Mollie Dawson 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	Shannon Sellstrom	September 24, 2013
Co-Chair	Shanna Riggsbee	September 24, 2013
Co-Chair	Andrea Torrez	September 24, 2013

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Shannon Sellstrom**
Assistant Principal	Tania Jedele (CAC Secretary)

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Eliot Kimber						
Parent	Nicole Schuessler			√			
Parent	Katie Blair						
Parent	Mathew Munoz						
Parent	Andrea Torrez	√					
Parent	Adrianna Hill						
Parent	Linzy Brakefield						
Professional Staff Member	Shanna Riggsbee	√					Counselor
Professional Staff Member	Berkeley Stoltz				√		4th Grade Teacher
Professional Staff Member	Cindy Stocking				√	√	1st-2nd Gr. Inclusion Tchr
Professional Staff Member	Jennifer Gallop				√		1st Gr. Dual Lang Tchr
Professional Staff Member	Theresa Chapa				√		PreK Dual Lang Tchr
Professional Staff Member	Connie Perez						Art Teacher
Professional Staff Member	Noelia Guevara						PSS
Classified Staff Member	Jessica Zamarippa						Teaching Assistant
Business Representative	Janice Walker						Child, Inc
Community Representative	Ashley Piper/Jenny Rosenberger						

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):	3rd or 4th Tuesday of month (week after DAC)
Normal Time:	4:15 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**
4.5 hours	7 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT
The following data were reviewed:
- Reading assessment results; Benchmark & STAAR results; Campus Improvement Cadre during and end-of-year reports; Grade-level meeting reports and end-of-year reports; data study responsive planning reports; parent, staff, & student survey results; staff "Exit Ticket" feedback from professional development sessions; Child Study Team data; Data from Administrative Team, Student Support Team, and Office Team collaboration;

Based on review of the above data, the following areas of needed improvement were identified:
- **Increase alignment, rigor, and specific student performance expectations of campus literacy program, according to district and state "college-ready" standards**
- **All students in Dawson's Dual Language Program receive instruction that is rigorously aligned with campus-identified best practices from Gomez & Gomez model, and coordinated into campus-wide instructional program delivery**
- **Coordinate effective implementation of campus Any Given Child creative learning plan with 2nd year development of campus-wide Social Emotional Learning program, and continued digital media/technology focus within the Travis Vertical Team Signature Program**
- **Continue alignment of campus instructional delivery of standards-based math and science processes and content**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase alignment, rigor, and specific student performance expectations of campus literacy program, according to district and state "college-ready" standards.					
Applicable Strategic Plan Goal(s): 1,2,3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
1. Advance Primary Literacy program delivery through Texas Literacy Initiative scientific research-based PD & on-going coaching, next steps in imprvmt of DRA/EDL assessment process, and improved progress monitoring to ensure best practice implementation, rigor, and alignment	C. Stocking, J. Van De Hoef, L. Martinets	Time & sub funds for assessment administration, data study, & responsive instructional planning	PD and related classroom instruction and program improvements lead to increased percent of students reading on level by May, 2014	May, 2014	

Campus and District Accountability 05/6/2013

2. Organize and implement campus delivery of Genre Study literacy framework with imbedded instruction on inferencing reading processes	S. Sellstrom, A. Ayers, C. Stocking, L. Martinets	Teacher attendance at prof dvpmt sessions; time to organize & deliver PD to staff; & collab. implementation plng. time	Classroom observations and teacher reports indicate clearly aligned attention to Genre instructional framework	Training and organization, Aug - Oct, 2013; implementation in place Oct - May, 2014	
3. Continue organizational improvement of campus writing instruction, with attention to rigorous alignment in research-based composition processes and expectations, grammar & spelling/word work instruction (increased focus on 6 Syllable Types), and 4th grade leadership in alignment	C. Stocking, L. Martinets, B. Stoltz	Time for cadre and grade level study & alignment; time for 4th grade to conduct learning walks	Well-articulated sequence of writing expectations (composition, and spelling/word work) guides students' increased achievement on classroom assessments, Benchmarks, and STAAR	Training and collaboration occurs throughout school year	
4. Continue organizational improvement in campus dyslexia identification and service options, through data study, training, & targeted collaborative service plans across all grades	S. Riggsbee, D. Carter, A. Ayers, C. Stocking, L. Martinets	Subs & fees for professional dvpmt, and planning time for improved program organization and implementation	Data study, and Cadre & teacher reports reflect improved service delivery, with resulting achievement gains in targeted students	Spring reading assessments, Benchmark, & STAAR performance show gains	
5. Increase CORKIE'S Club home reading participation and recognition	D. Shaffer	Cadre collaborative plng time & funds for program incentives from library activity fund & PTA	Increased number of students meeting mid-year and end of year goals	Middle and End of Year reports	
6. PDAS observations target writing (or math) scientific research-based instruction	S. Sellstrom, T. Jedele		Observations including math or writing instruction advance quality of instr. program	October-December, 2013	

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

Objective: All students in Dawson's Dual Language Program receive instruction that is rigorously aligned with campus-identified best practices from Gomez & Gomez model, and coordinated into campus-wide instructional program delivery

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
1. Attend professional development, and conduct data study, collaborative planning sessions, and classroom visits to articulate and implement Dual Language research-based best practice program delivery (using Dual Language Campus Committee), as program advances and expands within and across grades	T. Jedele, D. Escudero, S. Cundiff, T. Chapa	Time, sub funds, and registration fees for professional development (district provided and conferences) (Title One, Local, and TLI)	Program implementation needs assessment reflects clear evidence of advances, according to district provided checklists and measures	Begin July, 2013 and continue through July, 2014	
2. Continue collaborative study and organization of TEKS/SEs within CRMs to ensure optimal alignment of pace, scope, and sequence of curriculum across Bilingual/ESL and non-bilingual classrooms	T. Jedele	Planning time and substitutes from Title One	Classroom observations & anecdotal data study indicate Instructional alignment & matching high achievement between general ed. & dual language classes,	Begin August, 2013, and continue through July, 2014 in weekly, monthly, & semester planning mtgs	

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

Objective: Coordinate effective implementation of campus Any Given Child creative learning plan with 2nd year development of campus-wide Social Emotional Learning program, and continued digital media/technology focus within the Travis Vertical Team Signature Program

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
1. Maintain an annual campus inventory and arts learning plan, in collaboration with Mindpop personnel.	S. Sellstrom, G. Goodman	Time and collaborative meetings to develop inventory & plan	Campus Inventory Arts Learning Plan	Plan in place by Aug, 2013; then on-going update thru May, 2014	

2. All campus administrators and staff attend varied professional development sessions promoting the use of scientific research arts-based strategies (2- half-days on campus, DBI Institute, collaborative planning sessions, Cadre after-school sessions, etc.)	S. Sellstrom and N. Martin	Substitute funds from Title One & Local, time for PD, PD provided by AGC Coach and other staff	Attendance at sessions	Begin July, 2013 through July, 2014	
3. Maintain community arts partnerships that promote diversity of art form, cultural heritage, and types of experiences determined through campus planning	S. Sellstrom and AGC Leadership planning staff	AGC Funds to pay for activities	Partnerships advance community connectivity and AGC campus plan effectiveness	Year-long partnerships	
4. Implement varied arts events that build community connectivity amongst all stakeholders	T. Jedele, A. Dennis, J. Gallop	Planning and implementation time and potential AGC funds for community arts providers	Events held; Surveys and anecdotal data reflects increased arts-based community connectivity	Events scheduled and completed by May, 2014	
5. Use varied communication venues to inform and connect families to arts-based instruction and events	N. Guevara, T. Jedele	Phone Messenger system, newsletter paper funds from Title One	Newsletters, phone calls, website, marquee, etc. include arts information	Year-long communication	
6. Use varied components of SEL implementation (Second Step activities, Early Act First Knight events, etc.) as content for video and other digital community messages	S. Riggsbee, T. Jedele	Planning time for implementation and coordination of initiatives; technology presentation hard and software	Digital media messages incorporate SEL content	Presented by May, 2014	

Table #CI-4	☐State: Below safeguard target		☐ AYP: Area of low performance		

Objective: Continue alignment of campus instructional delivery of standards-based math and science processes and content

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
1. Continue improvement and alignment of campus PK-5 math instructional program with specific focus on scientific research-based problem-solving rigor and related processes (CGI problem types, tools)	A. Rosario, D. Dutchover, S. Sellstrom	Time and sub funds for attending district trainings and core content coaching planning sessions	Prof. dvlpmt & collaborative study of stud. work results in observations of rigorously aligned stud. prob-solving in class & on Wall of Honor, increased STAAR achievemt, & revision of Dawson Prob. Solving Notebook	Monthly Team Task study sessions and prof. dev. & class observations throughout the school year	
2. Coordinate increased use of Investigations resource from primary to intermediate grades, with attention to best-practice share and alignment	S. Sellstrom, D. Dutchover, A. Rosario	Time and sub funds for attending district trainings and core content coaching planning sessions	Observations, data study, & teacher rpts indicate effective coord. of Investigations in rigorous math instruction	Observations from October, 2013 - May, 2014	
3. Organize math & science on-campus resources and ensure optimal use	A. Rosario, D. Dutchover	Time & materials for resource organization	Class observations and check-out system reflect on-going effective use of campus resources for differentiated rigor and optimal achievement for all learners	Material use throughout year	
4. Campus Cadre participates in research-based prof. development through U.T. Hands-On Science Collaborative	A. Rosario	Time & Subs for prof. dvpmt. from Title One and Collaborative funds	Prof. dvpmt is shared across grade levels, resulting in observation of increased alignment of rigorous science instructional delivery	July, 2013 – July, 2014	

5. PDAS observations target math (or writing) scientific research-based instruction	S. Sellstrom, T. Jedele		Observations including math or writing instruction increase collaborative improvement of instructional program	Observations October - December, 2013	

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
1. Comply with all nutrition and wellness policy guidelines in a way that encourages and teaches health and fitness for students and families (weekly physical activity & instruction, environmental messages, parent communication, Family Fitness Events)	S. Sellstrom, C. Edwards, N. Guevara	Resource information passed from district to PE Teacher to teachers	Newsletters include health & fitness info., parent events held in fall & spring, observations reflect weekly WOW activities	Fall & spring events, monthly parent newsletters, and weekly instruction throughout year	
2. Administer and use data from Fitnessgram and other assessments to guide student health instructional decision-making and to motivate student performance	C. Edwards	Class time for assessment administration & on-going communication between PE & classroom teachers	Use of data in Fitnessgram & Gradespeed results in improved student performance	Fall & spring assessment timelines and nine-week Gradespeed data entry	
3. Maintain a Coordinated School Health plan that guides campus attention to a healthy school environment and provide professional development and on-going tips/reminders about playground safety and student fitness resources	S. Sellstrom, C. Edwards	Time for prof. dvpmt. and communication between CATCH Team, and PE & classroom teachers	Observations and school environment reflect focus on health & fitness, and also WOW instruction in and outside the classroom	September, 2013 – May, 2014	

Table #DR-2

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

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
1. Advance campus-wide coordination of Second Step curriculum resource, No Place For Hate, Early Act First Knight, student goal-setting, student leadership opportunities (GenClub and Boys Leadership), and college & career focus initiatives into SEL implementation	S. Riggsbee	Time for planning, professional development support, and monitoring; funds for GenClub, EAFK medallions, parent meetings, and incentives from Title One, local and activity funds	Coordinated program delivery is implemented in all PK-5 classes through campus weekly focus time, Knighting and other ceremonies, student leadership groups, incentives, and parent involvement in programs and training sessions on program features	Second Step begins August, 2013, and all coordinated resources and programs continue through May, 2014	
2. Continue the implementation of Every Day Counts Attendance Program and related campus activities and incentives, targeting increased attention to highest need areas of PPCD, PreK, and Kinder	T. Jedele, N. Guevara, A. Dennis, J. Gallop	Funds for incentives from Title One, Local, and Activity Funds	Program efforts result in increased school attendance rate to 97%, with targeted improvements in PPCD, PreK, and Kinder	Weekly, Monthly, and Nine-week recognition throughout school year	

Table #DR-3

Objective: Parental involvement will be encouraged in varied formats and content focus areas .

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
1. PreK-Kinder Parent Transition Sessions, Family Learning Nights, classroom visits, family field trips, and parent training	N. Guevara	Speakers, snacks, and field trip funds from TLI Grant, Title One, and Local funds)	Parent rprts & surveys reflect increased knowledge & capacity for preparing studs. for	Events held throughout school year	

Objective: Parental involvement will be encouraged in varied formats and content focus areas .

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
sessions include specific reading and writing strategies to support early childhood transition into school, and literacy practices at home			school & supporting literacy at home		
2. Target specific parent involvement activities toward SEL implementation, including Second Step curriculum delivery, No Place For Hate, Early Act First Knight, student goal-setting, and college & career focus	N. Guevara, S. Riggsbee	Speakers, snacks, and field trip funds from TLI Grant, Title One, and Local funds	Parent program input, reports, & surveys lead to program improvement and reflect parents' increased knowledge of home-school connections for stud. ldrshp & self-mgmt (Title One funds for prnt mtgs & incentives)	Events held throughout school year	
3. Family Learning Nights, classroom visits, family field trips, and parent training sessions for ALL grade level parents include specific strategies for supporting literacy, math, science, social studies, and health/fitness learning applications at home	N. Guevara, C. Edwards, S. Sellstrom, T. Jedele	Speakers, snacks, and field trip funds from TLI Grant, Title One, and Local funds	Parent reports & surveys reflect increased knowledge & capacity for supporting student academic performance and health/fitness at home	Events held throughout school year	
4. Parent conferences & training sessions include specific information to guide parents in understanding their child's assessment results in a language they can understand	N. Guevara, S. Sellstrom	Time for parent meetings and student assessment data	Parent reports, surveys, & face-to face meeting observations reflect parents' increased knowledge & use of student assessment	Conferences in October & February, parent trainings held throughout school year	

Table #DR-3

Objective: Parental involvement will be encouraged in varied formats and content focus areas .

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
			data to guide student optimal achievement		

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
Professional development occurs in the following scientific research-based processes and content areas: **Processes:** • campus professional development days before and during school year • monthly grade level "Team Task" study of student performance data • monthly Faculty Development & Problem of Practice sessions • district-provided sessions during school day and after school • data study and planning sessions • private prof. dvpmpt providers during the day and after school • partnership providers (ex: Univ. of Texas) during day and after school **Content:**	S. Sellstrom, T. Jedele, L. Martinets, C. Stocking, A. Rosario, D. Dutchover, D. Carter, A. Ayers	In district and out of district professional development sessions, funding for registration and Subs, time for attendance and implementation (from TLI grant, Title One, district-provided, and local funds)	Observation reflect improved instructional delivery and student performance in the targeted area of professional learning	Professional development occurs throughout the school year	

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
• research-based literacy features of phonics, phonemic awareness, comprehension, vocabulary, & fluency • math problem-solving, numerical fluency, and concept development • documentation & data study of student performance for responsive instructional delivery • RTI processes & supports across all content areas • Arts-enhanced instructional delivery • best practices for ELLs and Dual Language instruction • best practices strategies and tools for addressing the needs of gifted and talented students • Social Emotional Learning • technology integration and digital media					

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
1. Ensure continued intensive collaborative attention to provision and documentation of student services for struggling learners, including Student Support Team meetings, grade level POP Study sessions, collaboration between SPED Coordinator and Principal, and Child Study monitoring that guide appropriate and effective RTI processes; so that all referrals are guided by extensive data and collaborative decision-making. (in consideration of the large number of students placed at Dawson for special education services NOT a part of the Dawson attendance zone)	S. Sellstrom, S. Riggsbee	Time for varied collaborative decision-making meetings and funds for tutorials, data study, and summer school (Title One and Local)	All Special Education referrals are driven by extensive data over time regarding student performance and services (in light of extensive number of students placed at Dawson already referred and/or qualified)	Student performance study occurs weekly, bi-weekly, and bi-monthly on-going throughout the school year, and CST monthly meetings	
2. Ensure that SPED teachers receive same professional dev. as Gen Ed, as well as any updated intervention training	S. Sellstrom, D. Carter, A. Ayers, S. Riggsbee	Funds for prof. development and substitutes (Title One and Local	Observations reflect campus best practice alignment in core & interventions	Throughout school year	
3. Use SEL instructional framework (Second Step, Early	S. Riggsbee	Weekly instructional time for Second Step,	Varied character and leadership student	Throughout school year	

Table #DR-5

Objective: Reduce special education identification rate.

Condition: If rate > 8.5%			Source: SPED C-IEP (A)		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Act First Knight, Super Stars, student goal-setting, college focus, student leadership activities [GenClub and Boys leadership group], No Place for Hate, etc.) to support optimal student progress and related monitoring		funds for GenClub, EAFK medallions, and incentives from Title One, local, and activity funds	activities support optimal student progress, to guide appropriate Child Study Team decision-making		

Table #DR-6

Objective: Reduce the rate of African American students identified for special education.

Condition: If rate > 1 percentage point above African American enrollment rate			Source: SPED C-IEP (B)		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes, (ID rate 2.2 percentage points above campus enrollment, instead of 1 point)					
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
1. Continue careful study, alignmt, &O monitoring of most rigorous instructional core program & individualized educational programming for African American students identified as struggling learners (in recognition of the significance of this small percentage of Dawson's overall population … & therefore, significant percentage weight of each individ. student)	S. Sellstrom, S. Riggsbee	Time for varied collaborative decision-making meetings and funds for tutorials, data study, and summer school	Individual student-centered decision-making drives all collaborative processes to organize, deliver, and monitor student instructional programming	Student performance study occurs weekly, bi-weekly, and bi-monthly on-going throughout the school year, and CST monthly meetings	
2. Ensure up to date professional development &	S. Sellstrom, D. Carter, A. Ayers, S.	Funds for prof. development & subs	Observations reflect best practice	Throughout school year	

Table #DR-6

Objective: Reduce the rate of African American students identified for special education.

Condition: If rate > 1 percentage point above African American enrollment rate | Source: SPED C-IEP (B)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes, (ID rate 2.2 percentage points above campus enrollment, instead of 1 point)

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
implementation in intervention supports for staff at all grades	Riggsbee	(Title One and Local	intervention supports at all grades		

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education.

Condition: If rate > 1 percentage point above Hispanic enrollment rate | Source: SPED C-IEP (C)

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

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

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

Table #DR-8

Objective: Reduce the rate of special education students in discretionary DAEP settings.

Condition: If rate > 1 percentage point above rate for all students | Source: SPED C-IEP (E)

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

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

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

Table #DR-9

Objective: Reduce the rate of special education students in discretionary ISS settings.

Condition: If rate > 10 percentage points above rate for all students | Source: SPED C-IEP (F)

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

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

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

Table #DR-10

Objective: Reduce the rate of special education students in discretionary OSS settings.					
<mark>Condition: If rate > 6 percentage points above rate for all students</mark>				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.					
<mark>Condition: If rate < 66%</mark>				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes (60% of students served in identified LRE, compared to 66%)					
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
1. Continue to carefully collaborate on study and periodic review of every SPED student's educational programing and district data, to ensure individualized decision-making & IEP organization in all ARDs; then on-going monitoring of program delivery; with careful attention to monitoring Dawson attendance zone students, & those not in Dawson's home boundaries placed at Dawson for SPED services (also in recognition of intensive LRE challenges beyond campus control with 3-yr-old PPCD, Life Skills, and other unique services provided at Dawson but not all district campuses)	S. Sellstrom, T. Jedele, A. Ayers, A. Rosario	Meeting time, district organizational documents to align most effective staff use with IEPs, and Subs from Title One	Case Managers ensure monthly discussion and data study of IEP implementation as a part of instructional planning processes, with on-going attention to LRE provision (Title One and Local funds)	Monthly IEP meetings between SPED and Gen Ed teachers; and ARDs occur throughout year	
	A. Ayers, D. Carter	Observation and	Special Needs Cadre	Observations	

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 (60% of students served in identified LRE, compared to 66%)					
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**
2. Continue alignment of inclusion team instructional processes through classroom observations and collaborative improvement planning		meeting time, and Subs from Title One	organizes observations and collaborative follow-up to advance classroom practices for instructional collaboration and student learning rigor	and follow-up planning discussions occur October, 2013 - March, 2014	

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

Table #DR-12	☐ State: Below safeguard target	☐ AYP: Area of low performance

Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).

Condition: If rate < 50%	Source: AISD CDA Report

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes 32%, instead of identified 50%

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
1. Continue use of district-provided forms to monitor and document optimal IEP organization and delivery by all SPED and Gen. Ed. teachers	T. Jedele, S. Sellstrom, A. Rosario, A. Ayers	Meeting time	Completed forms support effective decision-making	Fall and spring form use, according to district timelines	
2. Continue to carefully collaborate on study and periodic review of every SPED student's educational programing and academic progress, including most effective interventions, to guide appropriate assessment decisions	T. Jedele, S. Sellstrom, A. Rosario, A. Ayers	Meeting time	Collaborative data study and decision-making result in optimal student-centered individualized assessment decisions and related achievement	Bi-monthly meetings throughout the school year	
3. Continue alignment of inclusion team instructional processes through classroom observations and collaborative improvement planning	A. Ayers, D. Carter	Observation and meeting time, and Subs from Title One	Special Needs Cadre organizes observations and collaborative follow-up to advance classroom practices for instructional collaboration and student learning rigor	Observations and follow-up planning discussions occur October, 2013 - March, 2014	

Table #DR-13	☐ State: Below safeguard target	☐ 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
1. Continue use of district-provided forms to monitor and document optimal IEP organization and delivery by all SPED and Gen. Ed. teachers	T. Jedele, S. Sellstrom, A. Rosario, A. Ayers	Meeting time	Completed forms support effective decision-making	Fall and spring form use, according to district timelines	
2. Continue to carefully collaborate on study and periodic review of every SPED student's educational programing and academic progress, including specific conversations about difference between regular and M STAAR tests to guide appropriate assessment decisions	T. Jedele, S. Sellstrom, A. Rosario, A. Ayers	Meeting time	Collaborative data study and decision-making result in optimal student-centered individualized assessment decisions and related achievement	Bi-monthly meetings throughout the school year	
3. Continue alignment of inclusion team instructional processes through observations and collaborative improvement planning	A. Ayers, D. Carter	Observation and meeting time, and Subs from Title One	Special Needs Cadre organizes observations and collaborative follow-up to advance classroom practices for instructional collaboration and student learning rigor	Observations and follow-up planning discussions occur October, 2013 - March, 2014	

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

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
<mark>Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%</mark>				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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Dropout Rates – <mark>*MS and HS Levels Only*</mark>

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

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

Table #DR-17	☐State: Below safeguard target	☐ AYP: Area of low performance			

Objective: Reduce the ELL annual dropout rate.

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

4-Year Graduation Rates – HS Level Only

Table #DR-18	☐State: Below safeguard target	☐ AYP: Area of low performance			

Objective: Increase the rate of special education students who graduate within four years.

Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-19	☐State: Below safeguard target	☐ AYP: Area of low performance			

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

Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

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

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

Programs/Services	Use
After-School Tutorials	Provide Individualized accelerated instruction for at-risk learners
Transition Services	3 PreK Teachers instruct at-risk 4-year-old students
Reading specialists	PreK-5th grade small group literacy instruction and teacher coaching for at-risk students struggling with reading
Elementary Counselors	Student support, college & career and guidance counseling, and goal-setting for PreK-5th at-risk students
Parent Support Specialist	Connect parents to student achievement initiatives, improving achievement of at-risk learners
Math Specialist	Target math at-risk student instructional needs in small group and classroom
TOTAL	**$ 322, 830**

The figures above include the salaries (in part or whole) of the equivalent of [4] 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: Maintain standard that ALL staff are HQ

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: Differentiate high-quality professional development content & format to address varied staff needs

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: Communicate & collaborate with staff on HQ needs well in advance of staffing assignments to ensure appropriate assignments

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-11, 15-16
Instruction by highly qualified staff	26
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	6-9, 11, 15-16
Strategies to attract highly qualified teachers to high-need schools	26
Strategies to increase parental involvement	13-14
For Elementary: Transition to K assistance to Pre-K/EC students	13
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	7, 8. 10, 15-18, 20-22
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	17, 18, 30
Coordination and integration of federal, state, and local services and programs	6-11, 25, 27, 29-30
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	14

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 res_____t the campus	
Plan addresses the specific academic issues th	
Plan reflects policies and practices concerning f_____test likelihood of ensuring all groups will meet the st_____luded 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	

N/A: Not In School Improvement

APPENDIX E <mark>Updated 9/20/13</mark> (Mollie Dawson Elementary
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				
Math Specialist/ Coach (50%)	PO 2, Strat.1-5; PO 3, Strat. 1, PO 4, Strat... 1; PO 5, Strat.1, PO 6, Strat.1, PO 7, Strat.1,	Enhanced instructional leadership and student support & service needs	29427$	Increased student achievement on MOY & EOY (STAAR), TELPAS, and weekly quizzes
ACE Americorps Prog. Tutors	PO 2, Strat.1; PO 3, Strat. 1, PO 4, Strat. 1	Increased, targeted & individualized support for primary readers & writers	5,000$	Increased student achievement on MOY & EOY reading assessments, TELPAS, and weekly assessments
Parent Support Specialist (50%)	PO 2-7, all Strat.	Increased opportunities for parents to connect with student learning and achievement	18,666$	Increased parent engagement opportunities, documented by sign-in sheets; parent surveys reflect satisfaction with involvement
Salary Cushion			2405$	
Professional Development/Staff Training				
Substitutes for math, science, literacy, ELL (Dual Language), & GT trainings and for individualized assessment, data study and responsive planning for student intervention & supports, with specific attention to Special Ed. Inclusion and other best practice training.	PO 2, Strat. 1-5, PO 3-6, Strat. 1 (all POs)	Need for on-going improvement and collaboration in using data to drive instructional decision-making in Reading, Writing, Math, & Science, and collaborative teaching	5,589$	Increased student achievement (reading levels, quiz scores, Benchmarks, STAAR, TELPAS)
Instructional Supplies, Materials, and Equipment				

Computer printer cartridges and other classroom materials, copy paper (for send-home books, etc.), math, science, & reading instructional manipulatives & materials	PO 1-7, all strategies	Need for increased access in all classrooms to kinesthetic instructional aids and quality technology learning and related products	6055$	Increased student achievement on MOY & EOY (STAAR), TELPAS, and weekly quizzes
Student & instructional reading materials & magazines	PO 2, Strat. 1-4, PO 3-6, Strat. 1	Need for more culturally relevant student non-fiction instructional reading material	2000$	Increased student achievement (reading levels, fluency rates, quiz scores, Benchmarks, TAKS)
Community Services (Function 61)				
Parent Field Trips to Marathon Kids, Explore U.T., Texas Book Festival and similar events that teach about health, literacy, math, science, college preparation, and accessing community resources to advance student learning	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Need for increased parent connectivity to student learning, to enhance achievement	200$	Increased student achievement (Benchmarks, class assessments, reading scores) and improved student & family involvement in healthy activities
Refreshments for parent training in attendance, literacy, math, science, assessment results interpretation & planning, and effective parenting & life skills to support rigorous student learning	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Need for increased parent connectivity to student learning, to enhance achievement	250$	Parent surveys (formal & informal) indicate increased knowledge of student learning, and observations of activities show parent engagement; increased student attendance rate
Reproduction, paper fees, and general supplies for parent training & communication	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Critical importance of varied parent communication methods	452$	Parent surveys (formal & informal) indicate increased knowledge of student learning, & activity obser-vations show prnt engagemt
Parent and Parent Specialist training fees	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Development of Parent and Parent Specialist skills for connecting parents to student learning success	200$	Training leads to parents' increased knowledge & skill in advancing student achvmt at home and at school
Other Requests				
Extra Duty: Teacher, TA, Parent, & Community Member pay for extended day and/or summer tutorial supports for reading, math, science, writing, Fine Arts, and Fitness	PO 2, Strat. 1-3, PO 3-6, Strat. 1	Need for extended day and summer learning opportunities to ensure highest achievement standards	7,000$	Increased student achievement (STAAR, TELPAS, Benchmarks, Class quizzes, etc.)

TOTAL (Must Match BTO Total)		**$77, 245**

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 of a line item (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as nee

N/A: Not In School Improvement

Type of Expenditure	How Will Expenditure ... Improvement Strat...			How Will Impact Be Assessed?
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	49	63	75.00	70
Asian	n/a	>99	100.00	>99
AA	*	60	73.00	68
Hispanic	48	63	75.00	70
White	*	*	70.00	*
2 or More	*	>99	100.00	>99
EcD	50	61	73.00	69
ELL	46	62	75.00	70
Spec Ed	67	74	80.00	79
3rd English	70	61	73.00	69
3rd Spanish	<1	*	70.00	*
4th English	46	59	70.00	67
4th Spanish	42	54	70.00	63
5th English	42	64	75.00	71
5th Spanish	55	90	93.00	92

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	31	56	70.00	65
Asian	n/a	>99	100.00	>99
AA	*	60	70.00	68
Hispanic	31	54	70.00	63
White	*	*	75.00	*
2 or More	*	>99	100.00	>99
EcD	32	53	70.00	63
ELL	26	55	70.00	64
Spec Ed	50	65	75.00	72
3rd English	37	43	70.00	54
3rd Spanish	<1	*	70.00	*
4th English	35	50	70.00	60
4th Spanish	*	*	70.00	*
5th English	43	79	84.00	83
5th Spanish	*	67	75.00	73

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	29	42	60.00	53
Asian	n/a	n/a	0.00	n/a
AA	*	>99	100.00	>99
Hispanic	30	36	55.00	49
White	<1	*	65.00	*
2 or More	*	n/a	0.00	n/a
EcD	28	45	60.00	56
ELL	27	44	60.00	56
Spec Ed	*	69	78.00	75
4th English	35	45	60.00	56
4th Spanish	*	*	55.00	*

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 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	50	63.00	60
Asian	n/a	n/a	0.00	n/a
AA	<1	*	50.00	*
Hispanic	24	52	63.00	61
White	*	<1	50.00	20
2 or More	n/a	>99	100.00	>99
EcD	24	50	63.00	60
ELL	29	39	55.00	51
Spec Ed	*	58	68.00	67
5th English	29	55	68.00	64
5th Spanish	*	*	50.00	*

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	17	24	35.00	31
Asian	n/a	>99	100.00	>99
AA	*	*	35.00	*
Hispanic	15	23	35.00	31
White	*	*	45.00	*
2 or More	<1	<1	15.00	10
EcD	15	20	30.00	28
ELL	13	22	35.00	29
Spec Ed	*	26	35.00	34

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	9	30	38.00	37
Asian	n/a	>99	100.00	>99
AA	<1	*	58.00	*
Hispanic	9	26	35.00	33
White	<1	*	42.00	*
2 or More	*	>99	100.00	>99
EcD	10	26	35.00	34
ELL	*	26	35.00	34
Spec Ed	*	26	35.00	34

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	16	23	33.00	31
Asian	n/a	n/a	0.00	n/a
AA	<1	*	72.00	*
Hispanic	16	19	30.00	28
White	<1	*	34.00	*
2 or More	*	n/a	0.00	n/a
EcD	16	25	35.00	33
ELL	*	*	30.00	*
Spec Ed	*	62	67.00	65

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	*	18	28.00	27
Asian	n/a	n/a	0.00	n/a
AA	<1	*	42.00	*
Hispanic	*	18	28.00	26
White	*	<1	15.00	10
2 or More	n/a	<1	15.00	10
EcD	*	17	28.00	25
ELL	<1	<1	15.00	10
Spec Ed	*	*	34.00	*

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	86%	53%	71%	75.00	>=90%
Kinder DRA Spanish	88%	89%	71%	75.00	>=90%
1st DRA English	49%	60%	43%	75.00	>=90%
1st DRA Spanish	50%	42%	80%	82.00	>=90%
2nd DRA English	65%	59%	62%	75.00	>=90%
2nd DRA Spanish	39%	25%	36%	75.00	>=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	95.7%	95%	94.8%	96%	96.2%	96.3%	97.00
African American	92.2%	88.8%	87.4%	94.6%	94.7%	95.6%	97.00
Asian			90.3%	96%	98.5%	97%	97.20
Hispanic	95.9%	95.5%	95.6%	96.2%	96.6%	96.5%	97.00
Native American							0.00
White	94.4%	91.6%	91.2%	95.6%	93.6%	95.2%	97.00
2 or More				88.6%	94.2%	93.4%	97.00
EcD	95.6%	94.8%	94.8%	95.9%	96.3%	96.2%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	374
African American	30
Asian	2
Hispanic	308
Native American	
White	29

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			1	.27%			0.00
African American							0.00
Asian							0.00
Hispanic			1	.32%			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	4	1.16%	3	.81%			0.00
African American	1	5%	1	3.13%			0.00
Asian							0.00
Hispanic	3	1%	2	.65%			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	333	333	330	335	336
African American	15	20	20	27	28
Asian		1	1	1	2
Hispanic	301	292	254	256	258
Native American					
White	17	20	16	22	25
2 or More			39	29	23

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	77	3	4%	66	6	9%	5.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	75	3	4%	64	6	9%	5.00	
White	*	*	*	*	*	*	0.00	
EcD	76	3	4%	66	6	9%	5.00	
Special Ed	14	2	14%	16	4	25%	18.00	

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	*	*	*	-	-	-	*	*	*	*	*	*	6	4	67%	*	*	*
F	Hispanic	52	32	62%	34	26	76%	66	38	58%	36	20	56%	49	26	53%	27	12	44%
F	White	5	4	80%	*	*	*	7	4	57%	*	*	*	7	5	71%	*	*	*
F		59	38	64%	38	29	76%	77	44	57%	40	22	55%	62	35	56%	33	15	45%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	5	3	60%	*	*	*	6	1	17%	*	*	*
M	Hispanic	62	28	45%	38	28	74%	69	35	51%	49	37	76%	53	27	51%	36	23	64%
M	White	*	*	*	*	*	*	*	*	*	*	-	-	*	*	*	-	-	<1%
M		69	31	45%	42	31	74%	78	39	50%	55	40	73%	60	28	47%	38	23	61%
total		128	69	54%	80	60	75%	155	83	54%	95	62	65%	122	63	52%	71	38	54%

Data Source: AISD Fitnessgram