendance. 	On-going	

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education to \leq 1 pt difference**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):

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
encourage your campus' efforts.		The Well Church	<ul style="list-style-type: none"> Visitors log for reading and mentor programs 		
p. Special education teacher, general education teacher, and parents set SMART (specific, measurable, attainable, realistic, and timely) goals for each student reviewed. Where do you want them to be by the end of this year? Next year? By the end of elementary? How will you ensure that they reach their goals?	Administrators SPED Teachers Teachers CST Members	<ul style="list-style-type: none"> Provide all Instructors with overview of SMART goal setting. Provide SMART goal setting worksheet for teacher use. 	<ul style="list-style-type: none"> Use of SMART worksheet at all goal setting and pre ARD meetings. SPED student's IEP's. 	On-going	
q. Ensure that the school is welcoming, staff is accessible, and that the campus team acknowledges, understands and respects diverse family networks and child rearing customs and practices.	All Campus Staff	<ul style="list-style-type: none"> Administrators to attend District Diversity Training Participate in No Place for Hate activity planning and campus discussions Participate in books studies or article reads that focus on cultural awareness and it impact on student learning. 	<ul style="list-style-type: none"> All information sent out in the language spoken first at home Posted information in the language spoken at home Flyers advertising cultural events No Place for Hate activities Feedback from surveys 	On-going	

Special Education Disciplinary Placements– All Levels

Table #DR-8

Objective: Reduce the rate of special education students in discretionary DAEP settings.					
Condition: If rate > 10 percentage points 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):					
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.	Administrators SPED Teachers ARD Committee	<ul style="list-style-type: none">Biannual review of student LRE data.Make individual placement decisions and staffing decisions based on biannual review of student LRE data	<ul style="list-style-type: none">Meeting Agenda and notesStudent IEP scheduling pageStaffing master schedule	On-going (Monthly)	
b. Review staffing biannually as a means to optimize use of staff to support IEP's	Administrators	<ul style="list-style-type: none">Review class schedules as written in IEPCoordinate SPED planning time with Gen Ed planning times	<ul style="list-style-type: none">IEP Scheduling pageMaster schedule	August 2013 April 2014	
c. Expect special education teachers to complete the 'IEP Best Practice' eLearning Course through Region XIII	Administrators SPED Chairperson SPED Teachers	<ul style="list-style-type: none">SPED teachers will complete online training and present best practices to gen ed teachers	<ul style="list-style-type: none">Certificate from trainingSign-in sheet from presentation turnaround.	Oct. 2013 – Dec. 2013	
d. Track LRE data to identify positive and negative trends in your campus	Administrators SPED Teachers	<ul style="list-style-type: none">Biannual review of student LRE data.	<ul style="list-style-type: none">IEPs	On-going	
e. Expect teacher familiarity with their students' IEP's and evidence of ongoing progress with goals/objectives	Administrators SPED Teachers Teachers	<ul style="list-style-type: none">Provide all general education teachers with step by step SEEDS login information.Provide collaborative time for general education teacher and	<ul style="list-style-type: none">SEEDS login worksheet provided to all teachersNoted modifications or accommodations in lesson plans	On-going	

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):

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 teachers to review students' IEP's and progress monitor.			
f. Schedule collaborative lesson planning between general and special education teachers	Administrators SPED Teachers Teachers	<ul style="list-style-type: none"> Provide collaborative lesson planning time between general and special education teachers 	<ul style="list-style-type: none"> Master schedule Lesson plans Minutes from planning meetings 	On-going/Weekly (Mon. & Wed.)	
g. During classroom observations, look for multiple learning and teaching strategies that appeal to students' diversity and individual needs, such as flexible grouping, and questioning strategies that promote rigor	Administrators	<ul style="list-style-type: none"> Provide collaborative lesson planning time between general and special education teachers Administrators to complete classroom observations with a focus on differentiated instruction and tasks. 	<ul style="list-style-type: none"> Lesson plans Observation feedback forms 	On-going	
h. Ongoing progress monitoring is used to gauge each student's knowledge, meaningful access to the enrolled grade level curriculum, and to drive intervention efforts	SPED Teachers Classroom Teachers Reading Specialists	<ul style="list-style-type: none"> Provide collaborative progress monitoring time between general and special education teachers. 	<ul style="list-style-type: none"> Progress Monitoring forms Verification of Mastery forms Weekly and Benchmark assessments STAAR results 	On-going	

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):					
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 SPED Coordinator – Data and Compliance.	Administrators	<ul style="list-style-type: none">• Monitor SPED student's instructional day (on going).• Complete annual Data and Compliance Report on SPED length of instructional day.	<ul style="list-style-type: none">• Students' ARD schedules.• Data and Compliance Report to SPED Coordinator	Dec. 2013 and May 2014	
b. 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 chairperson Teachers Administrators	<ul style="list-style-type: none">• Access to SEEDS• computer	<ul style="list-style-type: none">• Accommodations and modifications evident and in coordination with IEPs• Documented on walk-through forms	August 2013 On-going	
c. SPED case managers will obtain electronic receipts of recipients of this distribution within one week of distribution.	SPED Chairperson Teachers	<ul style="list-style-type: none">• Provide all general education teachers with step by step SEEDS login information.• Provide all instructional and support providers with relevant student ARD paperwork in a timely manner.	<ul style="list-style-type: none">• Seeds login worksheet• Log for distribution of ARD paperwork.	Sept. 2013	
d. The email provided to each instructional and support provider	SPED Chairperson Teachers	<ul style="list-style-type: none">• Provide all instructional and	<ul style="list-style-type: none">• Receipts	On-going	

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):					
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
will contain offers from that case manager to review those relevant portions.		support providers with relevant student ARD paperwork in a timely manner. (within one week of distribution) Obtain receipt.			
e. Campus administrator responds to survey identifying the documentation system specific to that campus to ensure IEP distribution.	SPED Chairperson Teachers	<ul style="list-style-type: none">Provide opportunity for collaboration between general and special education teachers.	<ul style="list-style-type: none">EmailDocumentation of support	On-going	
f. Make sure LRE is optimized for every student	Administrators SPED Chairperson	<ul style="list-style-type: none">Administrator review of receipts and teacher anecdotal evidence of collaboration.	<ul style="list-style-type: none">ReceiptsTeacher response	On-going	
g. Set campus, grade level, content, and teacher goals for increasing the number of students taking the general STAAR test.	Administrators SPED Teachers STAAR CTC	<ul style="list-style-type: none">Review of IEPReview of previous TAKS scores and STAAR Raw scores	<ul style="list-style-type: none">IEP with designation of time in/out of the gen ed classroom for instructionMaster schedule	On-going	
h. Administrators review SPED 6-weeks campus benchmark reports, campus "IEP" reports, and SEEDS reports to monitor and evaluate curriculum implementation to consider validity of previous assessment decisions	Administrators SPED Teachers ARD committee STAAR CTC	<ul style="list-style-type: none">Hold ARDs to discuss probability of student success on STAAR assessment based on current grades	<ul style="list-style-type: none">Weekly and Benchmark assessmentsSTAAR results	On-going	
	Administrators	<ul style="list-style-type: none">Identify students'	<ul style="list-style-type: none">Completed Verification of		

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):					
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 teachers General Education teachers ARD committee LPAC committee if appropriate.	<div>needs and provide additional instructional strategies to assist with passing STAAR based on District and teacher created assessment results</div> <div><ul style="list-style-type: none">• SPED and Gen. Ed. Shared planning• Data analysis and identification of targeted areas for intervention and/or additional instruction</div>	<div>Mastery Forms</div> <div><ul style="list-style-type: none">• Completed Progress Monitoring forms</div>		

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):							
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. Provide professional development to teachers working with SWDs to implement accommodations in the classroom and on assessments.		Administrators Special Education Teachers Teachers Instructional Coaches	Time Computer Projector Printer Copier Time	<ul style="list-style-type: none">Schedule of meetingsAgendasLesson plansObservations	<ul style="list-style-type: none">Sept. 2013-June 2014	In progress	
b. Provide and ensure use of supplemental aides to SPED students according to IEPs.		SPED Teachers	Supplemental aides	<ul style="list-style-type: none">Increased percentage of students scoring 75% or above on SCA, Benchmark, Teacher made, and STAAR assessments using supplemental aides.	<ul style="list-style-type: none">Aug. 2013 – June 2013	In progress	
c. Provide intervention opportunities during the school day for students who need additional instructional support, including training <i>volunteers</i> to provide classroom support for struggling learners		SPED Teachers Gen. Ed. Teachers Instructional Specialists	Intervention materials Intervention provider Pre-teach	<ul style="list-style-type: none">Lower rate of special education identification	<ul style="list-style-type: none">Oct. 2013-June 2014	In progress	
d. Set campus, grade level, content, and teacher goals for increasing the number of students taking the general STAAR test.		Administrators SPED Teachers STAAR CTC	<ul style="list-style-type: none">Review of IEPReview of previous TAKS scores and STAAR Raw scores	<ul style="list-style-type: none">IEP with designation of time in/out of the gen ed classroom for instructionMaster schedule	On-going		
e. All ARDs for SPED students in grades 3 rd -5 th , identified as STAAR-M (reading and/or math) will have ARD committee use "District Rubric to determine STAAR assessment determination". If results from rubric show student performance is two or more years below grade level as defined by district committee,		Administrators Special Education Teachers Teachers	AISD Rubric to determine STAAR assessment determination Time Roster of SWDs by grade level	<ul style="list-style-type: none">Increased percentage of students taking regular STAAR in all subjects	<ul style="list-style-type: none">October 2013-June 2014		

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):											
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	
then SWDs will take STAAR-M. If not, then SWDs will take STAAR.											

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) to %5.					
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):					
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. Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	Administrators Teachers	<ul style="list-style-type: none">• Ensure that all DL teachers are provided appropriate Gomez and Gomez DL training.• Complete classroom observations with a focus on Gomez and Gomez DL implementation.	<ul style="list-style-type: none">• Schedules• Lesson plans• Environmental walk-through forms• Feedback from administrative observations	On-going	
b. Ensure administrative staff and teachers attend all DL trainings	Administrators Teachers	<ul style="list-style-type: none">• Complete yearly schedule of all appropriate DL trainings for all DL staff.• Attend DL trainings.	<ul style="list-style-type: none">• Certificates from trainings	June 2013 Sept. 2013 Others TBD by DL Dept.	
c. Provide schedules that ensure 50%	Bilingual Dept Rep.	<ul style="list-style-type: none">• Ensure that all DL	<ul style="list-style-type: none">• Schedules	Sept. 2013	completed

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) to %5.

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):

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
of instruction is in Spanish and 50% is in English	Administrators	<ul style="list-style-type: none"> teachers are provided appropriate Gomez and Gomez DL training. Complete classroom observations with a focus on Gomez and Gomez DL implementation. 	<ul style="list-style-type: none"> Lesson plans 		
d. For second grade provide 2 reading periods—one in English and one in Spanish	Teachers	<ul style="list-style-type: none"> Ensure that all DL teachers are provided appropriate Gomez and Gomez DL training. Complete classroom observations with a focus on Gomez and Gomez DL implementation. 	<ul style="list-style-type: none"> Schedules Lesson plans 	Sept. 2013	Completed
e. Increase the amount of ESL and English instruction to help promote English language proficiency among ELLs.	Principal Assistant principal Specialists 2 nd – 5 th grade teachers	<ul style="list-style-type: none"> Teach core content areas in English with ESL support in 2nd – 5th grade classrooms Provide small group Spanish instruction to students who are not proficient in their native language. Provide small group English intervention to struggling students who are proficient in their native language. 	<ul style="list-style-type: none"> 95% of teachers observed are providing English instruction. Small group instruction is documented 100% of the time on lesson plans. Intervention on small group lesson plans and progress monitoring forms are documented 100% of the time. Analyze assessment scores with grade level teams at least four times 	On-going	

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) to %5.

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):

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"> • Monitor student achievement through benchmark and biweekly assessments. • Monitor instruction through classroom walkthroughs. 	a year.		

APPENDIX A

Use of State Compensatory Education Funds for Improved Student Achievement

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

Programs/Services	Use
General Supplies for at-risk students	Supplies for classroom instruction and after-school tutoring in math, reading, and science
Transition Services	Transition to Kinder and 1 st grade programs for ELLs and at-risk students
Reading specialists	Reading specialist for grades K-5. Provides literacy skills instruction to students identified as not meeting state standards in reading.
Elementary Counselors	Counselor for grades PK-5. Provides counseling services to at-risk students to address social, emotional, and behavioral needs for effective learning. Conducts counseling services through whole group, small group, and one-on-one lessons.
Parent Support Specialist	Provides student and family services and information, campus-wide, that assists support of learning through parental and community involvement.
Pre-Kindergarten Teachers	Provide instruction to 4 year olds in reading, writing, math, science, social studies, and social skills.
TOTAL	\$384,207.00

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

	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: All Teachers are Highly Qualified

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: All teachers are Highly Qualified

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	7-13 and 36-40
Instruction by highly qualified staff	7-13 and 36-40
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	7-13, 25-26, and 29
Strategies to attract highly qualified teachers to high-need schools	42
Strategies to increase parental involvement	22-25
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	13-14
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	7-13
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	11-13
Coordination and integration of federal, state, and local services and programs	14-16, 19-22, 41, and 45-48
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	9, 10, and 21

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
50% Assistant Principal	<ul style="list-style-type: none">Implement a campus-wide focus on data analysis, planning, and effective instructional strategies.Provide professional development on intervention strategies, differentiated instruction, and higher level questioning strategiesDevelop instructional expertise and leadership capacity of current staff by providing feedback on instruction and leadership roles on campus and professional learning	Bilingual instructional support for staff through LPAC, behavior management, and as a resource for increasing communication with Bilingual parents and members of the community	<div>Salary: \$28,271</div> <div>Benefits: \$7,064</div> <div>Salary cushion: \$1,767</div> <div>-----</div> <div>Total: \$37,102</div>	<div>Student achievement on state-wide assessments will increase</div> <div>Increase in teacher understanding of the TEKS and the implementation of them</div> <div>Increased communication with Bilingual parents</div>

	opportunities <ul style="list-style-type: none"> • Provide mentoring support to novice teachers; monitor students academic growth 			
Substitutes for Professional Development	Teams will meet ½ day or 1 day with administrators to analyze data and align instructional plans.	Critical need for support of struggling learners by providing extended time to analyze and compare student assessment data	\$1500	Analyzed data will result in struggling students identified and tailored instruction to meet individual needs
Part-time Hourly Staff	Provides support in the form of small group and one-on-one instruction daily to struggling readers in grades K-2	Improve student achievement in Reading	Salary: \$15,225 Benefits: \$1,195 ----- Total: \$16,420	Increased achievement on weekly, end of unit, and state assessments. Struggling students receiving tailored instruction to meet individual needs.
Extra Duty Pay	Curriculum writing/ planning, Saturday Camps for Science and Writing, after school instruction	Extended Day Learning	\$8,500	Increased understanding of concepts leading to improved instructional math, reading and science scores
Instructional Supplies, Materials, Reading Materials and Equipment				
General Supplies, Computer Related, Other Reading Materials, Misc.	Purchase warehouse classroom materials such as paper, sentence strips, poster boards, etc. Purchase items for special lessons developed to enrich or accelerate instruction	Ensure that teachers and staff have materials needed to deliver instruction, provide enrichment and other services to students with special needs (GT, ELL Dyslexic 504 and Spec Ed)	\$13,382	Student achievement on district and State-wide assessments

Software	Provide on-line teacher resources (Reading A-Z, Writing A-Z, and Science A-Z) and Accelerated Reader Reading Program for grades 1-5.	Improve student achievement in reading, writing, and science by providing additional reading materials and handouts.	\$3,000	Increased literacy, numerical, and fluency skills
Other Operating Expenses (Function 6400)				
Conference/Workshops Attendance	Attend Professional developments and Conferences	Increased understanding of academics and professional leadership	\$ 5,000	Increase in feedback about instructional alignment to teaching staff/students
Field Trips – (Capitol, theatre, museums, farms, zoo)	Provide hands on experiences such as field trips to support math, science, reading and theater. Field experiences might include the Bob Bullock Museum, State Capital K-5, Austin Science Center, Children's Museum, Austin Ballet, etc.	Transportation for field trips, admission and student incentives	Buses/6494 - \$2,500 Total: \$2,500	Increased understanding of concepts leading to improved instructional math, reading and science scores
Misc. Operating Expenses	Provide tangible incentives to increase student achievement in reading, writing, math, science, and social skills.	Recognize and encourage student participation in learning opportunities and increase attendance through the use of incentives.	\$2,901	Increase in student achievement
Contracted Services				
Copier rental	Reproduction of classroom instruction materials	Improve student achievement in reading, writing, math, and science by providing necessary handouts and visual	\$5,500	Increase in student achievement and parent involvement

		representations		
Community Services (Function 61)				
Parental Involvement	Provide opportunities for parents to be involved through parent coffees, Literacy Night Math and Science Night, CATCH Family Night	Improve student achievement in reading, writing, math, and science through increased parental involvement	Gen. Sup./ Materials/6399 - \$808 Reproduction/Printing/6299 - \$800.00 Snacks/Refreshments/6497- \$200 Extra Duty Pay – \$0 Total: \$1,808	Record of increased parental involvement in Family Nights and workshops.
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$98,613	

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		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Professional Development/Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
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	30	33	50.00	46
Asian	n/a	n/a	0.00	n/a
AA	23	31	50.00	45
Hispanic	36	37	50.00	49
White	n/a	<1	30.00	20
2 or More	*	n/a	0.00	n/a
EcD	28	29	50.00	43
ELL	*	*	50.00	*
Spec Ed	*	*	50.00	*
3rd English	33	38	60.00	50
4th English	34	37	60.00	50
4th Spanish	<1	*	56.00	*
5th English	28	26	50.00	41
5th Spanish	<1	<1	30.00	20

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	28	22	45.00	38
Asian	n/a	n/a	0.00	n/a
AA	21	20	50.00	36
Hispanic	35	26	50.00	41
White	n/a	<1	35.00	20
2 or More	*	n/a	0.00	n/a
EcD	27	21	50.00	37
ELL	*	*	50.00	*
Spec Ed	*	*	55.00	*
3rd English	27	*	40.00	*
4th English	34	26	50.00	40
4th Spanish	<1	*	55.00	*
5th English	30	23	40.00	38
5th Spanish	<1	<1	30.00	20

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	24	24	50.00	39
Asian	n/a	n/a	0.00	n/a
AA	*	*	50.00	*
Hispanic	*	32	50.00	45
White	n/a	<1	30.00	20
2 or More	n/a	n/a	0.00	n/a
EcD	19	20	50.00	36
ELL	<1	<1	30.00	20
Spec Ed	>99	*	45.00	*
4th English	28	26	50.00	40
4th Spanish	<1	<1	30.00	20

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	17	*	45.00	*
Asian	n/a	n/a	0.00	n/a
AA	*	*	45.00	*
Hispanic	*	<1	30.00	20
White	n/a	n/a	0.00	n/a
2 or More	<1	n/a	0.00	n/a
EcD	*	*	45.00	*
ELL	*	<1	30.00	20
Spec Ed	*	*	45.00	*
5th English	*	*	45.00	*
5th Spanish	*	<1	30.00	20

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	9	13	30.00	21
Asian	n/a	n/a	0.00	n/a
AA	*	11	30.00	20
Hispanic	12	16	30.00	24
White	n/a	<1	25.00	10
2 or More	*	n/a	0.00	n/a
EcD	8	11	30.00	20
ELL	<1	*	30.00	*
Spec Ed	<1	<1	25.00	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	14	7	30.00	16
Asian	n/a	n/a	0.00	n/a
AA	*	*	30.00	*
Hispanic	18	*	30.00	*
White	n/a	<1	25.00	10
2 or More	*	n/a	0.00	n/a
EcD	13	6	30.00	16
ELL	*	<1	25.00	10
Spec Ed	*	<1	25.00	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	*	*	30.00	*
Asian	n/a	n/a	0.00	n/a
AA	*	*	30.00	*
Hispanic	<1	*	30.00	*
White	n/a	<1	20.00	10
2 or More	n/a	n/a	0.00	n/a
EcD	*	*	30.00	*
ELL	<1	<1	20.00	10
Spec Ed	<1	*	30.00	*

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	25.00	*
Asian	n/a	n/a	0.00	n/a
AA	*	*	25.00	*
Hispanic	*	<1	25.00	10
White	n/a	n/a	0.00	n/a
2 or More	<1	n/a	0.00	n/a
EcD	*	*	25.00	*
ELL	<1	<1	25.00	10
Spec Ed	<1	<1	25.00	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%	83%	74%	80.00	>=90%
Kinder DRA Spanish	93%	90%	55%	65.00	>=90%
1st DRA English	57%	28%	28%	38.00	>=90%
1st DRA Spanish	64%	79%	10%	20.00	>=90%
2nd DRA English	56%	55%	41%	50.00	>=90%
2nd DRA Spanish	70%	46%	54%	65.00	>=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	95.8%	96%	95.9%	96.3%	96.1%	95.6%	97.00
African American	96.2%	95.8%	95.7%	96.4%	96.2%	96%	97.00
Asian				95.4%	97.1%	95.7%	97.00
Hispanic	95.2%	96.3%	96.2%	96.3%	96.2%	95.2%	97.00
Native American			99.4%	99.6%	89.2%	96.7%	97.00
White	96%	95.3%	94.8%	95.1%	94.3%	97.4%	98.00
2 or More				91.1%	94.2%	95.7%	97.00
EcD	95.9%	95.9%	95.8%	96.4%	96.1%	95.5%	97.00

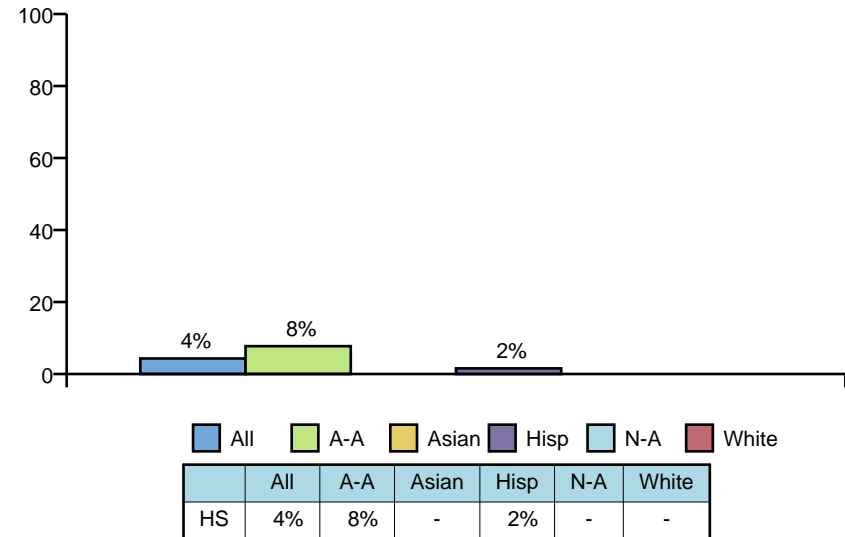
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

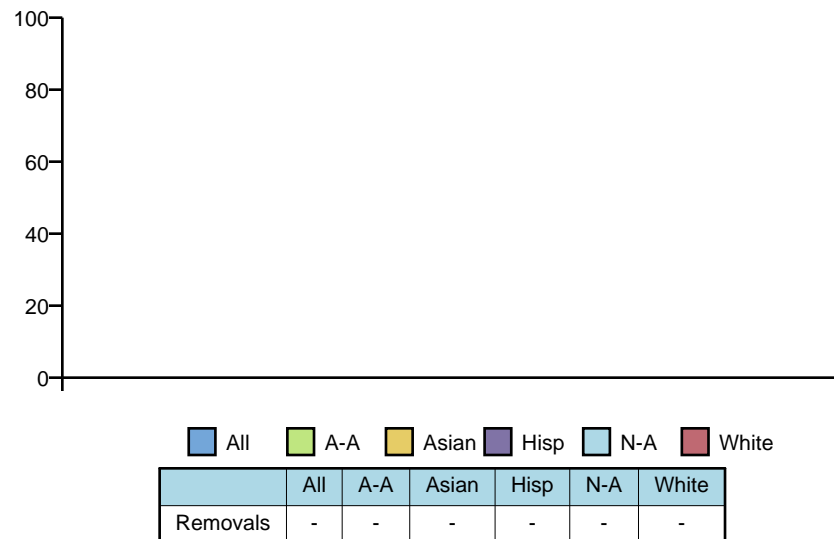
Student Group	Enrollment 2012-13
All Students	394
African American	181
Asian	1
Hispanic	192
Native American	
White	14

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

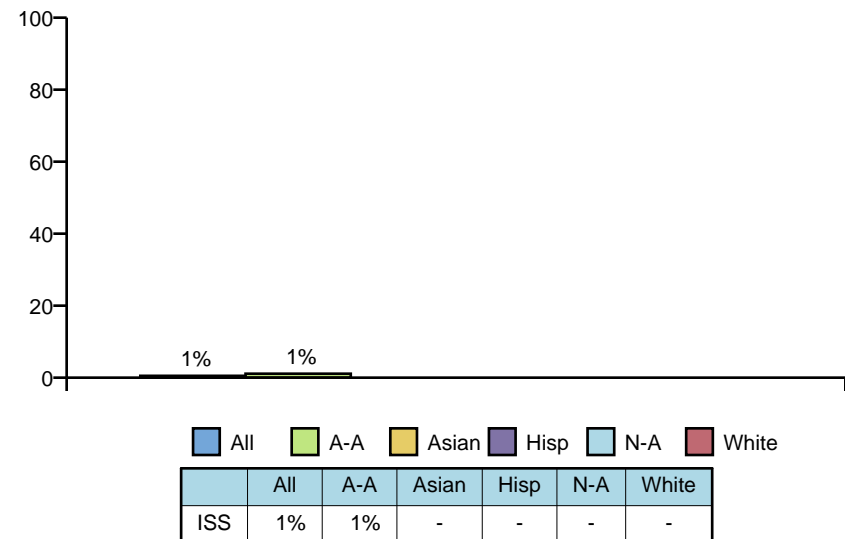
Campus Suspension to Home



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	.27%					0.10
African American	1	.58%					0.15
Asian							0.00
Hispanic							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	17	4.58%	12	3.13%	17	4.31%	3.00
African American	12	6.98%	10	6.13%	14	7.73%	5.00
Asian							0.00
Hispanic	4	2.11%	1	.49%	3	1.56%	1.00
Native American							0.00
White	1	50%					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	6	1.62%	2	.52%	2	.51%	0.00
African American	4	2.33%	2	1.23%	2	1.1%	0.00
Asian							0.00
Hispanic	2	1.05%					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	379	394	361	326	359
African American	226	220	175	132	169
Asian				2	
Hispanic	150	170	174	173	164
Native American		1	2	2	1
White	3	3	2	2	13
2 or More			8	15	12

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	38	4	11%	35	1	3%	1.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	37	4	11%	32	1	3%	1.00	
White	-	-	-	*	*	*	0.00	
EcD	37	4	11%	34	1	3%	1.00	
Special Ed	-	-	-	*	*	*	0.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	31	7	23%	23	9	39%	32	8	25%	9	2	22%	34	10	29%	20	6	30%
F	Hispanic	32	11	34%	14	4	29%	29	13	45%	16	9	56%	27	9	33%	12	6	50%
F	White	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*
F		63	18	29%	37	13	35%	61	21	34%	25	11	44%	62	20	32%	33	13	39%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	30	11	37%	15	8	53%	30	15	50%	16	11	69%	31	10	32%	20	14	70%
M	Hispanic	37	12	32%	17	12	71%	37	9	24%	19	13	68%	22	6	27%	12	9	75%
M	White	*	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	<1%
M		68	23	34%	32	20	63%	67	24	36%	35	24	69%	55	17	31%	32	23	72%
total		131	41	31%	69	33	48%	128	45	35%	60	35	58%	117	37	32%	65	36	55%

Data Source: AISD Fitnessgram