



**Pleasant Hill Elementary**  
**2013-2014**  
**Campus Improvement Plan**  
**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

Completed (✓)	CIP Items
x	The current membership of the CAC is reported correctly.
x	The methods of orientation for new CAC members are reported correctly.
x	The approximate hours spent on CIP development are reported correctly.
x	The inclusion of district-required action plan objectives was correctly assessed comparing inclusion criteria to campus level and performance.
x	The CAC was given an opportunity to provide input on the campus needs assessment.
x	The CAC was given an opportunity to provide input on the campus objectives and strategies to address identified needs.
x	The CAC was given an opportunity to provide input on the approach to setting campus performance targets.
x	The CIP action plan component pertaining to campus professional development was approved by the CAC.
x	The CAC was given an opportunity to review the complete draft CIP prior to submittal.
x	The CAC was given an opportunity to provide input on the campus budget.

### We Confirm the Above Information ...

Position	Name	Date
Principal	Sharon Stoner	6/3/2013
Co-Chair	Joelle Barnes	6/3/2013
Co-Chair	Kathryn Araguz	6/3/2013



## **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	Sharon Stoner

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Gloria Loera						
Parent	Kathryn Araguz	X		X			
Parent	Elda Hernandez						
Parent	Sofia Lopez						
Parent	Maria Odom (ASL translator provided)						
Parent	Shari Adame						
Professional Staff Member	Elizabeth Ing 5 <sup>th</sup> ,				X		
Professional Staff Member	Joelle Barnes Sped team leader	X				X	
Professional Staff Member	Alicia Lopez 4 <sup>th</sup>				X		
Professional Staff Member	Rosalva Aguilar				X		Dual Language
Professional Staff Member	Marilyn Calliham						Reading specialist
Professional Staff Member	Nubia Polanco PPCD, PREK tech				X		technology
Classified Staff Member	Donna Meeker						
Admin Staff Member	Marizza Marquez		x				LPAC chair
Parent Support Specialist	Ronald Reed						Parent Support spec.,
Business Representative	Victor C – A+FCU						
Community Representative	Maria Barron						Foster grandparent

### 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: Monday	1 <sup>st</sup> Monday of each month
Normal Time: 4:00 pm	4:00 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
X (June 3)	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
Sped – Coordinated Health Academics  Parents Transitions for 5 <sup>th</sup> and PreK ELL requirements GT identification	Joelle Barnes 5/29/13 and 6/3/2013 and 9/9/2013 6 hours total Cindy Austria Marilyn Calliham/Elizabeth Ing  Kathryn Araguz Joelle Barnes/Nubia Polanco  Marizza Marquez Brennan Cruser

## CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

### CAMPUS NEEDS ASSESSMENT

***The following data were reviewed:***

- STAAR data, STAAR M and ALT data, Discipline data, Attendance data, SpED data
- Primary Reading assessments, SLO scores, Basket of Measures

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

- Improvement of the reading and writing connection
- Problem solving in math and science

### ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1					
Objective: Improve reading and writing connection					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide staff development for teaching staff on core instruction, guided instruction, conferencing, and strategies for assessments	Administration Reading specialist Master teachers	Substitutes for vertical planning of training Substitutes for observations of master teachers	Staff development sign in sheet Filed out observation sheets by grade level teams	August 2013 to May 2014	
Create a schedule for teaching reading and writing for each grade level in August	Administration Reading specialists Teachers	Master schedule finished prior	Teams implementing reading/writing connections, small groups and 3 way rotations on Thursdays during walk-throughs	August 2013 to May 2014	
Create 4 campus wide writing days to respond to literature, create a narrative, write an expository piece and write a persuasive piece	Administration Writing specialist Classroom teachers	Set up master calendar, provide vertical alignment of rubrics to evaluate pieces at each grade	Top pieces in each class turned in for writing wall.	October 2013 December 2013 January 2014 March 2014	

		level			
Create team SLO annual goals with a reading/writing response that includes a rubric for scoring for correct answer, conventions, restating prompt and correct grammar.	All 7 SLO teams will have a reading/writing SLO	SLO site to input goal	Scores at the end of the SLO assessment window in the SLO site	September 2013-May 2014	

Table #CI-2

**Objective: Improve math problem solving**

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide opportunities for teachers to observe master teachers teaching Pod and CORE using problem solving strategies in math for all grade levels	Administration Classroom teachers	Master teachers	Observation forms turned in by classroom teachers following observations	August-October 2013	

Table #CI-3

**Objective: Improve science problem solving**

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide opportunities for teachers to observe master teachers teaching Pod and CORE using problem solving strategies in science for all grade levels	Administration Classroom teachers	Master teachers	Observation forms turned in by classroom teachers following observations	August-October 2013	

## DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

### REQUIRED FOR ALL CAMPUSES

Table #DR-1					
<b>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.</b>					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide 5 Health Lessons each 9 weeks	Classroom Teachers	Health lessons online	Written in 9 square lesson plans	Aug-May 2012-2013	
Provide rigorous quality WOW lessons when no PE class	Classroom Teachers	WOW lessons Brain Breaks – for use in classrooms throughout the day and schedule for pacer practice during WOW	Observations by Assistant principal of students running 2 laps daily and performing WOW games appropriate for the grade level	August 2013 to May 2014	
Increase Fitnessgram scores for the entire student body	PE teachers	Lessons provided in CRM	Increased scores reported on Schoolnet	August 2013 to May 2014	
Provide CATCH night for whole family one time per year	CATCH team	Brain pop lessons Movement lessons Food demonstration Dance lessons Education on fat and salt lessons	Sign in sheet for CATCH night and pictures of families involved in activities	By Spring 2014	

Table #DR-2					
<b>Objective: Effective violence prevention and intervention measures will be in place.</b>					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Teach the students anti bullying problem solving strategy from SEL and NO Place for Hate	Pleasant Hill Staff	Staff trained April 2013 for Anti-Bullying vocabulary and	Reduced number of students needing environmental change	August 2013 to May 2014	



Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
		strategies for preventing bullying across the campus	and using the PEACE place correctly to solve issues.		
Provide clear behavior expectations in every classroom Use the SEL curriculum to teach appropriate social skills to students	All Pleasant Hill Staff	SEL expectations for different environments in English and Spanish	Anchor charts for behavior evident in all classrooms	August – September 2013	
Sign No Place For Hate Contract in all school environments and implement 3 No Place for Hate activities	All Pleasant Hill Staff	No Place for Hate sheets for each teacher	All classrooms with signed contract posted	September 2013	

Table #DR-3

**Objective: Parental involvement will be encouraged.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide at least 3 academic parent information nights including reading/writing, Math, science and CATCH	Classroom teachers, Sped, Principal, assistant Principal	Parent materials and fliers, materials for students to interact with at each program	Parent sign in at events	4 different events scheduled by March 2014	
Provide a monthly parent coffee sharing CAC agenda to take parent concerns back to meeting	Principal Assistant Principal	Materials that will be presented to CAC	Parent sign in for each monthly agenda and the notes for this event	Monthly through June 2014	
Provide two parent conferences each year with classroom teachers. Information about the student's academic assessments is provided to parents in a language they can understand.	Classroom teachers Sped teachers Specialists as needed	Data for student current levels of progress Behavior data if needed	Sign in sheets from each teacher classroom for the 2 events	Fall conference Spring conference	
Provide a principal monthly	Principal	Principal one page	Copy of each newsletter	Monthly for the	

Table #DR-3

**Objective: Parental involvement will be encouraged.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
newsletter to families in English and Spanish	translator	newsletter will go home on the first Thursday of each month showing all the dates of events that month and current areas of focus for parents	placed in the Title 1 binder	school year	
Provide Back to School Night for Parents the 1 <sup>st</sup> week of school	Administrators, Counselors Classroom teachers, Sped teachers, Specialists	Expectations printed out for parents in English and/or Spanish for a successful year including homework, academics, attendance, and all other expectations	Sign in sheet from each classroom for the Back to School Night	1 <sup>st</sup> Week of School	
Provide a parent and volunteer tea in May to thank supporters of our school for help during the school year	Pleasant Hill Campus	Provide certificates for each volunteer, provide refreshments for the parents	Sign in sheet for the tea	May 2014	
Invite parents to the Pre-Kindergarten through Fourth grade transition day	Classroom teachers K-5, with inclusion staff	Materials for students to teach students expectations for the next grade level	Materials shared in each classroom placed in title 1 binder	May 2014	

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Bring teacher leaders together two days each semester to plan vertical alignment of content areas to determine areas of PD needed based on student short cycle assessments and benchmark scores	Team Leaders for each grade level Principal Specialists	Substitutes for 9 team leaders for a total of 72 substitutes. Materials for each content area	Vertical team plans provided to title 1 and CAC binders. Plans to include improvement focus for each content area at each grade level	May 2014	
Use walk through data from the administrative team and teacher-identified areas of need to determine areas of weakness and provide staff development using teacher leaders based on the needs	Administrative team Team leaders	Materials needed for staff Power point with training	Sign in for staff developments to be placed in Title 1 binder	August 2013 to May 2014	
Provide staff development training on the RTI process and Tier1, Tier 2 and Tier 3 requirements.	Principal Sped Team Leader	Teachers to use forms to plan for students in the 3 tiers for reading and math	Sign in for RTI staff development to be placed in Title 1 binder	September 2013	
Provide staff development training on eCST	Principal Sped Team Leader	Teachers to bring laptops and walk through the process writing up a correct eCST academic and behavioral goal for intervention (in small groups as teams)	Sign in for eCST staff development to be placed in the Title 1 binder	September 2013	
Provide staff development on strategies to improve the reading and writing connection and provide opportunity for teams to	Principal Specialists	Teachers to create criteria chart on strategies to use all year. Plan for	Sign in for Reading/Writing connection training	September 2013	

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
plan lessons as a grade level model		teaching sequence to be discussed by each grade level.			
Provide staff development on quality formative assessment of students in all content areas. Opportunity for inclusion of teachers in decisions regarding use of academic assessments.	Principal Specialists Team leaders	Teachers to create quality formative assessments to be written in the 9 square lesson plans for each subject.	Sign in for the staff development on formative assessment	September – October 2013	
Provide GT training for staff for 6 hour update	Administration GT facilitators	GT training modules	Sign in for GT training	August-Sept. 2013	
Require GT certification and ESL or bilingual certification for all teaching staff	Administration	Schedules of training dates and testing dates	Certification of completion	May 2013	
Provide input from CAC for the staff development plan	Administration, Joelle Barnes – CAC co-chair	CIP emailed to all CAC members	Email to CAC members with CIP Sign in sheets for Review sessions for CIP	6/3/2013 9/9/2013	

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

### Special Education Objectives – All Levels

Table #DR-5

**Objective: Reduce special education identification rate.**

**Condition: If rate > 8.5%**

Source: SPED C-IEP (A)

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

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

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

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	Implementation Evidence	Timeframe for Completion	Status
Count only the home Pleasant Hill students in our scores not students placed on our campus due to the continuum of bilingual services	Sped district	Snapshot data with only Pleasant Hill home students	4/4 9 week snapshot data showing corrected numbers	August 2013-May 2014	

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):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide quality Tier 1, Tier 2 and Tier 3 interventions to all students including African American to ensure that no one is wrongly identified.	Classroom teachers provide Tier 1 guided groups, Interventionists push in and provide Tier 2 interventions, Sped teachers pull out and provide Tier 3 interventions	Instructional level materials needed by all educational staff working with students in small group	RTI data in the eCST system during the intervention side for teachers and the specialist and sped teachers under RBP.	August 2013-May 2014.	

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	Implementation Evidence	Timeframe for Completion	Status
Count only the students at Pleasant Hill that have Pleasant	Sped department	Snapshot data to show only Pleasant	Correct data provided each 9 weeks to the	4/4 9 weeks reporting	

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	Implementation Evidence	Timeframe for Completion	Status
Hill as the home school		Hill home students not the bilingual continuum placed students	principal from the Sped department		

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):

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide SEL instruction with all Sped students in inclusion settings for these lessons	Classroom teachers Sped teachers Administrators	SEL program for each grade level	Appropriate anchor charts up during walk throughs, evidence of students using behavior language to solve problems.	August 2013-May 2014	
Provide direct instruction of social skills to Sped students needing additional support in a Sped classroom.	Sped teachers	Social Skills curriculum on campus	Students able to explain or draw the steps to solve problems from the direct instruction curriculum	August 2013-May 2014	

Table #DR-9

**Objective: Reduce the rate of special education students in discretionary ISS settings.****Condition: If rate > 10 percentage points above rate for all students**

Source: SPED C-IEP (F)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Teach the SEL strategies for problem resolution during	Classroom teachers, Sped	SEL program for each grade level and social	Use and or articulation of the steps needed for	August 2013 to May 2014	

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
classroom inclusion time and reinforce as needed in SpED rooms with individualized behavior contracts	teachers	skills curriculum in the Sped rooms	resolution of problems and improvement in behavior point sheet scores		

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Teach social skills to lifeskills students so that they are able to be included in more general education classes successfully	Bilingual lifeskills staff	Use SEL program, social skills curriculum and reinforce with behavior contracts	Increased inclusion in gen education as evidenced in ARD meetings for all appropriate lifeskills students	Annual ARD date for each Sped lifeskills student	
Attempt to find appropriate PPCD 3 year old peers for all the students in PPCD as mentors	Bilingual PPCD teacher	Data from office clerks stating parents interested in being PPCD mentors	Number of students paying for PPCD mentorship	August 2013-May 2014	

Table #DR-12

Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects.					
Condition: If rate < 50%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide interventions for Sped students with their general education peers both after school and for Saturday camps	Classroom teachers, Sped teachers co-teaching	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of Sped students taking STAAR	ARD completed by March 2014	

Table #DR-13

Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects.					
Condition: If rate > 20%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide interventions for Sped students with their general education peers both after school and for Saturday camps	Classroom teachers, Sped teachers co-teaching	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of Sped students taking STAAR	ARD completed by March 2014	



## ELL Objectives – All Levels

Table #DR-18					
<b>Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).</b>					
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	Implementation Evidence	Timeframe for Completion	Status
Provide interventions for ELL students with their general education peers both after school and for Saturday camps	Classroom teachers, Assistant Principal	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of ELL students making at least 1 years growth on TELPAS	LPAC completed by June 2014	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Provide quality formative assessments that require ELLs to use their academic language in English	Classroom teachers LPAC chair	Training on quality formative assessments	Walk through observations in ELL classrooms by assistant Principal	August 2013-May 2014	

## 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	AFL funds to pay Saturday camp teachers: Services provided to students at risk of not meeting state academic performance goals in core content areas on STAAR.
General Supplies for at-risk students	General supplies and instructional materials for low income and other students at risk of not meeting state level performance standards in core content areas on STAAR.
Transition Services	Sped transition sub paid by Title 1, Transition day no cost. These costs support transition services to at-risk SpED students.
After-school enrichment	After school programs provided to students at risk of not meeting state academic performance goals on STAAR.
Reading specialists	Reading specialists provide services to students not performing at or above state performance standard in Reading.
Elementary Counselors	Elementary Counselor salary and associated fringe. Counselor prioritizes providing serving at risk students in need of additional social, emotional, behavioral and academic supports for effective learning.
Parent Support Specialist	PSS collaborates with administrators and counselor to provide at risk students and their families additional social, emotional, behavioral, and learning supports to create effective learning environments and maximize student achievement.
<b>TOTAL</b>	<b>\$434,666.00</b>

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
x	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):

	Offer early-bird signing bonuses to teachers at Title I campuses
X	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
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
	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:

<b>Components</b>	<b>Pages</b>
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	6,7
Instruction by highly qualified staff	19
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	11-12
Strategies to attract highly qualified teachers to high-need schools	19
Strategies to increase parental involvement	9-10
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	10
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	12
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	13-17
Coordination and integration of federal, state, and local services and programs	19, 22-25
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	9

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b>Personnel</b>				
Donna Meeker Regular Ed. TA (501-209 from Title TA regular ed)	Improve reading and writing connection through the direct instruction of students identified with dyslexia	Students at risk in reading must learn to decode and encode for reading and writing. Currently our scores are low overall.	\$28,900	BoY score on the reading/writing SLO, EoY score on reading writing SLO for each grade level as well as the dyslexia beginning and ending decoding scores.
Linda McCall – Part time hourly payline 211-11-6125	Improve reading and writing connection with direct instruction of small groups with focus on 5 <sup>th</sup> grade students in the SSI grade	5 <sup>th</sup> grade students need to generalize skills taught in gen ed. At-risk students need small group relational connections provided.	\$20,000 Part-time hourly	BoY score on the reading/writing SLO, EoY score on reading writing SLO for each grade level
Debbie Vescovo- Extra duty pay 211-11-6125 and Staff development training	Improve writing abilities and create vertical alignment of writing skills to support 4 <sup>th</sup> grade standalone scores	4 <sup>th</sup> grade students must write 2 pieces on the STAAR, expository and narrative as well as passing scores on all the conventions in the TEKS.	\$20,000 part-time hourly	BoY writing score on the SLO graded with the STAAR rubric will show improvement over the EoY writing score for all 4 <sup>th</sup> grade students
Kathy Lewis- Extra duty pay 211-11-6125	Improvement in reading and math abilities of students by providing small group direct instruction support in 3rd	3 <sup>rd</sup> grade students must pass the STAAR reading and math and this is their first time with a state assessment	\$10,000 part-time hourly	BoY scores on reading/math for 3 <sup>rd</sup> grade and the SLO score. EoY score for reading and math and SLO score
Alma Fulchiero – Extra	Improve reading and writing	ELLs at risk need to learn	\$10,000 part	BoY data from TPRI and

duty pay211-11-6125	connection for K-2 bilingual students with small group Tier 3 pull out	language arts in their primary L1 before transitioning to English	time hourly	DRA scores and EoY data from TPRI and DRA scores
<b><i>Instructional Supplies, Materials, and Equipment</i></b>				
Purchase additional books for the library to increase literacy	Improve engagement of students during reading by providing books of high interest for each grade level	Students PreK – 5 <sup>th</sup> need to access to engaging current literature to learn to engage in print and improve stamina on the STAAR assessments	\$3,000	Increased circulation rate from the BoY to the EoY
Purchase supplies, materials needed for teaching students including all students with needs	Improve quality student outcomes by providing the academic, behavioral, and medical needs for each child	Students are not financial able to supply school supplies for the school year for their children due to 92% low SES families.	\$45409	Students able to focus on learning because all materials available.
Provide field trips for all grade levels paying for 1 set of buses for each team	Improve ability of students to relate to all assessments with the background knowledge acquired from real life experiences	Students come with limited oral language development and background knowledge with the low SES opportunities	\$9,000	Worksheet showing what the students know prior to the field trip and what they learned following the field trip
Provide extra duty pay for teachers for Saturday camp and after school program for reading/math	Improve the TEK acquisition of skills needed for mastery of content by providing reteach and reinforcement after school and on Saturday	Students come with working memory deficits, oral language deficits and need additional opportunities to access the curriculum	\$10,000	Response Based programs in eCST will show intervention attendance and scores achieved weekly
<b><i>Professional Development/Staff Training</i></b>				
Provide supplemental pay to teachers for planning staff development and vertical alignment meeting days with the supplies needed for the training	Improve best practices used by teachers by quality planning of teacher leaders to help their grade level teams having better lesson plans	Students learn a more rigorous curriculum with clear expectations for academic learning provided by the teachers with appropriate models.	\$10,899	Worksheet by teacher leaders filled out with area of focus for their grade level in each content area
Provide substitute pay for teachers to do learning walks through the building to observe examples of best practices in teaching	Improve best practices by allowing the teachers to observe teachers at our own school implementing rigorous quality lesson with	Students to have quality formative assessments to clear up all misconceptions so that everyone can have errorless learning	\$4,000	Observation sheets filled out by teachers observing others

	our students			
Provide food and refreshments for staff development	Improve teacher focus during training my providing refreshments	Students receive instruction that is based on best practices because the teachers implemented the training	\$2,000	Sign in sheets placed in Title 1 binder for each staff development
<b>Community Services (Function 61)</b>				
Mileage for Parent Specialist	Provide home visits to support families at-risk, transport students for at-risk situations, and support attendance problems,	Our attendance scores continue to be below the district expectations of 97.4, we have homeless families and many students with incarcerated parents.	\$759	
General supplies for training parents	Provide material for parents to access and print computer needs as well as materials for ESL classes	Provide classes to engage parents in learning English, learning the gradespeed system	\$589	
Technology set ups including a printer for parents to use in center groups to allow parents access to the online district and campus programs	Providing computers, ipads and laptops will allow the parents the ability to learn technology and access to online learning and district, campus programs	Currently we have 19% of our families with some type of working technology in the home (including the smart phone which is turned on for 9 months)	\$1250	
<b>Other Requests</b>				
Classified Overtime	Provide safeguard for overtime pay	Protect overtime pay for classified	\$1,000	
Counselor reading material	Provide literacy to address emotional and social needs of students	Students with specific small group needs to have literature to relate to problems	\$500	
Maintenance	Provide for repairs, keys, and other building improvements	Students need a clean and repaired building for maximum effectiveness during testing	\$1,000	
Technology maintenance	Support for classroom tech issues	Students need real time support for technology during school day	\$2,000	



Required Salary cushion	Provide for benefits for classified TA		\$1,675	
-------------------------	---	--	---------	--

<b>TOTAL (Must Match BTO Total)</b>			<b>\$181,976</b>	
-------------------------------------	--	--	------------------	--

130	Career Ladder - CP-Read Literacy-Pleasant Hill	3,000.00	199	11	6117	RR	130	4	24	0	00		
130	Professional Salary - CP-Read Literacy-Pleasant Hill	58,653.00	199	11	6119	RR	130	4	24	0	00		
130	Support Personnel Salary - CP-Risk Stud Sup-Pleasant Hill	20,000.00	199	11	6129	R4	130	4	24	0	00		
130	FICA - CP-Risk Stud Sup-Pleasant Hill	1,530.00	199	11	6141	R4	130	4	24	0	00		
130	FICA - CP-Read Literacy-Pleasant Hill	3,274.00	199	11	6141	RR	130	4	24	0	00		
130	FICA - CP-Pleasant Hill	3,332.00	199	11	6141	00	130	4	24	0	00		
130	Health/Life Ins - CP-Read Literacy-Pleasant Hill	5,355.00	199	11	6142	RR	130	4	24	0	00		
130	Wk's Comp - CP-Risk Stud Sup-Pleasant Hill	21.00	199	11	6143	R4	130	4	24	0	00		
130	Wk's Comp - CP-Pleasant Hill	88.00	199	11	6143	00	130	4	24	0	00		
130	Wk's Comp - CP-Read Literacy-Pleasant Hill	93.00	199	11	6143	RR	130	4	24	0	00		
130	Teacher Retirement - CP-Risk Stud Sup-Pleasant Hill	110.00	199	11	6146	R4	130	4	24	0	00		
130	Teacher Retirement - CP-Pleasant Hill	219.00	199	11	6146	00	130	4	24	0	00		
130	Teacher Retirement - CP-Read Literacy-Pleasant Hill	500.00	199	11	6146	RR	130	4	24	0	00		
130	Professional Salary - CP-Pleasant Hill	60,021.00	199	31	6119	00	130	4	24	0	00		
130	FICA - CP-Pleasant Hill	4,661.00	199	31	6141	00	130	4	24	0	00		
130	Health/Life Ins - CP-Pleasant Hill	5,066.00	199	31	6142	00	130	4	24	0	00		
130	Wk's Comp - CP-Pleasant Hill	122.00	199	31	6143	00	130	4	24	0	00		
130	Teacher Retirement - CP-Pleasant Hill	150.00	199	31	6146	00	130	4	24	0	00		
130	Extra Duty - CP-AFL-Pleasant Hill	10,033.00	199	11	6118	B1	130	4	30	0	00		
130	FICA - CP-AFL-Pleasant Hill	768.00	199	11	6141	B1	130	4	30	0	00		
130	Wk's Comp - CP-AFL-Pleasant Hill	20.00	199	11	6143	B1	130	4	30	0	00		
130	Support Personnel Salary - CP-AFL-Pleasant Hill	16,000.00	199	61	6129	B1	130	4	30	0	00		
130	Employee Allowance - CP-AFL-Pleasant Hill	312.00	199	61	6139	B1	130	4	30	0	00		
130	FICA - CP-AFL-Pleasant Hill	1,224.00	199	61	6141	B1	130	4	30	0	00		
130	Health/Life Ins - CP-AFL-Pleasant Hill	2,734.00	199	61	6142	B1	130	4	30	0	00		
130	Wk's Comp - CP-AFL-Pleasant Hill	31.00	199	61	6143	B1	130	4	30	0	00		
130	Teacher Retirement - CP-AFL-Pleasant Hill	84.00	199	61	6146	B1	130	4	30	0	00		
130	Professional Salary - CP-PreK-Pleasant Hill	196,730.00	199	11	6119	90	130	4	32	0	00		
130	FICA - CP-PreK-Pleasant Hill	11,078.00	199	11	6141	90	130	4	32	0	00		
130	Health/Life Ins - CP-PreK-Pleasant Hill	21,295.00	199	11	6142	90	130	4	32	0	00		
130	Wk's Comp - CP-PreK-Pleasant Hill	314.00	199	11	6143	90	130	4	32	0	00		
130	Teacher Retirement - CP-PreK-Pleasant Hill	7,848.00	199	11	6146	90	130	4	32	0	00		
												<b>Total 130</b>	<b>\$434,666.00</b>

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

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

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

## **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	33	39	60.00	51
Asian	>99	<1	60.00	20
AA	47	50	60.00	60
Hispanic	30	37	60.00	49
White	*	*	66.00	*
2 or More	>99	>99	100.00	>99
EcD	32	40	60.00	52
ELL	21	38	60.00	51
Spec Ed	32	59	70.00	67
3rd English	35	33	60.00	47
4th English	32	43	60.00	54
5th English	34	39	60.00	51

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	30	49	70.00	59
Asian	>99	>99	100.00	>99
AA	*	50	70.00	60
Hispanic	29	47	70.00	58
White	*	*	80.00	*
2 or More	*	>99	100.00	>99
EcD	29	49	70.00	59
ELL	29	53	70.00	63
Spec Ed	*	65	75.00	72
3rd English	32	36	70.00	49
4th English	38	64	75.00	71
5th English	20	44	70.00	55

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	17	36	60.00	49
Asian	<1	n/a	60.00	n/a
AA	*	*	61.00	*
Hispanic	17	35	60.00	48
White	<1	*	60.00	*
2 or More	>99	n/a	60.00	n/a
EcD	14	35	60.00	48
ELL	*	45	60.00	56
Spec Ed	<1	*	78.00	*
4th English	17	36	60.00	49

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	26	39	60.00	51
Asian	n/a	n/a	60.00	n/a
AA	*	*	66.00	*
Hispanic	23	37	60.00	49
White	*	<1	60.00	20
2 or More	<1	>99	100.00	>99
EcD	26	36	60.00	49
ELL	19	23	60.00	38
Spec Ed	*	*	60.00	*
5th English	26	39	60.00	51

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	16	14	25.00	22
Asian	<1	<1	15.00	10
AA	*	*	25.00	*
Hispanic	15	12	25.00	21
White	*	*	50.00	*
2 or More	*	>99	100.00	>99
EcD	13	13	25.00	22
ELL	11	12	25.00	21
Spec Ed	<1	<1	15.00	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	12	26	35.00	33
Asian	<1	>99	100.00	>99
AA	*	*	36.00	*
Hispanic	13	25	35.00	32
White	*	*	36.00	*
2 or More	*	>99	100.00	>99
EcD	12	24	35.00	32
ELL	18	27	35.00	34
Spec Ed	<1	*	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	<1	n/a	15.00	n/a
AA	<1	*	42.00	*
Hispanic	*	*	15.00	*
White	<1	<1	15.00	10
2 or More	<1	n/a	15.00	n/a
EcD	*	*	17.00	*
ELL	<1	*	15.00	*
Spec Ed	<1	*	37.00	*

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	*	10	20.00	19
Asian	n/a	n/a	20.00	n/a
AA	<1	*	37.00	*
Hispanic	*	*	20.00	*
White	<1	<1	15.00	10
2 or More	<1	>99	100.00	>99
EcD	*	*	20.00	*
ELL	*	*	15.00	*
Spec Ed	*	<1	12.00	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	87%	90%	90%	95.00	>=90%
Kinder DRA Spanish	77%	81%	85%	95.00	>=90%
1st DRA English	67%	77%	68%	95.00	>=90%
1st DRA Spanish	75%	61%	65%	95.00	>=90%
2nd DRA English	66%	54%	64%	95.00	>=90%
2nd DRA Spanish	*	*	33%	95.00	>=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	95.3%	95.5%	94.7%	95.7%	95.9%	96.1%	97.00
African American	94.8%	95.3%	92.6%	94.1%	95%	95.1%	97.00
Asian	94.9%	97.4%	94.9%	95.3%	99.2%	96.4%	97.00
Hispanic	95.6%	95.6%	95.1%	95.9%	96.1%	96.3%	97.00
Native American	85.1%			98%	95.7%	98%	98.20
White	94%	94.2%	93.7%	94%	93.4%	94%	97.00
2 or More				97.9%	93.7%	98.2%	98.40
EcD	95.3%	95.4%	94.8%	95.8%	95.9%	96.1%	97.00

Data Source: AISD Student Information System

### Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	624
African American	48
Asian	5
Hispanic	538
Native American	1
White	28

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

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

### Campus Discretionary Removals



■ All 
 ■ A-A 
 ■ Asian 
 ■ Hisp 
 ■ N-A 
 ■ White

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

### Campus ALC/EDAP or ISS



■ 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	.15%					0.00
African American							0.00
Asian							0.00
Hispanic	1	.18%					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			2	.29%			0.00
African American							0.00
Asian							0.00
Hispanic			2	.35%			0.00
Native American							0.00
White							0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.



### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	7	1.05%	4	.58%			0.00
African American	1	1.96%					0.00
Asian							0.00
Hispanic	5	.88%	3	.52%			0.00
Native American							0.00
White	1	2.56%	1	2.38%			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	629	623	619	607	541
African American	50	67	49	46	37
Asian	2	1	1	1	3
Hispanic	535	515	521	513	458
Native American			1	2	1
White	42	40	35	28	24
2 or More			12	17	18

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	141	5	4%	126	5	4%	3.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	3.00	
Hispanic	140	5	4%	126	5	4%	3.00	
White	*	*	*	-	-	-	3.00	
EcD	136	5	4%	126	5	4%	3.00	
Special Ed	10	3	30%	8	3	38%	27.00	

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	9	2	22%	5	1	20%	10	5	50%	*	*	*	11	4	36%	7	4	57%
F	Hispanic	122	68	56%	72	51	71%	119	65	55%	84	53	63%	99	48	48%	58	35	60%
F	White	6	4	67%	5	5	>99%	6	5	83%	*	*	*	*	*	*	-	-	<1%
F		137	74	54%	82	57	70%	135	75	56%	91	57	63%	111	53	48%	65	39	60%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	11	10	91%	*	*	*	10	7	70%	8	7	88%	9	7	78%	6	5	83%
M	Hispanic	98	45	46%	65	49	75%	100	44	44%	66	50	76%	75	30	40%	43	25	58%
M	White	8	4	50%	6	6	>99%	6	3	50%	*	*	*	6	4	67%	*	*	*
M		117	59	50%	75	59	79%	116	54	47%	76	59	78%	90	41	46%	53	33	62%
total		254	133	52%	157	116	74%	251	129	51%	167	116	69%	201	94	47%	118	72	61%

Data Source: AISD Fitnessgram