Casis 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	Samuel Tinnon	10/1/2013
Co-Chair	Jaynelle Nestle	10/1/2013
Co-Chair	Tiffany O'Shea	10/1/2013

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission
In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.
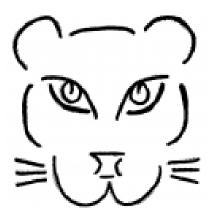
Vision
AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

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

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

Casis Elementary Mission Statement

With much heart and great expectations, Casis Elementary School will provide a stimulating learning environment that will challenge each student to work to their potential and support them in their quest to become life-long learners, as well as contributing members of society.

Casis Elementary Vision Statement

The vision of Casis is currently under development during this 2013 – 2014 school year. The creation of a 'vision statement' will derive from the collaborative efforts of the staff, students, parents, and local community stakeholders, aka 'The Casis Learning Community'.

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Samuel Tinnon

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	Tina McCutchin			✔			
Parent	Elise Bridges						
Parent	Heather Chesney						
Parent	Laurel Hooper						
Parent	Stephanie Jarnigan						
Parent	Katherine Madianos		✔				
Parent	Jennifer Morey						
Parent	Tiffany O'Shea	✔					
Parent	Kyle Parks						
Parent	Nancy Risk						
Parent	Becky Svahn						
Professional Staff Member	Megan Christian				✔		
Professional Staff Member	Jo Cornwell				✔		
Professional Staff Member	Kimberly Allen				✔		
Professional Staff Member	Jaynelle Nestle	✔			✔		
Professional Staff Member	Rebekah Parker				✔		
Professional Staff Member	Suzanna Ammenheuser				✔		
Professional Staff Member	Kristy Kepple				✔	✔	
Professional Staff Member	Gretchen Reed						Art Teacher
Classified Staff Member	Jo Hammons						
Business Representative	Mark Newberry						
Community Representative	Phyllis Schunck						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	1st Tuesdays
Normal Time:	3:00p.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
2	5

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Data Overview document provided by Principal (Highlights of 2013 Needs Assessment Data Profile Binder)
- Security and Safety Audit Report (March, 2013)
- C-IEP 6-weeks report for SpEd Department
- Additional qualitative and quantitative data collected by new Administrator

Based on review of the above data, the following areas of needed improvement were identified:
- Principal Entry Plan Implementation
- Security and Safety Procedures
- Special Education Programming
- Vision Development

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1

Objective: Implement Principal Entry Plan

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Conversations with all stakeholders; Review of all pertinent school documents; Continuous monitoring of school systems	Principal	Feedback data from all identified sources that will communicate and confirm the campus strengths, needs, and goals	Monitoring of all systems that give evidence to effective implementation of the entry plan objectives	April, 2013 – June 2014	In Progress

Table #CI-2

Objective: Implement Security and Safety Procedures

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Arrival & Dismissal Procedures; Facility Access Points; Secured Facility measures (i.e. gates and entrances); Additional stream-lining of interior processes that may affect the instructional day and safety of all staff and students	Principal Asst. Principals Casis Staff	Security Audit document and local procedures documents enforced throughout the school year	Monitoring of all security systems and procedures that give evidence to effective implementation	June, 2013 – June, 2014	In Progress

Table #CI-3					
Objective: Improvement of Special Education Programming & SpEd Parent Involvement Opportunities					
1. Applicable Strategic Plan Goal(s): 2					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Special Education Programming	Principal Asst. Principals SpEd Staff GenEd Staff (Inclusion)	Review and streamlining of Service Scheduling; Collaborative opportunities for planning and implementation of research-based and best practices	**L**ocal **O**perations **G**uide development (LOG); Monitoring of all systems that give evidence to effective implementation of services	July, 2013 – June, 2014	In Progress
Involvement Opportunities for Special Education Parents	Principal	Collaborative and informational opportunities for parents, professional/ paraprofessional staff, and local learning community	Implementation of PLC[2].... • Community Sessions • Publication • Staff Appreciation & Support	October, 2013 – June, 2014	In Progress

Table #CI-4					
Objective: Vision Development					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
The Casis Learning Community will begin the 'Vision Development' process in hopes of solidifying future goals and societal contributions that will ensure that Casis will have a sustainable impact in society.	Casis Staff, Students, Parents, & Local Community Stakeholders aka '***The Casis Learning Community'***	Feedback opportunities from all stakeholders which will result in an agreed upon vision statement	Monitoring of school systems and culture that embody the agreed upon vision	August, 2013 – January, 2014	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Implement, Monitor, and Support Coordinated School Health Program that promotes a healthy school environment amongst staff	PE Teacher (Casis Wellness Team Lead)	N/A	Communication of healthy practices (emails); Hosting weekly work-out sessions; Providing Physical Activity data sheets monthly	September, 2013 – May, 2014	In Progress
100% of Casis Teaching staff will participate in providing students with 135 minutes of physical activity weekly (WOW)	Administrators (Monitoring) Teachers (Implementation)	Classroom Schedules; Equipment; Activity Resources	Monitoring of WOW time implementation	August, 2013 – June, 2014	In Progress
85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments	PE Teacher (Monitoring) Principal (Reporting)	N/A	Annual Fitnessgram report	August, 2013 – June, 2014	In Progress
Encourage healthy nutrition choices to positively influence the health of student and community members	Administrators & PE Teachers	N/A	Regular communications via email and school events.	August, 2013 – June, 2014	In Progress

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Continue to implement 'No Place For Hate' initiative	Counselor	District provided	Improved school culture in sensitivity, tolerance, and equitable treatment of others	August, 2013 – June, 2014	In Progress
Continue to implement Social Emotional Learning model (Area 3 Schools Initiative)	Counselor SEL Committee Classroom Teachers	District provided	Campus level initiatives implemented via Committee recommendations	September, 2013 – June, 2014	In Progress

Table #DR-3					
Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Continue to engage and encourage parent involvement and volunteerism	Administrators Teachers Additional Staff PTA Organization	N/A	Volunteer hours and Raptor systems reports	August, 2013 – June, 2014	In Progress

Table #DR-4					
Objective: Adequate and appropriate campus-level professional development will be provided.					
Note: This action plan component must be approved by the CAC.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Provide relevant professional development based on district initiatives and site-based needs feedback	Principal	District provided; Campus needs assessment; Staff feedback	Year-long implementation of PD on SD days, Faculty Meetings, and other days as designated	August, 2013 – June, 2014	In Progress

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

Special Education Objectives – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
Condition: If rate > 1 percentage point above Hispanic enrollment rate				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **Yes (3.8%)**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Review campus level data on SPED representation provided by SPED department (i.e. PPCD/Speech)	Principal Case Manager Sped Campus Lead	C-IEP 6-weeks data snapshot	Decrease of rate to < or equal to 3.5%	Year Long	In Progress

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

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **Yes (51.6%)**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Review student and campus data provided by Sped Department on LRE for targeting reviews of individual placement decisions and staffing decisions	Principal Case Manager Sped Campus Lead	C-IEP 6-weeks data snapshot	Increase rate to > or equal to 66%	Year Long	In Progress

Table #DR-12					
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects.					
Condition: If rate < 50%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-13					
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects.					
Condition: If rate > 20%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Special Education Objectives – MS and HS Levels Only

Table #DR-14					
Objective: Reduce the special education annual dropout rate.					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Special Education Objectives – HS Level Only

Table #DR-15					
Objective: Increase the rate of special education students who graduate within four years.					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-16					
Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.					
Condition: If special education student rate < 20%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-17					
Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.					
Condition: If ARD rate < 100%				Source: SPED C-IEP (N)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

ELL Objectives – *All Levels*

Table #DR-18					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

ELL Objectives – *MS and HS Levels Only*

Table #DR-19					
Objective: Reduce the ELL annual dropout rate.					
Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

ELL Objectives – *HS Level Only*

Table #DR-20					
Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.					
Condition: If LEP student rate < 70%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-21

Objective: Increase the rate of ELLs who graduate within four years.

Condition: If LEP student rate < 75% | Source: AISD Acct/PEIMS Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status

APPENDIX A
Use of State Compensatory Education Funds for Improved Student Achievement

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

Programs/Services	Use
Reading specialists (Other Professional Staff)	Supports targeted at-risk students identified through prequalifying academic state standards.
Pre-K Teacher	Supports targeted at-risk students identified through prequalifying state standards.
Counselor	Counseling at-risk students to address social, emotional, and behavioral needs for effective learning.
TOTAL	**$187,201.00**

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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX G
Additional NCLB Requirements

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

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

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

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

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

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

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

APPENDIX H
Pregnancy Related Services

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

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

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

1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.

2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:
- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:
- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:
- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:
- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

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

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

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	82	85	92.03	88
Asian	>99	>99	100.00	>99
AA	*	*	87.30	*
Hispanic	74	87	93.30	89
White	83	85	93.40	88
2 or More	87	74	82.40	79
EcD	55	*	65.40	*
ELL	>99	*	58.30	*
Spec Ed	43	56	68.50	64
3rd English	74	81	90.10	85
4th English	90	86	92.30	89
5th English	82	88	94.30	90

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	65	70	80.20	76
Asian	>99	86	92.30	89
AA	<1	*	60.30	*
Hispanic	51	61	72.50	68
White	68	72	83.50	78
2 or More	60	53	68.30	62
EcD	*	*	47.50	*
ELL	<1	*	56.30	*
Spec Ed	30	33	55.40	47
3rd English	71	68	78.30	75
4th English	65	67	78.40	74
5th English	59	75	83.50	80

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	77	73	83.20	79
Asian	n/a	*	86.30	*
AA	*	*	70.00	*
Hispanic	62	43	58.50	54
White	80	78	88.30	82
2 or More	*	*	78.40	*
EcD	*	*	56.30	*
ELL	<1	*	56.30	*
Spec Ed	*	*	60.20	*
4th English	77	73	83.40	79

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	64	67	78.40	73
Asian	>99	n/a	100.00	n/a
AA	<1	<1	35.20	20
Hispanic	*	54	68.20	63
White	70	71	80.20	77
2 or More	>99	*	58.30	*
EcD	<1	<1	30.00	20
ELL	n/a	<1	30.00	20
Spec Ed	*	<1	30.00	20
5th English	64	67	79.50	73

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	58	59	65.30	63
Asian	>99	86	90.00	87
AA	<1	*	50.00	*
Hispanic	38	58	67.30	62
White	61	60	67.50	64
2 or More	60	47	55.50	53
EcD	*	*	35.40	*
ELL	<1	*	35.40	*
Spec Ed	*	*	35.10	*

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	39	46	55.30	51
Asian	*	86	90.00	87
AA	<1	*	32.30	*
Hispanic	36	32	40.22	38
White	39	47	57.30	53
2 or More	53	42	54.30	48
EcD	*	*	24.40	*
ELL	<1	*	32.00	*
Spec Ed	*	*	27.30	*

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	41	33	45.40	40
Asian	n/a	*	85.00	*
AA	<1	*	60.00	*
Hispanic	46	*	25.50	*
White	40	33	43.40	39
2 or More	*	*	60.00	*
EcD	<1	<1	15.00	10
ELL	<1	*	45.00	*
Spec Ed	*	*	38.90	*

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	29	33	43.40	39
Asian	*	n/a	50.00	n/a
AA	<1	<1	15.00	10
Hispanic	*	*	35.00	*
White	29	34	45.00	41
2 or More	*	*	45.00	*
EcD	<1	<1	15.00	10
ELL	n/a	<1	15.00	10
Spec Ed	*	<1	15.00	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	94%	92%	93%	94.38	>=90%
Kinder DRA Spanish	n/a	*	*	100.00	>=90%
1st DRA English	90%	91%	89%	90.30	>=90%
1st DRA Spanish	n/a	*	*	0.00	>=90%
2nd DRA English	94%	96%	97%	98.30	>=90%
2nd DRA Spanish	n/a	n/a	*	100.00	>=90%

Data Source: AIMS, EOY Assessment
On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

Estimated Attendance

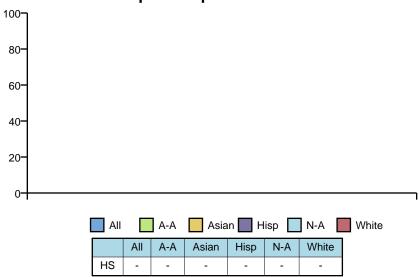|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96.5%	96.5%	96.1%	97%	97.2%	96.7%	97.50
African American	96.7%	96.7%	97.1%	96.7%	97.3%	97.2%	98.50
Asian	96.8%	95.6%	95.5%	96.4%	97.3%	97.7%	98.50
Hispanic	96.7%	96.7%	95.9%	97%	97.1%	97.1%	98.50
Native American				98.3%	96.9%	98%	99.00
White	96.4%	96.5%	96.1%	96.9%	97.1%	96.6%	97.50
2 or More				97.4%	98.1%	97.2%	98.30
EcD	96.5%	95.5%	95.9%	96.3%	96.7%	96.6%	97.50

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

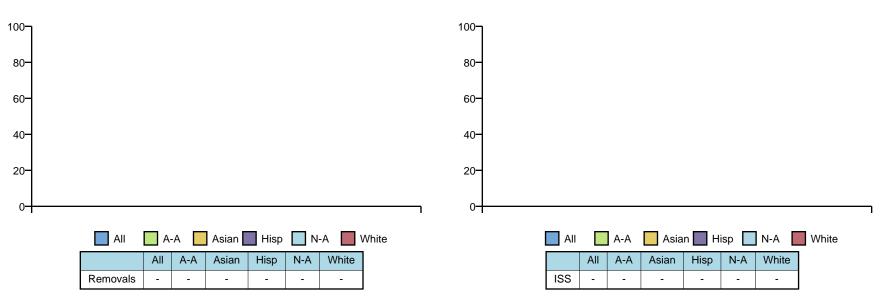| Student Group	Enrollment 2012-13
All Students	886
African American	11
Asian	18
Hispanic	99
Native American	1
White	718

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

Campus Suspension to Home

Legend: ☐ All ☐ A-A ☐ Asian ☐ Hisp ☐ N-A ☐ White

	All	A-A	Asian	Hisp	N-A	White
HS	-	-	-	-	-	-

Campus Discretionary Removals

Legend: ☐ All ☐ A-A ☐ Asian ☐ Hisp ☐ N-A ☐ White

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

Campus ALC/EDAP or ISS

Legend: ☐ All ☐ A-A ☐ Asian ☐ Hisp ☐ N-A ☐ White

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

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students							0.00
African American							0.00
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							0.00
African American							0.00
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 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	1	.12%					0.00
African American							0.00
Asian							0.00
Hispanic	1	1.04%					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	829	817	826	847	860
African American	31	28	15	13	11
Asian	26	27	19	22	19
Hispanic	86	95	87	76	80
Native American			2	1	1
White	686	667	665	695	704
2 or More			38	40	45

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	7	0	<1%	8	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	*	*	*	*	*	*	0.00	
White	*	*	*	*	*	*	0.00	
EcD	*	*	*	*	*	*	0.00	
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	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
F	Hispanic	17	9	53%	8	4	50%	17	12	71%	12	10	83%	22	16	73%	14	13	93%
F	White	136	110	81%	65	61	94%	133	109	82%	66	65	98%	171	133	78%	99	96	97%
F		157	123	78%	75	67	89%	152	123	81%	78	75	96%	196	152	78%	115	111	97%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	<1%
M	Hispanic	28	22	79%	17	15	88%	23	18	78%	14	13	93%	26	18	69%	17	17	>99%
M	White	148	115	78%	91	89	98%	189	147	78%	98	96	98%	171	144	84%	118	115	97%
M		180	138	77%	111	106	95%	216	166	77%	115	111	97%	198	163	82%	135	132	98%
total		337	261	77%	186	173	93%	368	289	79%	193	186	96%	394	315	80%	250	243	97%

Data Source: AISD Fitnessgram