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Joslin Elementary School

2013-2015
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	Jennifer Pace	9/18/13
Co-Chair	Stephanie Beverding	9/18/13
Co-Chair	Christina Erickson	9/18/13

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Jennifer Pace**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Linsey Taucher						
Parent	Phoebe Hale						
Parent	Ana Maria Lawrence						
Parent	Christina Erickson	✓		✓			
Parent	Alicia Jimenez-Garcia						
Parent	Santa Barbara Luna			✓			
Professional Staff Member	Michelle Degon				✓		
Professional Staff Member	Jenice Gutierrez				✓		
Professional Staff Member	Dawne Young				✓		
Professional Staff Member	Holly Phinney				✓	✓	
Professional Staff Member	Stephanie Beverding	✓	✓				✓
Professional Staff Member	Jon David Saucedo				✓		
Classified Staff Member	Sharon Garcia					✓	
Student *(If Applicable)*	N/A						
Student *(If Applicable)*	N/A						
Business Representative	Chris Farley						
Community Representative	Mary Lynn Smith						

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 Thursday (rescheduled as needed due to holidays or other events)
Normal Time:	3:30 PM

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✔)	Method of Orientation
✔	Self-Orientation Using Materials on CAC Website
✔	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
4 hours	11 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- 2013 Campus Data Profile (including academic performance/assessment data)
- Parent survey results, staff climate results, student survey results

Based on review of the above data, the following areas of needed improvement were identified:
- **Primary literacy**
- **Science achievement**
- **Percent of students meeting level II final and level III passing standards on state assessments**
- **Student health and fitness**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Improve primary literacy development.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Insure balanced literacy, daily 5, explicit instruction in phonics/phonemic, awareness (PA) occur daily/weekly.	Principal Assistant principal Reading specialist Teachers	Daily 5 follow up training Fluency building PD Phonics/Phonemic awareness PD (Words Their Way) Interactive writing PD	Staff development agenda, grade level planning minutes, observation of Daily 5 strategies in classroom walkthroughs	November	In progress
Analyze BoY assessment data to identify struggling students and target interventions.	Principal Assistant principal Classroom teachers Reading specialist	Funding for subs for data analysis/professional development days	Training agendas/sign-in sheets, documentation of student intervention plans, campus budget	October	In progress
Provide interventions for struggling students and monitor student progress biweekly, adjusting interventions as needed.	Principal Assistant principal Reading specialist Primary teachers	Funding for subs for data analysis/professional development days Funding for interventions during the day and after school	Progress monitoring records Observation of interventions	October - May	Not yet started
Provide guided reading/small group literacy instruction daily and insure that struggling readers receive small group instruction/support daily.	Principal Assistant principal Reading specialist Primary teachers	PD for guided reading as needed	Teacher schedules Classroom observations	October - May	In progress
Provide a kinder transition workshop for PK and EE parents to prepare parents and students for literacy instruction in kindergarten.	Principal Assistant principal Kinder teachers Pre-K teachers PSS	District information for kinder round up	Documentation of flyer, agenda, and parent sign-in	May	Not yet started

Table #CI-2	☐ State: Below safeguard target ☐ AYP: Area of low performance					
Objective: Improve student achievement in science.						
Applicable Strategic Plan Goal(s):						
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**	
Increase reading, writing, listening, and speaking activities in science.	Administrators Classroom science teachers	Interactive writing training for primary teachers Literacy in science training for intermediate teachers	Training records Observation of instruction and feedback	October - May	Not yet started	
Build students' academic science vocabulary through explicit instruction, word banks with visual supports, and opportunities to use science vocabulary.	Administrators Classroom teachers	Professional development on best practice strategies for vocabulary instruction	Training records Observation of instruction and feedback	October - May	In progress	
Implement a systematic weekly instructional sequence in 5th grade that builds background knowledge through literacy, provides hands-on investigations based on inquiry and exploration, and incorporates application of knowledge and skills.	Administrators 5th grade science teacher	Time for planning and training	Training records Observation of instruction and feedback	October - May	In progress	

Table #CI-3	☐ State: Below safeguard target		☐ AYP: Area of low performance			
Objective: Increase number of students meeting level II final and level III passing standards on STAAR assessments.						
Applicable Strategic Plan Goal(s):						
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**		**Timeframe for Completion**	**Status**
Provide rigorous, engaging core instruction that is aligned to TEKS/SEs and assessments.	Principal Assistant Principal Classroom teachers Specialists	Time to analyze STAAR released assessments	Classroom observation and feedback		October - May	In progress
Utilize differentiation and continuous formative assessment to monitor student understanding and meet diverse students' needs.	Principal Assistant Principal Classroom teachers Specialists	Professional development on differentiation strategies	Training records Classroom observation and feedback		October - May	In progress
Implement a systematic intervention plan for Tier II & Tier III students.	Principal Assistant Principal Classroom teachers Specialists	Time to meet teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training	Documentation of interventions and progress monitoring CST records Training records		October - May	In progress
Utilize STAAR question types, Bloom's Taxonomy, problem solving, and inquiry-based instruction to promote critical thinking and increase student engagement in the learning process.	Principal Assistant Principal Classroom teachers Specialists	Professional development that supports individual teachers in the classroom Professional development on STAAR question types, Bloom's taxonomy, inquiry-based instruction as needed	Training records Classroom observation and feedback		October - May	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Principal Assistant Principal PE Teacher Classroom Teachers	PE teachers will review CATCH Curriculum with staff on the November staff development day.	CATCH lesson reminders will be added to the master calendar. Teachers will submit documentation of CATCH lessons (lesson plan, photo, email, etc.).	November	In progress
Homeroom teachers will lead structured physical activities for 20 minutes on days students do not have PE classes.	Principal Assistant Principal PE Teacher Classroom Teachers	PE teacher will review utilization of structured PE lessons for teachers and equipment.	Teachers will include the structured activities they will use in their lesson plans on days students do not have PE.	November	In progress
Parents, staff and students will be encouraged to participate in physical activities each morning before classes begin.	Principal Assistant Principal PE Teacher Classroom Teachers	Web-based exercise activities, dances, etc. that can be played in the cafeteria prior to morning assembly.	Stakeholders can observe and/or participate each morning.	November	Not yet started
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Principal Assistant Principal PE Teacher Classroom Teachers	None	PE teacher will provide newsletter or letters for parents each nine weeks that describe the assessments for that grading period. PE teacher will communicate assessment results with students, staff, and parents.	First and last week of the grading periods	In progress
Provide health and wellness information and case management for obesity for families of students in the ≥85th percentile BMI.	Principal Assistant Principal PE Teacher Nurse PSS	None	PE teacher will provide a list of students in the 85th percentile to PSS, nurse, and principal. PSS and nurse will verify that health and wellness information has been given to families of identified students.	February	Not yet started

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campus will seek a No Place For Hate designation by implementing and documenting NPH requirements.	Campus administrators Counselor Student Council Campus climate committee	None	Documentation of completed NPH requirements (resolution of respect, committee meetings, three activities, etc.)	October April	In progress
Teachers will teach Second Step lessons weekly to promote social and emotional health.	Campus administrators Counselor Student Council Campus climate committee	Counselor will provide coaching, modeling, and team-teaching as needed to support teachers.	Observations of lessons by administrators and SEL team members.	November	In progress
Campus will utilize the district's Social and Emotional Learning Team to assess and develop violence prevention and SEL.	Campus administrators Counselor SEL team	None	Campus observation feedback and documentation of meetings	May	In progress

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide monthly opportunities to involve parents in their child's education.	Campus administrators PSS Classroom teachers	None	Meeting agendas and sign in sheets	Monthly	In progress
Provide transitional meetings for students entering kinder and middle school.	Campus administrators PSS Classroom teachers	Kinder round-up information from the district Timely information from middle schools regarding registration, choice sheets, magnet and academy application information	Meeting agendas and sign in sheets, flyers	By May	Not yet started
Provide parent workshops that focus on academic achievement.	Campus administrators PSS Classroom teachers	Provide a math and literacy night as well as opportunities for parents to meet with administrators and teachers to discuss teaching and learning.	Meeting agendas and sign in sheets, flyers	By November	In progress
Communicate student progress to parents in a language they understand.	Campus administrators Parent support specialist Classroom teachers	Provide a progress report and/or report card at four week and nine week intervals. Hold two parent-teacher conferences.	Conference schedules and sign in sheets, report cards, progress reports	August - June	In progress

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Parents and staff will have opportunities to provide input on what type of professional development is provided.	Parents Teachers Administrators	Time and funding for campus PD	Surveys	Beginning, middle, and end of year	In progress
Professional development for improvement strategies will be provided as needed.	Administrators Teachers Solution team Curriculum team Campus support staff	Time and funding for campus PD Trainers and facilitators	Training agendas and/or sign-in sheets	Beginning, middle, and end of year	In progress
Differentiated, follow-up professional development, including in-class support, will be provided as needed.	Administrators Teachers Solution team Curriculum team Campus support staff	Time and funding for campus PD Trainers and facilitators	Training agendas, sign-in sheets, and/or teacher PD reflection notes	Beginning, middle, and end of year	In progress

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
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**
Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	Principal Assistant Principal Classroom teachers Specialists	Time to meet with teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training	Documentation of interventions and progress monitoring CST records Training records A reduction in the identification rate	October - May	In progress
Analyze data to determine specific areas of need for each individual student.	Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants	Time and funding for subs to meet with teachers and support staff to review special education data and adjust programs as needed.	Meeting agendas, meeting notes, meeting handouts (data), sign in sheets A reduction in the identification rate	October - May	In progress
Collaborate with Child Study V-Team facilitator to train staff on Tier 1, 2, and 3 interventions.	Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants	Provide training for staff on differentiation strategies. Provide time for special education teacher and general education teachers to work together and collaborate on instructional strategies.	Training records A reduction in the identification rate	October - May	In progress

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):

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
Ensure that all students that are receiving both special education services and are also identified as ELL/LEP students have a completed ARD LPAC document on file by their 3rd grade school year that has set up appropriate exit criteria.	Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants	Time to meet with teachers to review special education data and make programming adjustments	Meeting records Reduction in the identification percentage of Hispanic students	October - May	In progress
Ensure that students who meet the pre-established ARD/LPAC exit criteria that were set up in the informal ARD/LPAC are appropriately exited within the required timeline.	Principal Assistant Principal Classroom teachers Specialists Special education teachers	Time to meet with teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training	Documentation of interventions and progress monitoring CST records Training records Reduction in the identification percentage of Hispanic students	October - May	In progress

Table #DR-8	

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

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

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes, pt difference is 2.7

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
Provide positive proactive supports to avoid behavior.	Principal Assistant Principal Classroom Teachers Specialists Special Education Teachers	Time to meet with teachers and support staff to plan for supports and provide implementation training.	Reduction in the number of discretionary removals.	October-May	In progress
Provide alternatives to removals.	Principal Assistant Principal	Time to meet with teachers for	Reduction in the number of discretionary removals.	October – May	In progress

Table #DR-8	

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

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

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes, pt difference is 2.7

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
	Counselor	implementation training.			

Special Education Service in LRE – *All Levels*

Table #DR-11	

Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.

Condition: If rate < 66%	Source: SPED C-IEP (H)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants	Time to meet with teachers to review special education data and make programming adjustments	Meeting records Increase in percentage of time special education students are spending in the general education setting	October - May	In progress
Review staffing biannually and make adjustments to support IEPs.	Principal Assistant Principal Special education staff	Time for staffing meetings	Meeting records Increase in percentage of time special education students are spending in the general education setting	August & May	August – completed May – not yet started
Increased use of differentiated instruction in the general education classrooms.	Principal Assistant Principal Special education staff General education staff	Additional time and funding for subs so that teachers can plan together	Meeting records Increase in percentage of time special education students are spending in the general education setting	October - May	In progress
Review instructional arrangement patterns and utilize the responsible scheduling protocols to optimize scheduling of staff and students.	Principal Assistant Principal Special education staff Special education chair	Additional time and funding for subs so that teachers and administrators can plan together	Meeting records Increase in percentage of time special education students are spending in the general education setting	October - May	In progress

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):					
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
Pull a report of projected testing and begin to provide strategic interventions to anyone who is projected to take the STAAR M in order to move them to STAAR.	Special education campus chair Special education teachers Principal Assistant principal	Time and funding for subs for planning and data analysis meetings	Meeting records Increase in percentage of special education students taking regular STAAR assessments	January - May	Not yet started
SPED case managers will distribute relevant portions of the IEPs electronically to instructional and review them with support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.	Special education case managers General education teachers	Time and funding for subs for IEP review meetings	Meeting records Increase in percentage of special education students taking regular STAAR assessments	October - May	In progress
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools, using research-based AISD model.	Principal Assistant Principal Special education staff General education staff	Additional time and funding for subs so that teachers can plan together	Meeting records Increase in percentage of special education students taking regular STAAR assessments	October - May	In progress

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**
Monitor the use of interventions to better meet the needs of individual students.	Principal Assistant Principal Special education staff General education staff	Additional time and funding for subs so that teachers can plan together	Meeting records Increase in percentage of special education students taking regular STAAR assessments	October - May	In progress
Ensure all staff members participate in professional development on tier 2 and 3 interventions.	Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants	Provide training for staff on differentiation strategies. Provide time for special education teacher and general education teachers to work together and collaborate on instructional strategies.	Training records A reduction in the identification rate	October - May	In progress
Utilize STAAR question types, Bloom's Taxonomy, problem solving, and inquiry-based instruction to promote critical thinking and increase student engagement in the learning process.	Principal Assistant Principal Classroom teachers Specialists	Professional development that supports individual teachers in the classroom Professional development on STAAR question types, Bloom's taxonomy, inquiry-based instruction as needed	Training records Classroom observation and feedback	October - May	In progress
Use on-going progress monitoring to gauge students' knowledge, provide meaningful access to grade level curricula, and to drive intervention efforts.	Principal Assistant Principal Classroom teachers Specialists Special education teachers	Time to meet with teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training	Documentation of interventions and progress monitoring CST records Training records Reduction in the identification percentage of Hispanic students	October - May	In progress

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	Improve reading fluency and comprehension. Improve numerical fluency and mathematical problem-solving ability. After school tutorials serve students at risk not meeting academic achievement goals on STAAR.
General Supplies for at-risk students	Decrease the achievement gap for at-risk students.
Transition Services	Open House for parents of incoming Pre-K and Kinder students. Transition meetings for parents and students when moving to middle school. Pre-K provided to targeted student groups: eco dis, new comer, ELL, etc.
Reading specialists	Provide intense interventions for struggling students in reading.
Elementary Counselors	Provide counseling services for students with emotional barriers that impede academic success.
Parent Support Specialist	Provide support for parents who need assistance with quality of life measures that affect students' academic success. Provide information for parents regarding strategies to implement at home to improve success in school and overall quality of life.
TOTAL	**$283,097.00**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

Components	Pages
Comprehensive needs assessment	p. 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	8, 9, 13, 17, 18
Instruction by highly qualified staff	p. 20
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	p. 7,8,9,12,10
Strategies to attract highly qualified teachers to high-need schools	p. 20
Strategies to increase parental involvement	p. 11
For Elementary: Transition to K assistance to Pre-K/EC students	p. 7,19
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	pp. 7-17
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	pp. 7,9,13
Coordination and integration of federal, state, and local services and programs	pp. 22
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	p. 11

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

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

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Part time hourly support	Increase students meeting or exceeding STAAR passing standards students scoring at the commended level, and increase K-2 students reading on or above grade level.	Provide small group intervention during the day.	$5,000.00	Students will demonstrate growth on benchmark and short cycle assessments.
Summer McKinnon-Assistant Principal	Close achievement gap between ELL and economically disadvantaged students and white , non-economically disadvantaged students on state assessments and end of year performance expectations	Provide interventions for struggling bilingual students. Provide curriculum and instruction support and professional development for teachers. Participate in data analysis and intervention planning meetings. Monitor instruction and interventions.	$23,319.00	Students will demonstrate growth on benchmark and short cycle assessments. The achievement gap will decrease from 2013 to 2014 on end of year assessments.
Extra Duty	Provide after school tutorials for struggling students.	Increase students meeting or exceeding TAKS passing standards, and close TAKS performance gaps between all student groups. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.	$3,069.00	Students will demonstrate growth on benchmark and short cycle assessments.
Instructional Supplies, Materials, and Equipment				
Staff Training				
Community Services (Function 61)				

Reproduction	Communicate with parents about opportunities to attend and participate in school events to increase community involvement.	Purchase paper and toner/ink for flyers and other communication.	$100	
General Supplies	Purchase supplies, materials, and incentives for parent meetings and workshops designed to train parents on supporting students' education.	Provide opportunities to help parents support their children academically.	$150.00	Students will demonstrate growth on benchmark and short cycle assessments.
Food/Refreshments	Provide light snacks and refreshments for parent meetings and workshops.	Provide opportunities to help parents support their children academically.	$205.00	Increased parental involvement will be documented on sign in forms at parent events and through increased return of parent survey percentages.
			$0.00	
Other Requests				
			$0.00	
			$0.00	
Total (Must Match BTO Total)			$31,843.00	

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.

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	47	45	70.00	56
Asian	>99	*	70.00	*
AA	*	*	70.00	*
Hispanic	39	37	60.00	50
White	82	79	90.00	83
2 or More	n/a	>99	100.00	>99
EcD	33	37	60.00	50
ELL	*	*	50.00	*
Spec Ed	62	46	60.00	57
3rd English	71	52	70.00	61
4th English	36	48	70.00	58
5th English	44	38	60.00	50

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	43	39	60.00	51
Asian	>99	*	70.00	*
AA	*	*	60.00	*
Hispanic	35	30	60.00	44
White	82	79	90.00	83
2 or More	n/a	<1	60.00	20
EcD	31	30	50.00	44
ELL	22	18	50.00	34
Spec Ed	62	38	60.00	51
3rd English	63	34	60.00	48
4th English	39	48	70.00	58
5th English	36	33	60.00	47

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	30	43	60.00	54
Asian	n/a	>99	100.00	>99
AA	<1	<1	50.00	20
Hispanic	26	43	60.00	55
White	*	*	70.00	*
2 or More	n/a	n/a	60.00	n/a
EcD	28	38	60.00	51
ELL	*	*	50.00	*
Spec Ed	*	78	90.00	82
4th English	30	43	60.00	54

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	31	23	50.00	38
Asian	>99	<1	50.00	20
AA	<1	<1	50.00	20
Hispanic	24	17	50.00	33
White	*	*	80.00	*
2 or More	n/a	n/a	50.00	n/a
EcD	*	16	50.00	33
ELL	<1	*	40.00	*
Spec Ed	*	<1	40.00	20
5th English	31	23	50.00	38

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	19	16	25.00	24
Asian	>99	*	60.00	*
AA	*	*	25.00	*
Hispanic	11	11	25.00	20
White	53	37	50.00	43
2 or More	n/a	<1	25.00	10
EcD	10	10	20.00	19
ELL	*	<1	20.00	10
Spec Ed	*	<1	10.00	10

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

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	17	19	30.00	27
Asian	>99	*	60.00	*
AA	*	*	30.00	*
Hispanic	11	13	30.00	22
White	41	47	55.00	53
2 or More	n/a	<1	30.00	10
EcD	10	11	20.00	20
ELL	<1	*	20.00	*
Spec Ed	*	*	20.00	*

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	*	*	20.00	*
Asian	n/a	<1	20.00	10
AA	<1	<1	20.00	10
Hispanic	*	*	20.00	*
White	*	*	25.00	*
2 or More	n/a	n/a	20.00	n/a
EcD	*	*	20.00	*
ELL	*	*	20.00	*
Spec Ed	*	*	20.00	*

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	*	*	15.00	*
Asian	>99	<1	15.00	10
AA	<1	<1	15.00	10
Hispanic	<1	<1	15.00	10
White	*	*	25.00	*
2 or More	n/a	n/a	15.00	n/a
EcD	*	<1	15.00	10
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	10

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

Primary Reading Assessment
EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	84%	81%	75%	85.00	>=90%
Kinder DRA Spanish	83%	84%	88%	88.00	>=90%
1st DRA English	42%	56%	65%	80.00	>=90%
1st DRA Spanish	71%	57%	64%	80.00	>=90%
2nd DRA English	41%	75%	59%	80.00	>=90%
2nd DRA Spanish	44%	*	67%	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	95.9%	96.3%	95.3%	96.1%	97%	96.4%	97.00
African American	94.1%	95%	94.2%	94.2%	97.1%	96.1%	97.00
Asian	96.6%	98.1%	97.1%	99%	98%	97%	98.00
Hispanic	96.4%	96.7%	95.6%	96.4%	97.3%	96.7%	97.00
Native American	96.2%	93.7%	84%	91.2%	94.3%	91.8%	97.00
White	94.5%	95.1%	94%	96%	96.2%	95.6%	97.00
2 or More				92.7%	94.8%	96%	97.00
EcD	96.1%	96.2%	95.1%	96.2%	97%	96.5%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	355
African American	17
Asian	10
Hispanic	260
Native American	2
White	58

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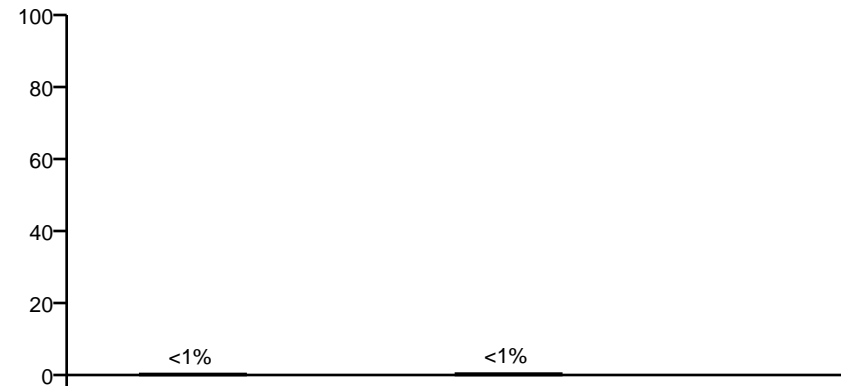
	All	A-A	Asian	Hisp	N-A	White
HS	<1%	-	-	<1%	-	-

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			1	.29%			0.00
African American							0.00
Asian							0.00
Hispanic			1	.39%			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	3	.77%	5	1.43%	1	.28%	0.10
African American							0.10
Asian							0.10
Hispanic			3	1.17%	1	.38%	0.10
Native American							0.10
White	3	4.84%	1	1.82%			0.10

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	2	.51%	5	1.43%			0.10
African American							0.10
Asian							0.10
Hispanic	1	.35%	4	1.56%			0.10
Native American							0.10
White	1	1.61%	1	1.82%			0.10

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	337	324	362	312	324
African American	28	28	15	12	12
Asian	3	6	7	7	10
Hispanic	252	239	253	216	219
Native American	1	1	2	2	2
White	53	50	57	47	56
2 or More			28	28	25

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	65	3	5%	75	1	1%	1.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	*	*	*	0.00	
Hispanic	61	2	3%	67	1	1%	1.00	
White	-	-	-	-	-	-	0.00	
EcD	63	3	5%	73	1	1%	1.00	
Special Ed	*	*	*	*	*	*	0.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	*	*	*	*	*	*	*	*	*	*	*	*	6	1	17%	*	*	*
F	Hispanic	45	24	53%	22	15	68%	42	27	64%	18	12	67%	48	26	54%	20	11	55%
F	White	13	8	62%	7	5	71%	10	5	50%	6	6	>99%	13	7	54%	*	*	*
F		60	34	57%	30	21	70%	55	34	62%	26	19	73%	67	34	51%	24	14	58%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	5	2	40%	*	*	*	*	*	*	-	-	<1%
M	Hispanic	62	36	58%	22	19	86%	55	27	49%	31	23	74%	53	23	43%	28	20	71%
M	White	12	8	67%	5	4	80%	8	6	75%	*	*	*	7	6	86%	5	5	>99%
M		77	45	58%	28	24	86%	68	35	51%	37	27	73%	63	31	49%	33	25	76%
total		137	79	58%	58	45	78%	123	69	56%	63	46	73%	130	65	50%	57	39	68%

Data Source: AISD Fitnessgram