GOVALLE 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	Nancy Maniscalco	Sept. 30, 2013
Co-Chair	Antonio Delgado	Sept. 30, 2013
Co-Chair	Nailah Jones	Sept. 30, 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	**Nancy Maniscalco**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	Beatrice Aguilar						
Parent	Vincent Tovar						
Parent	Anthony Solis						
Parent	Daymara Perez						
Parent	Griselda Juarez						
Parent	Katina Paredes			x			
Professional Staff Member	Nailah Jones	x					
Professional Staff Member	Michelle Yanes		x		x		
Professional Staff Member	Elaine Stark					x	
Professional Staff Member	Diana Clemens						Reading Specialist
Professional Staff Member	Eric Ruiz						P.E. Teacher
Professional Staff Member	Margot Mendez				x		
Classified Staff Member	Dolores Perez						Parent Specialist
Student *(If Applicable)*	N/A						
Student *(If Applicable)*	N/A						
Business Representative	Ben De Leon						
Community Representative	Antonio Delgado	x					

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	1st Monday in each month
Normal Time:	3:15-4:30

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
x	Self-Orientation Using Materials on CAC Website
x	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
x	District-Wide Orientation Session

CAMPUS ADVISORY COUNCIL: Level of Participation in 2013-2014 CIP Development

The CAC must have opportunities for meaningful involvement in CIP development. Indicate the approximate hours spent on 2013-2014 CIP development. At a minimum, this must include: (1) opportunities for the CAC to provide input on the campus needs assessment, the campus objectives and strategies to address identified needs, and the approach to setting campus performance targets; (2) CAC approval of the action plan component pertaining to campus professional development; and (3) CAC review of the complete draft CIP prior to submittal.

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
6	12

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- STAAR results by content and student group
- EOY Primary Reading results
- TELPAS results
- Special Education and Gifted/Talented data
- Attendance data
- Campus climate survey data
- Discipline data

Based on review of the above data, the following areas of needed improvement were identified:
- **Literacy achievement**
- **Math achievement**
- **Science achievement**
- **Annual yearly progress for ELL students**
- **Increasing percentage of special education students in LRE**
- **Improving student attendance**
- **Increasing parent engagement**
- **Increasing staff collaboration and team building**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Performance Objective 2: Increase percentage students meeting or exceeding STAAR passing standards in Mathematics to 90% and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using best instructional practices based on scientific research and delivered by Highly Qualified teachers.					
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. Consistently implement an effective, comprehensive computational fluency			CF data review and input daily to identify individual student fluency gaps.	9/16/13	

			Interventions provided in a timely manner to ensure student mastery.		
A. Consistently implement a common problem solving process school wide.	Administrators Teachers District Math Specialist	Provide PD on Problem of the Day and UPS check.

LoneSTAAR Math, America Math, and other resources | UPScheck used for daily modeling of problem solving during Problem of the Day (POD) in each classroom..

LoneSTAAR Math and other approved resources used to provide rigorous, multistep Math problems for POD.

Hold students accountable for using UPS check for solving multistep and dual coded problems in their paired and independent problem solving work.

Weekly review of fluency, problem solving data and student work during to determine patterns and adjust instruction (during Team Planning). | 10/1/13 | |
| B. Provide engaging and meaningful Math instruction with student assignments that are fully aligned with the depth and complexity of | Administrators Classroom Teachers District Math Spec.

Administrators | Monthly half-day Team planning to deconstruct TEKS.

Modeling/coaching in | Current Student Expectations in the language of the TEKS posted and in use. Effective questioning | 9/1/13

10/15/13 | |

Page 7 of 39
Campus and District Accountability 11/1/13

the TEKS.	Reach Mentor Classroom teachers Math Specialist	questioning techniques.	strategies utilized to engage students in high level tasks, and check for understanding and misconceptions, and generate rigorous discussion.	9/1/13	
			Effective anchors of support and other instructional resources, including word banks, student work and STAAR models in completing assignments developed and in use.		
			Results of Weekly and SCA assessments used to plan and implement Guided Math lessons used in Team Planning and turned in.	9/20/13	
			Student progress reviews using Benchmark tests, daily and weekly formative assessments will demonstrate 85% student proficiency.		
C. Conduct collaborative weekly and monthly team planning, data analysis and customized professional development to guarantee instructional equity, alignment in use of best practices, and decrease variability in learning	Teachers Administrators Math Specialist Reach Mentor	Provide monthly ½ day Team Planning sessions.

Provide training in and use best instructional practices in math | Common planning formats aligned with the 9-box used to organize instruction around deconstructed SEs, ongoing assessment results and student work analysis. | Monthly 2013-14

9/13 | |

experiences.	Pilar Rincon Brooke Huntley	fluency and core instruction. Provide targeted training opportunities for teachers using modeling/observation and coaching of best practices.	Student performance data during used during weekly Team Planning to inform small and whole group interventions. Teachers participate in monthly half-day grade-level Math planning sessions to deconstruct TEKS and plan for core instruction for the coming month. Minutes of meetings turned in. Monthly Math Vertical Team Planning sessions minutes with focus on vertical alignment of instructional practices and student assignments.	Monthly starting 9/30	
D. Explicitly teach and utilize the academic language of mathematics.	Teachers Administrators Reach Mentor	Training in No Opt Out strategies provided.	Modeling, posting and use of Math academic vocabulary by students and teachers throughout instruction. Math vocabulary w/definitions and application in Math Journals. Math vocabulary taught using Frayer Model and other approved graphic models and proven strategies No Opt Out strategies	10/15/13	

			used to generate student academic talk and accountability.		
E. Accelerate the performance and ensure success of struggling Math students by implementing effective and timely interventions, supplemental support, and STAAR preparation programs.	Teachers Administrators Math Specialist	Guided Math refresher training Math intervention materials	Guided Math daily occurs daily in each classroom Mixed review and STAAR Math prep materials during interventions. Schoolnet item analysis used to analyze SCA and Benchmark results and develop comprehensive plans for interventions. Provide Tier II interventions through daily Specialist push in support and after-school Tier III interventions. Provide weekly Math Pre-Teach for Grades 3 & 4 to strengthen successful participation in daily instruction.	9/23/13	

Table #CI-2	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Performance Objective 3: Increase percentage students meeting or exceeding STAAR passing standards in **Reading to 90%** and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using practices based on scientific research and provided by highly qualified teachers.					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
A. Ensure independent mastery and development of reading stamina through the gradual release of responsibility.	Administrators Teachers Reading Specialists Area I Support Team	Balanced Literacy training for identified teachers.	Implement all components of Balanced Literacy to provide scaffolds to develop reading skills and	10/1/13	

Implement all components of Balanced Literacy to provide scaffolds to develop reading skills and fluency, deepen comprehension and build independent stamina and understanding through gradual release of responsibility.		Guided Reading training for all teachers.	fluency, deepen comprehension and build individual stamina.		
B. Plan and implement student tasks/assignments which are fully aligned to the depth and complexity of the TEKS and SEs.	Teachers Reading Specialists Administrators	Support monthly planning to deconstruct TEKS, plan instruction and gather resources for upcoming month.	Teachers plan and deliver TEKS- aligned, rigorous instruction with strategies embedded to hold students accountable for independent mastery. Teachers will collaborate monthly with teammates to deconstruct the TEKS to ensure that assignments are appropriately rigorous and aligned to the SE's.	Monthly team planning meetings	
C. Implement "close" reading to scaffold for comprehension and ensure the students' independent mastery of concepts and skills.	Reading Specialists Classroom Teachers	Coaching and PD provided by Reading Specialist.Provide training/coaching in "close" reading.	"Close reading" will be modeled during shared reading and used in independent and guided reading. Supported weekly Team planning w/verification of mastery.	11/1/13	
D. Ensure the success of dyslexic students through training, timely identification and implementation of daily	Classroom teachers Dyslexia Designee Reading Specialist CST Team	Provide dyslexia accomodation training for all classroom teachers.	CST record will document dyslexia screening for all students who demonstrate dyslexia characteristics.	9/1/13	

			Reading Specialist schedules will document daily customized interventions for dyslexic students.		
E. Ensure grade level reading mastery by providing accelerated instruction for all struggling readers.	Administrators Teachers Specialists		Intensive push in, Tier II daily interventions and after school Tier III take place in classrooms daily.	Weekly beginning Oct. 15	
F. Provide reading acceleration support for all 2nd grade students to ensure that students are at or above grade level by May, 2013.	Sylvan tutors 2nd Gr. teachers		Implement high doseage reading tutoring daily for all Grade 2 students with a 1:3 teacher:student ratio. Progress monitor weekly using DIBELS for most struggling students. Analyze data to inform interventions and progress.	9/1/13	

Table #CI-3	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Increase K-2 students reading at above grade level **from 55% to 85% on end of year DRA/EDL assessments** using research based instructional practices and programs provided by highly qualified teachers and specialists.					
Applicable Strategic Plan Goal(s):1, 2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
A. Effectively analyze and use TPRI data to inform instruction and interventions for struggling students	Teachers Primary Read. Spec.	Provide RTI training and coaching.	Teachers analyze and use TPRI data to customize interventions to student needs and adjust instruction accordingly	9/13 1/14 5/14	underway
B. Ensure independent mastery of reading skills and deepen	Teachers Primary Reading	Provide training and coaching Balanced	Implement all components of Balanced Literacy in	9/16/13	

through the gradual release of responsibility.	Specialist Administrators	Literacy with a focus on Guided Reading.	every classroom every day.		
C. Provide reading acceleration support for all 2nd grade students to ensure that students are at or above grade level by May, 2014.	Administration Sylvan Learning Center tutors		Implement high doseage reading tutoring daily for all Grade 2 students with a 1:3 teacher:student ratio. Progress monitor weekly using DIBELS for struggling students. Analyze data to inform interventions and progress.	9/16/13	
D. Provide Primary Reading Specialist services for Tier II and Tier III students daily.	Primary Reading Specialist ACE tutors		All Tier II and Tier III struggling readers will be identified. Daily, customized interventions for each identified student –ACE for Tier II and Reading Specialist for Tier III. Use AIMSweb to progress monitor student progress.	9/1/13	
E. Provide effective transitioning activities for PreK students transitioning to Kindergarten	Principals PreK and Kinder Teachers		All Prek students will participate in a range of transitioning activities with Kindergarten. PreK and Kinder teachers will meet in the Spring to help effectively transition students.	5/1/13	

Table #CI-3	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Performance Objective 3: Increase percentage students meeting or exceeding STAAR passing standards in **Science to 80%** and close STAAR performance gaps between all student groups, including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using instructional practices based on scientific research provided by highly qualified instructors.					
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. Build gradual release of responsibility into the new Science lesson cycle to deepen understanding and ensure independent mastery of Science concepts.	Science teachers Science PLC Administrators Lee Warren	Training in utilizing the new Science lesson format.	The new Science Lesson Planning format will be used to plan lessons, chunking the lesson into shorter, rigorous, and scaffolded sessions.	9/1/13	
2. Explicitly incorporate reading of related Science text and writing about concepts into lessons to ensure 2D-3D-2D understanding of science concepts and connections to STAAR testing.	Science teachers Lee Warren Administrators	Science/Literacy training	Students will read and discuss leveled, content specific Science readers and other materials to better understand concepts.	9/1/13	
3. Ensure that all teachers are aligning student assignments to the depth and complexity of the TEKS and SEs.	Administrators Classroom Teachers Area I Science support	Inquiry training	Monthly TEKS deconstruction sessions	9/30/13-4/20/13	
4. Guarantee instructional equity, excellence and alignment, and decrease instructional variability.	Administrators Classroom Teachers		Quality, focused, and collaborative Team Planning will take place weekly for all teams. Monthly and periodic extended planning and data analysis will take place for all teams.	Weekly Monthly 9/13 1/14 5/14	
5. Ensure that students learn academic language of	Classroom Teachers		100% of bilingual	9/1/13	

Science in both Spanish and English.			classrooms will have Science vocabulary posted in both languages		
6. Accelerate the performance of struggling Science students through frequent, high quality and timely intervention.	Classroom teachers Administrators		Targeted Science interventions will be provided to all struggling students through preTeach, Saturday Science Camps and after school interventions.	11/13-4/14	

Table #CI-3	☐ State: Below safeguard target ☐AYP: Area of low performance				
Objective: Increase percentage students meeting or exceeding STAAR passing standards in **Writing to 90%** and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using practices based on scientific research.					
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.,Ensure comprehensive implementation of the Writers' Workshop and the writing process at all grade levels.	Administrators Classroom teachers Area I Writing Support	Provide District comprehensive STAAR writing training to 4th Grade teachers.	Connecting Reading and Writing instruction through the use of mentor texts will take place in all classrooms as per observation.	10/1/13	
			100% of teachers will teach and post all 6 components of the writing process.	9/15/13	
			Lucy Calkin resources will be in use in all Grade 1-4 classrooms.	9/1/13	
			Completed compositions will be published twice monthly in Grade 4 and once monthly in Grades K-3 & 5.	10/1/13	

2.Explicitly teach revision and editing at all grade levels.	Classroom Teachers Administrators		Writing adoption materials and external resources will be in use daily in all classrooms. Teachers will reinforce the accurate use of writing conventions throughout the revising and editing process.	9/13	
3.Fully align writing instruction to the rigor of the TEKS at all grade levels.	Vertical Writing PLC Administrators Classroom Teachers Area Support Team	Provide training on STAAR Writing Scoring for all grade levels.	Vertical Writing PLCs will take place monthly with each grade level represented. All grade levels will participate in monthly extended planning time to deconstruct of the Writing TEKS and SEs for use in planning.	11/13	
3.Accelerate mastery of the writing process and use of conventions for struggling writing students.	Diana Clemens 4th Grade Teachers		100% of struggling writing students will participate in afterschool and Saturday writing camps along with Friday STAAR Writing Camps.	11/13 – 2/14	

Table #CI-3	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: 100% of Govalle students will aquire and use 21st Century Skills to prepare them for college and career.					
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**
Provide integrated and stand alone STEM experiences for students all	Lana Stone, PBL specialist Classroom teachers	Engineering is Elementary kits.	At least one EIE lesson (integrated with Science) and one Tech integrated	11/13-5/14	

students Kinder-5 twice annually.	Administrators	PD in robotics for identified teachers PD in project-based learning and STEM for classroom teachers	PLB experience implemented in every K-5 classroom.		
B. Ensure that students grades 2-5 have access to Robotics curriculum.		Lego Robotics Kits	Robotics experiences conducted in identified classrooms. Robotics Team formed and competing in annual FLL competitions. Junior Robotics after school programming.	11/13/13-5/14/14	
C. Develop and provide grade-level appropriate technology experiences for Govalle students.			Grade level proficiency developing according to grade-specific technology scope and sequence. Annual STEM showcase. Monthly PBL/STEM vertical PLC meeting minutes. Computer Lab schedule	9/1/13-5/14/14	

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	CATCH Team Leaders	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Quarterly	
b. The campus will show evidence of an environmental change using Coordinated School Health materials.	CATCH Committee	CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	9/13-5/14	
c. Elementary campuses will have two family fitness fun nights annually.	CATCH Committee		Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	TBD	
d. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Eric Ruiz, PE Teacher Catch Team Leaders	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	By 5/14	
e. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Eric Ruiz, PE Teacher	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	By 5/14	
f. Identify students in the 85th to 99th plus percentile to receive health and wellness information and case management for obesity.	Eric Ruiz, PE Teacher Margot Mendez, Counselor	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The	By/12/13	

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
		students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	students in the 99th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.		
g. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Nancy Maniscalco Eric Ruiz		Spot checks to see if data were received.	1/14	
h. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Classroom Teachers PE Teacher		Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	Weekly during school year	
i. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Nancy Maniscalco, Principal		No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services. Principals will share the nutrition memo (dated August 2013) with staff, teachers, PTA, and parents. Principals will communicate contents of the policy across stakeholders. 3 exempted days identified	8/26/13-6/4/14	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Ensure that every child has access to quality, engaging instruction in an orderly, safe and inclusive classroom and school environment.	Administrators SEL Team No Place for Hate rep, Jiselle Jones	Classroom management and relationship building training and mentoring for new teachers and teachers in need.	Aligned and effective school wide behavior management systems, including the "Safe Circle," developed and in place.	9/1/13	
	AISD SEL staff	SEL and 2nd Step training for new teachers.	100% of staff implement PBS and SEL Schoolwide system.	9/1/13	
			Weekly 2nd Step classroom sessions scheduled and documented.	9/1/13	
			Classroom Peace Areas established and used in 100% of classrooms.	9/1/13	
	AISD NPH staff	Training in culturally responsive practices.	Culturally responsive practices in every classroom.	1/6/14	
		Training in No Place for Hate.	Implement No Place for Hate Curriculum.	11/13	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide parent communication and	Parent Support	Funds for refreshments	Family evening events,	3rd Thursday of	

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
outreach, languages they understand, to promote engagement and participation in the academic life of their children and the daily life of the school to promote high student achievement.	Specialist Administrators Counselor	and childcare	seminars and academic events conducted at least once monthly. Provide parent education programs in academic standards, standardized testing, and interpreting the results of STAAR tests and Primary reading and math assessments. Provide parenting and leadership training. SEL training provided twice annually. Dual Language training provided once annually Parent/Principal coffees scheduled once monthly. Health and Career Fairs scheduled. Monthly campus and parent room newsletters published and posted on website. Community Walk Scheduled	each month. 11/13-5/14 11/13 9/14 & 1/13 1st Friday of each month 11/13 & 4/14 1st week of each month 11/11/13 4/14	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			Campus Climate Surveys		
B.Increase parent understanding of College and Career Readiness.	Counselor Parent Support Specialist		Parent training session on prerequisite academic skills and knowledge to prepare for higher education and career opportunities.	2/14	
C.Develop and promote opportunities for parents to participate in campus leadership roles.	Parent Support Specialist Administrators PTA		CAC members recruited PTA membership drive PTA officer elections Austin Voices meeting	4/14 9/13 4/14 11/13	

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
Align vertically in the consistent, quality implementation of Social and Emotional Learning campus wide.	SEL Team Administrators	SEL refresher training for experienced teachers/SEL initial training and coaching for new teachers.	As per Deeds data, student discipline referrals will decline by 20% and student achievement will increase by 10%	9/26/13-5/31/14	
Ensure vertical process and common language for math problem solving	Administrators Math Specialist			10/1/13	
Ensure consistent and quality implementation of Guided Reading.	Administrators Reading Specialists	Funds for substitutes/stipends	Teachers in 100% of classrooms will effectively implement	10/15/13	

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
			guided reading resulting in 80% of students reading at or above grade level.		
Provide appropriate and rigorous instruction in the writing process.	Administrators Reading Specialist	Funds for subs/stipends	80% of students will demonstrate mastery of grade level writing TEKS schoolwide.	11/1/13	

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate to < 8.5%.					
Condition: If rate > 8.5%			Source: SPED C-IEP (A)		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
a. Provide struggling primary grade students with early support and interventions along with progress monitoring to ensure their academic success.	Administrators CST Team Classroom Teachers	CST training for new teachers.	100% of academically struggling students will be CST's in a timely manner. 100% of teachers will provide Tier I interventions daily 100% of struggling struggling will receive timely and quality Tier II interventions. Guided Reading and Guided Math take place in 100% of classrooms.	10/15/13 10/1/13 10/15/13	
B. Provide access to grade level TEKS instruction for all students through differentiation.	Administrators Classroom teachers District Specialists	Targeted training in differentiating instruction.	Struggling students demonstrate success and significant progress	10/15/13	

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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

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					
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**
Reduce the amount of time special education students spend in LRE and provide high quality and consistent inclusion supporting the regular ed classroom for special education students.	Resource Teacher and TA Classroom Teachers	Training in inclusion models and implementation	Percentage of special ed students taking STAAR will increase to at least 65%.	10/1/13	
Provide scaffolded instruction to ensure special education student access to grade level curriculum.	Classroom teachers Special Ed. Teachers	Training in differentiation	Percentage of student success on STAAR will increase to 65%.	10/1/13	
Provide targeted interventions for Special Education students to prepare them for the STAAR test.	Spec. Ed. and classroom teachers	Funds for after school interventions	Percentage of student success on STAAR will increase to 65%	10'15'13	

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): 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
Reduce the amount of time special education students spend in LRE and provide high quality and consistent inclusion supporting the regular ed classroom for special education students.	Resource Teacher and TA Classroom Teachers Assist. Principal	Training and support in inclusion models and implementation	Percentage of special ed students taking STAAR-M will decrease from 37.1% to <20%.	10/1/13	
Provide differentiated instruction with appropriate accomodations to ensure special education student access to grade level curriculum and testing	Classroom teachers Special Ed. Teachers Assist. Principal	Training and coaching in differentiation	Percentage of special ed students taking STAAR-M will decrease from 37.1% to <20%.	10/1/13	

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a.Ensure that Bilingual teachers implement the dual language curriculum with fidelity, providing high quality, scaffolded and rigorous instruction fully aligned with the TEKS and SEs in both Spanish and English.	Administrators Dual Language PLC Dual Language teachers LPAC Committee		Students will move from Beginning to Intermediate or beyond on TELPAS reading by the end of 3rd Grade. Students achieving Advanced High on Reading TELPAS will increase by 50%. LPAC minutes will reflect discussion and decisions for 100% of ELLs.	8/27/13 6/14	

Table #DR-15

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

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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**
			70% of ELL students will be fully bilingual 3rd grade. 60% of ELL students will transition to English by the 4th grade		

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	Certified teachers will provide after school interventions for students struggling with Math problem solving and Reading comprehension in grades 3, 4, & 5.
General Supplies for at-risk students	Supplies, including test prep materials, for classroom instruction and after school tutoring in Reading and Math.
Transition Services	Supporting transition to next grade level for PreK and Kinder ELL and targeted at risk students
Reading specialists	Instruction in reading skills for below grade level students who do not meet the state standards.
Parent Support Specialist	Providing support and information for parents of at risk and ELL students in state standards and academic achievement
TOTAL	**$668,992.00**

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):

x	Work with staffing coordinator, identify staff not meeting HQ standards
	Notify staff of deficit area(s)
x	Agree with staff on appropriate ways to meet the standard
x	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):

n/a	Offer early-bird signing bonuses to teachers at Title I campuses
x	Provide bilingual and special education stipends
x	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):

x	Participate in district-sponsored job fairs
	Participate in recruiting trips
x	Provide mentors to first and second year teachers
x	Offer high-quality professional development
x	Provide leadership opportunities for teachers
x	Encourage participation in National Board program
x	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):

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

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6,10-13,14,15
Instruction by highly qualified staff	6,10,13,15, 34
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	22
Strategies to attract highly qualified teachers to high-need schools	33
Strategies to increase parental involvement	21
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.)	8,12-13,16
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	10,12-14,16
Coordination and integration of federal, state, and local services and programs	33
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	21

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				
100% Bilingual Reading Specialists	37% percent of Govalle students are bilingual, and a significant percentage are at risk of failing STAAR Reading and need specialized reading interventions. Bilingual student transition to English needs to be appropriate and accelerated and receive supportive interventions. Approximately 10% of our bilingual are dyslexic and need dyslexia services.	Provide daily Reading support for struggling Bilingual students in STAAR grades and in Grades 1 & 2 when possible. Provide daily interventions for students transitioning to and testing in English. Provide specific interventions for bilingual dyslexic students. Provide after school Reading tutoring for bilingual students in preparation for the TAKS test.	$57,400	80% of bilingual students will pass the STAAR reading test in Spanish and English. Multiple informal and formal Walkthroughs, PDAS 45 minute observation, and summative conference
STEM and PBL coach/specialist	Provide 50% funding for Coach/Specialist to support teachers and students in using instructional technology in implementing project-based learning activities, including STEM lessons at all grade levels. The remaining 50% will be funded with local funds.	STEM is the Signature Program for all schools in the Eastside Memorial Vertical Team. Govalle students have limited access to technology outside the school day, and teachers have limited experience in implementing STEM Curriculum. According to STAR technology 2012 data, fewer than 50% of Govalle 5th graders demonstrated proficiency. A STEM/PBL specialist will be able to address the needs listed above.	$30,277	.80% of 5th grade students will demonstrate proficiency on state required technology proficiency exams. All students will successfully participate in two technology supported STEM engineering lessons during 2013-14. A Team of Govalle robotics students will compete in the First Lego League robotics competition in the Fall, 2013.

50% Assistant Principal	Provide 50% funding for Administrator to support teachers in improving instruction and facilitate the implementation of the Computational Fluency Program.	We have not been able to find replacement for our Math Coach who supported struggling students and teachers in mathematics. Our 50% AP will take on some of the duties of our full time AP so that she can help provide support to students in Math and other content areas.	$20,000 *(The remaining $3427 will be paid by the AREA I office)*	Significant increase in Math and Reading MOY and STAAR scores.
25% Primary Reading Specialist	Provide 25% funding to supplement the 75% salary of a Primary Reading Specialist who will provide daily reading interventions for our Tier III struggling readers in Kinder and 1st grade.	Fewer than 60% of Govalle K-2nd grade students met grade level standards at the end of 2012-13 without the support of a specialist.	$14,848	Struggling students will make significant progress in reading resulting in 80% of students meeting grade level expectations by May 2014.
Part Time Hourly Tutors	Provide funding for two part time hourly staff to help implement our Computational Fluency program and provide interventions.	Checking the daily fluency drills in all intermediate classrooms and providing immediate interventions requires 5-7 hours daily currently provided by existing instructional staff. The additional part time staff will take on these duties allowing instructional staff appropriate instructional and support time.	$10,000	85% of grade 3-5 students will master grade level specific computational fluency resulting in significant increases of at least 15% on STAAR Math.
TOTAL			**$132,525**	
Instructional Supplies, Materials, and Equipment				
Supplies	Purchase warehouse classroom materials such as colored sentence strips, poster boards, number lines, and purchase specialized items to enrich and enhance engagement and learning. Purchase supplies for copier to produce materials for classrooms.	Teachers need specific materials to deliver instruction, provide enrichment, interventions and other services for students w/special needs (dyslexic, special ed., GT, 504, and ELL).	$63,739	Classrooms will be equipped with appropriate and engaging instructional materials which will enhance delivery of core content and increase student achievement.

Technology/Software/Testing Materials	Purchase software to support Math Fluency at all grade levels.	Students need engaging supplemental math fluency lessons to increase proficiency in problem solving.	$2,000	100% of Govalle Grade 2-5 students will have access to Big Brainz and other math fluency software resulting in significant increase in numerical fluency.
Reading Material-Library	Students need experience reading a full range of reading materials including all genre types, especially poetry, drama and non-fiction in order to master the grade level Reading TEKS.	Only 67% of Govalle Gr. 3-5 students met expectations on the STAAR Reading test which assesses understanding of a wide range of genres.	$3,028	Reading achievement on the Reading STAAR will increase significantly.
Test Prep Materials	Teachers need to provide students with materials to use for STAAR testing preparation	Only 67% of Govalle students met the Index I expectation on the 2012-13 STAAR.	$1,000	Students will be well prepared for the STAAR test.
Tutoring Refreshments	Provide snacks for students in after school tutoring.	After school tutoring sessions are held weekly for at risk students, We need to provide after school snacks for these students.	$500	Active participation in after school tutoring will help ensure student achievement in areas of need.
TOTAL			**$69,239**	61572
Professional Development/Staff Training				
Substitutes	Implementing effective instructional practices requires the development of skills and expertise specific to content areas. Professional development addresses these needs and is a priority in increasing student achievement.	Identified teachers and groups of teachers will attend workshops and plan staff development in the areas of Reading, Writing, Science and Math after school, during the Summer, 2014 and throughout Fall, 2013,and will implement effective plans to improve their students' academic achievement. In addition, Grade levels will be provided with half-day planning and data analysis each month to inform effective instructional planning and interventions.	16,000	Govalle teachers will receive quality customized training and will collaborate and plan for best practice implementation in areas of highest academic need resulting in significantly increased student achievement.

Reading Materials	In order to increase expertise and improve instructional practices to ensure that students master the Language Arts TEKS, teachers need access to professional texts on Reading and vocabulary instruction	Only 67% of Govalle Gr. 3-5 students met expectations on the STAAR Reading test , indicating a need for more effective TEKS-aligned Reading instruction.		$1,000	Reading achievement on the Reading STAAR and primary reading assessments will increase significantly.
Professional Services- Staff Development	In order to help teachers develop expertise in various content areas, especially in culturally responsive teaching and project based learning, we will contract with outside consultants to provide training.	Govalle teachers are required to provide STEM/PBL learning experiences and to be able to effectively teach a very diverse, high poverty student population.		$3,000	Meaningful, rigorous and culturally relevant instruction will result in student mastery of the TEKS and engagement in the classroom.
Other Reading Materials- Counseling	Our counselor relies upon up-to-date research on best practices in counseling as well a appropriate resources to use in effective counseling session.	Counseling materials need to be continually updated		$500	Increased effectiveness of our counseling program.
				$20,500	
Community Services (Function 61)					
General Supplies	A wide range of supplies are needed for parent trainings and family events.	Materials will be used for school events, parent classes and daily operations of the Parent Room.		$1,500	Parent activities will be completed.
Refreshments	Parent Specialists hosts parent coffees and family events twice monthly during the school day and in the evening.	Refreshments will provided for parents for trainings, evening events, and Principal coffees and evening forums.		$1,012	Increased number of parents will attend events.
Travel and Registration	Govalle parent leaders will attend a variety of academic focused parent conferences to increase their expertise in the content areas and to support their children in learning.	Govalle parents have limited educational experiences in developing parenting and leadership skills. Registration fees are necessary to pay for leadership conference participation.		$1,100	Parent leaders will develop and become active in the daily of the school as a result of the training. Student's will show significant increases in achievement.

TOTAL			**$3,612**	
Other Requests				
Travel and Registration	Govalle teachers and specialists will attend Margaret Kilgo and Lead4Ward STAAR – trainings to increase their knowledge in providing appropriate instruction to ensure STAAR mastery.	Kilgo and Lead4Ward trainings provide critical information about the requirements of the STAAR and provide strategies for effective core instruction.	$1,000	Teachers will effectively plan and implement instruction at the appropriate level of depth and complexity on a daily basis as per assessment results.
Extra Duty for Teachers-Tutoring	Staff, including temp hourly staff, will accelerate the learning of struggling students by providing after school and daytime interventions.	Student performance on the 2012 STAAR test shows decreases in student performance in Math, Reading and Writing. Students need additional support to fill the gaps in their conceptual understanding and in skill development.	$15,000	Benchmark and weekly assessments results will show significant increases. 80% of students will pass the STAAR test in all content areas.
Student Travel	5th Grade students will participate in an overnight study trip to the Texas State Aquarium which will provide hands-on, authentic, TEKS-aligned earth science experiences.	Most Govalle students are not able to interact with natural phenomena due to the constraints imposed by poverty and lack of access. This trip will provide them with real-world experiences to help them fully connect with 5th Grade Earth Science content.	$2000	Student performance on the Earth Science portion of STAAR Science will significantly increase, with 80% of students passing the STAAR Science exam.
	4th & 5th Grade Robotics students will participate in the First Lego League Robotics Competition in Austin. This will fund their registration.	Govalle will be the first Eastside elementary school to participate in this regional robotics competition.	$1,000	Robotics Team will be registered for FLL competition.
Custodial Overtime	We need to set aside funds to provide custodial support during family academic evenings.	We need to set aside funds to provide custodial support during family academic evenings.	$500	Classrooms and cafeteria will be ready for use on days following evening family events.
Salary cushion	Funds needed to cover	Salary cushion will cover	$6,564	

	raises.	annual raises for Title I staff.		
TOTAL			**$26,064**	

TOTAL (Must Match BTO Total)	**$252,929**

APPENDIX G
Additional NCLB Requirements

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

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

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

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

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

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

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

APPENDIX H
Pregnancy Related Services

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

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

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

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

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

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

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

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

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:

- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:

- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:

- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:

- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

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

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

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	30	25	65.00	40
Asian	n/a	n/a	65.00	n/a
AA	*	*	65.00	*
Hispanic	30	26	65.00	40
White	>99	*	65.00	*
2 or More	<1	n/a	65.00	n/a
EcD	28	25	65.00	40
ELL	26	15	65.00	32
Spec Ed	36	54	65.00	63
3rd English	46	24	65.00	39
3rd Spanish		*	65.00	*
4th English	33	34	65.00	47
4th Spanish	<1	*	65.00	*
5th English	24	22	65.00	38
5th Spanish	<1	<1	65.00	20

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

STAAR/EOC Math at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	19	28	65.00	42
Asian	n/a	n/a	65.00	n/a
AA	*	*	65.00	*
Hispanic	18	29	65.00	43
White	*	*	65.00	*
2 or More	<1	n/a	65.00	n/a
EcD	18	29	65.00	43
ELL	*	29	65.00	43
Spec Ed	27	*	65.00	*
3rd English	*	16	65.00	33
3rd Spanish		*	65.00	*
4th English	29	27	65.00	42
5th English	12	38	65.00	51
5th Spanish		<1	65.00	20

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

STAAR/EOC Writing at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	*	35	65.00	48
Asian	n/a	n/a	65.00	n/a
AA	<1	<1	65.00	20
Hispanic	*	37	65.00	50
White	>99	>99	100.00	>99
2 or More	<1	n/a	65.00	n/a
EcD	*	36	65.00	48
ELL	*	*	65.00	*
Spec Ed	*	*	70.00	*
4th English	*	43	65.00	54
4th Spanish	<1	*	65.00	*

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

Office of Campus and District Accountability

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	12	15	65.00	32
Asian	n/a	n/a	65.00	n/a
AA	*	<1	65.00	20
Hispanic	*	17	65.00	33
White	n/a	n/a	65.00	n/a
2 or More	n/a	n/a	65.00	n/a
EcD	12	16	65.00	33
ELL	*	*	65.00	*
Spec Ed	*	<1	65.00	20
5th English	12	15	65.00	32
5th Spanish		<1	65.00	20

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

Govalle   Page 5   June 2013

Office of Campus and District Accountability

STAAR/EOC Reading/ELA at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	8	4	45.00	14
Asian	n/a	n/a	45.00	n/a
AA	*	*	45.00	*
Hispanic	8	*	45.00	*
White	*	<1	45.00	10
2 or More	<1	n/a	45.00	n/a
EcD	8	*	45.00	*
ELL	*	*	45.00	*
Spec Ed	*	<1	45.00	10

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

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	6	8	40.00	18
Asian	n/a	n/a	40.00	n/a
AA	<1	*	40.00	*
Hispanic	6	9	40.00	18
White	*	<1	40.00	10
2 or More	<1	n/a	40.00	n/a
EcD	6	9	40.00	18
ELL	*	*	40.00	*
Spec Ed	<1	<1	40.00	10

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

Govalle Page 6 June 2013

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	40.00	*
Asian	n/a	n/a	40.00	n/a
AA	<1	<1	40.00	10
Hispanic	*	*	40.00	*
White	<1	>99	100.00	>99
2 or More	<1	n/a	40.00	n/a
EcD	<1	*	40.00	*
ELL	<1	*	40.00	*
Spec Ed	*	*	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 III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	30.00	*
Asian	n/a	n/a	30.00	n/a
AA	<1	<1	30.00	10
Hispanic	*	*	30.00	*
White	n/a	n/a	30.00	n/a
2 or More	n/a	n/a	30.00	n/a
EcD	*	*	30.00	*
ELL	<1	<1	30.00	10
Spec Ed	*	<1	30.00	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	66%	82%	68%	80.00	>=90%
Kinder DRA Spanish	90%	83%	86%	90.00	>=90%
1st DRA English	49%	65%	45%	80.00	>=90%
1st DRA Spanish	78%	75%	68%	80.00	>=90%
2nd DRA English	63%	58%	60%	80.00	>=90%
2nd DRA Spanish	70%	60%	58%	80.00	>=90%

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

Estimated Attendance

|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	93.9%	94.6%	94.6%	94.6%	95%	95.4%	96.70
African American	92.3%	92.7%	93.1%	94.8%	94%	95.8%	96.70
Asian						99.3%	100.00
Hispanic	94.4%	95.1%	94.9%	94.7%	95.2%	95.5%	96.70
Native American			90.2%	89.7%	88.6%	94.1%	96.70
White	89%	93.4%	95.4%	88.3%	92.3%	92.3%	97.60
2 or More				91%	89.2%	93.2%	96.70
EcD	93.9%	94.7%	94.6%	94.7%	95%	95.4%	96.60

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	625
African American	84
Asian	1
Hispanic	514
Native American	2
White	18

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

Campus Suspension to Home

	All	A-A	Asian	Hisp	N-A	White
HS	1%	6%	-	1%	-	-

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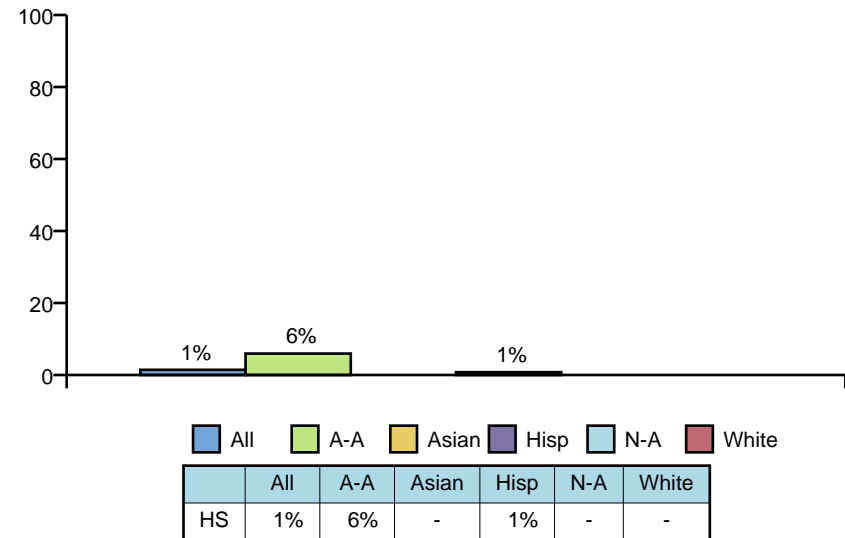
	All	A-A	Asian	Hisp	N-A	White
Removals	-	-	-	-	-	-

Campus ALC/EDAP or ISS
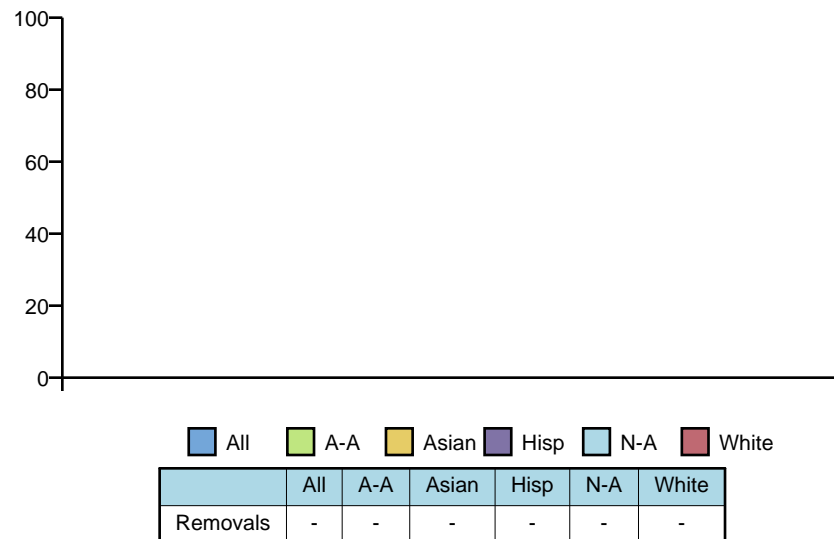
	All	A-A	Asian	Hisp	N-A	White
ISS	-	-	-	-	-	-
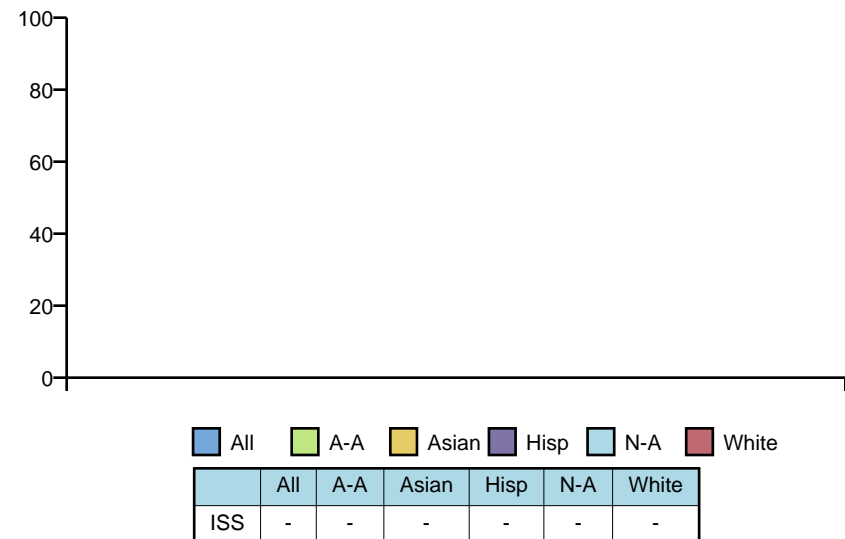
Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	2	.45%	2	.37%			0.00
African American	1	1.72%	2	2.2%			0.00
Asian							0.00
Hispanic	1	.27%					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	19	4.31%	20	3.69%	9	1.44%	1.00
African American	6	10.34%	8	8.79%	5	5.95%	1.00
Asian							0.00
Hispanic	12	3.24%	9	2.05%	4	.78%	0.50
Native American			1	100%			0.00
White			1	11.11%			1.00

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	.91%	15	2.77%			0.00
African American	2	3.45%	3	3.3%			0.00
Asian							0.00
Hispanic	2	.54%	10	2.28%			0.00
Native American							0.00
White			1	11.11%			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	414	402	401	479	520
African American	68	65	54	74	59
Asian					1
Hispanic	337	327	319	372	421
Native American		1	1	1	2
White	9	9	5	9	11
2 or More			22	23	26

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	80	9	11%	104	6	6%	4.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	4.00	
Hispanic	80	9	11%	104	6	6%	4.00	
White	-	-	-	-	-	-	4.00	
EcD	78	8	10%	102	6	6%	4.00	
Special Ed	6	2	33%	*	*	*	20.00	

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	10	6	60%	6	3	50%	18	13	72%	13	12	92%	8	5	63%	6	4	67%
F	Hispanic	48	26	54%	25	16	64%	63	39	62%	37	24	65%	81	40	49%	38	21	55%
F	White	*	*	*	-	-	-	*	*	*	*	*	*	*	*	*	-	-	<1%
F		59	33	56%	31	19	61%	82	53	65%	51	37	73%	90	45	50%	44	25	57%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	8	6	75%	*	*	*	10	6	60%	5	5	>99%	11	8	73%	6	6	>99%
M	Hispanic	66	29	44%	34	20	59%	74	36	49%	41	31	76%	85	40	47%	47	40	85%
M	White	-	-	-	-	-	-	*	-	-	-	-	-	*	*	*	*	*	*
M		74	35	47%	38	23	61%	85	42	49%	46	36	78%	100	50	50%	54	47	87%
total		133	68	51%	69	42	61%	167	95	57%	97	73	75%	190	95	50%	98	72	73%

Data Source: AISD Fitnessgram