

Mary Jane Sims Early College Prep



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. (Electronic version)
X	The CAC was given an opportunity to review the complete draft CIP prior to submittal. (Electronic version)
X	The CAC was given an opportunity to provide input on the campus budget.

We Confirm the Above Information ...

Position	Name	Date
Principal	Freda C. Mills	9/30/13
Co-Chair	Sandra Cannon	9/30/13
Co-Chair	Wendy Williams	9/30/13



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	Freda C. Mills
Assistant Principal	Renee Conley

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Jillene Limuel			X			
Parent	Wendy Williams	X					
Parent	Petra Rios						
Parent	Keelyn Alexander						
Parent	Andre Carroll						
Parent	Paula Rodgers						
Parent	Nancy Fermin						
Parent	Stephanie Persley						
Professional Staff Member	Sandra Cannon	X			X		
Professional Staff Member	Scott Mann				X		
Professional Staff Member	Linda Collins				X		
Professional Staff Member	Tasha Burton				X		
Professional Staff Member	Linda Deason				X		
Professional Staff Member	Lasce Mack				X		
Professional Staff Member	Gail Bolado					X	Resource Teacher
Professional Staff Member	Cheryl Sandifer				X		
Classified Staff Member	Deyaporate Dorsey						PSS
Student (If Applicable)							
Business Representative	Rick Ravel						
Community Representative	Donald Clark						

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., 2 nd Tuesday):	2 nd Tuesday of the month
Normal Time:	4:00 – 5:30 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
X	Self-Orientation Using Materials on CAC Website
X	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
6hrs	12 hrs

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- Campus data profile (AEIS and other data)
- Parent/Student Survey

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

- Student health
- Special education
- Closing achievement gaps
- Technology literacy
- PBS/SEL
- G.T.
- Attendance
- College and career preparation
- Academic achievement in reading, math, science and writing

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target XX <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase scholars meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all scholar groups in language arts.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provides high-quality teacher professional development to Increase knowledge and understanding of best practices in classroom for balanced reading instruction; and opportunities for families to engage in practices at Literacy Nights	Teachers, Instructional Coaches, Instructional Specialists, Literary PLC, Administrators, CIS staff, PSS	Language Arts PLC PD	<ul style="list-style-type: none"> Teachers implement independent and strategic reading strategies as noted in classroom observations 80% or more of all scholars make 80% or better on weekly assessments Teachers provide intervention before, during and after school 60% or more parents attend Family Literacy Night as evidenced by sign-in forms Parent Workshop sign-in forms 	On-going	
2. Implement campus wide progress monitoring in the area of reading	Administrators, Teachers, Instructional Coaches, Instructional Specialists, Literary PLC	DIEBLES and fluency Refresher training	<ul style="list-style-type: none"> Teachers will use the systems below to monitor student progress and to generate reports. 100% of teaching staff (k-2) will use TPRI/Tejas Lee generated reports to provide evidence of student learning 100% of teaching staff (3-5) will use Aimsweb to group and focus instruction. Strategy for ensuring teachers are included in decisions regarding how academic assessments are used. Admin./Coaches will conduct Pick-A-Practice Small group walkthroughs with feedback to teachers 	Bi-weekly	
3. Effective use of higher level questioning and guiding questions as reflected on the CRMs	Teachers, Instructional Coaches, Literary PLC, Administrators	None	<ul style="list-style-type: none"> 80% of all scholars score 80% or higher on weekly and short cycle assessments 	Weekly	
4. Develop scientifically-based strategies that will increase fluency so that all scholars are reading at their expected number of words per minute, at all times, regardless of their reading level	Teachers, Instructional Coaches, Literary PLC, Administrators	DIEBLES training	<ul style="list-style-type: none"> Scholar progress is monitored on a bi-weekly basis through use of monitoring forms (may include DIBELS, MPLE/MPLP) Teachers conduct weekly and/or daily fluency checks 80% of scholars note an increase in wpm as noted on TPRI/Tejas Lee, and DRA/EDL assessments Scholar progress is monitored through 	October	

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

Objective: Increase scholars meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all scholar groups in writing.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion
1. Writing process implementation K-5 th grade utilizing criteria charts and rubrics to evaluate and improve quality writing. Implement teacher and peer conferences for revising and editing.	Classroom teachers Administrators Writing PLC	Campus level PD	<ul style="list-style-type: none"> 90% of scholars receive a 3 or better on writing assessments Teachers provide intervention before, during and after school Monitoring of Writing Pick-A-Practice 	September
2. Scholars will write in various genres and develop a voice appropriate to the purpose and audience for the writing.	Classroom teachers Administrators Writing PLC	Campus level PD	<ul style="list-style-type: none"> 90% of scholars correctly utilize develop voice for the appropriate purpose and audience 	On-going
3. Teach grammar, mechanics and language explicitly.	Classroom teachers Administrators Writing PLC	Campus level PD	<ul style="list-style-type: none"> 90% of scholars will receive 80 or better on daily/weekly assessments 	On-going

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

Objective: Increase scholars meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all scholar groups in math.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Utilize scientifically-based mathematical processes and tools and provide opportunities to identify the mathematics in everyday situations incorporate Math Fluency challenges to prepare us for lifetime fluency as mathematicians.	Classroom teachers, Math Instructional Coach, Math PLC, Administrators	Campus level PD	<ul style="list-style-type: none"> 90% of scholars receive a 80 or better on daily/weekly assessments Teachers conduct daily fluency test (TEMI) Scholars progress monitored weekly Teachers provide intervention before, during and after school Monitoring of Math Pick-A-Practice (UPS Check) 	September	
2. Develop academic language of Mathematics.	Classroom teachers, Math Instructional Coach, Math PLC, Administrators	None	<ul style="list-style-type: none"> 90% of scholars correctly utilize grade-appropriate academic vocabulary as evidenced by entries in math journals and in oral discussion using academic vocabulary 	On-going	

Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase scholars meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all scholar groups in Science.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Utilize 5E lesson design in Science planning and instruction, in science interactive notebooks, and while conducting hands-on learning tasks	Classroom teachers, Science PLC, Administrators	C2 Training	<ul style="list-style-type: none"> 100% of scholar journals reflect 5E model strategies 100% of classrooms include hands-on instruction as noted in walkthroughs and lesson plans Training sign-in forms 	August	
2. Provide opportunities to bridge hands-on and test prep formats of instruction especially for struggling learners (5E/Region IV resources).	Classroom teachers, Science PLC, Administrators	None	<ul style="list-style-type: none"> 80% of scholars demonstrate knowledge of Scientific inquiry as noted in their science interactive notebooks and weekly assessments (where appropriate) Provide intervention support before, during and after school as well as summer 	On-going	
3. Maintain a Science resource center for hands on Science w/science lab/computer lab access; and high-quality teacher reference materials for staff development and classroom use (to be monitored by members of the Science PLC)	Science PLC, Administrators	Science equipment	<ul style="list-style-type: none"> 90% of Science lessons highlight the resources needed 	October	
4. Develop the academic language of Science, Pre-teach science lessons to struggling ELLS and Non-ELLs (Thursdays) with Emphasis on science vocabulary w/assessment	Classroom teachers, Science PLC, Administrators, Specialist and Mentor	Pre-teach resources	<ul style="list-style-type: none"> 90% of scholars use Scientific vocabulary appropriately when referring to Science curriculum as noted in science interactive journals, weekly assessments (where appropriate), and verbally while discussing science concepts 	On-going	

Table #CI-5 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Campus participation in AISD REACH pilot program.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Participate in the AISD REACH pilot	Principal, Assistant Principal, Classroom Teachers, Librarian, Counselors, Coaches/Instructional Specialists and Mentor		<ul style="list-style-type: none"> 100% of eligible teachers/staff collect appropriate scholar data through Schoolnet/Cloud 100% of eligible teachers/staff complete on-line SLO forms 100% of SLOs are approved by Principal and REACH staff 100% of eligible teachers/staff complete surveys and attend meetings to develop rigorous SLO targets Two peer observations a year as a part of formal teacher observation process 	On-going	
2. Utilize AISD REACH Grant to attract, support and retain highly qualified teachers to our high-needs campus	AISD REACH campus rep., Principal		<ul style="list-style-type: none"> 100% of the teachers are highly qualified according to NCLB. 100% of eligible teachers/staff complete district-provided REACH required trainings 	On-going	
3. Provide novice teachers with mentor to support their growth and development in the field	Administration REACH Mentor Campus Mentors		<ul style="list-style-type: none"> 100% of novice teachers with 0-3 years experience will be provided with mentor support 		

Table #CI-6 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase 5th grade scholars meeting proficiency in Technology Literacy Assessment.					
Applicable Strategic Plan Goal(s): 1, 2, 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Integrate the use of technology in all content areas to develop technologically- literate learners who can apply technology tools in varied learning environments	PK-5 th Grade teachers, Librarian, Administrators, Instructional Support Manager	Nook training iPad educational apps. PD for novice staff in district technology resources	<ul style="list-style-type: none"> 100% of 5th graders participate in technology training 100% of 5th scholars take technology end-of-year assessment 100% of teachers teach technology TEKS as measured by classroom observations, lesson plans using Learning.com 100% of Grs. PK-5 teachers receive training in tools such as Inspiration, United Streaming, using Learning.com 100% of teachers use instructional tech. as noted in lesson plans, checkout log, and observations/ learning walks that focus on technology 	On-going	

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Ensure a smooth transition from EC/PK to Kinder.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Establish an effective process to ensure smooth transition from EC/PK to Kinder	PK/K Teachers, Administrators, PSS		<ul style="list-style-type: none"> PK/K vertical meeting minutes to principal once per month Staff development agenda reflects meeting topics 100% of lesson plans reflect implementation of planning and training 	On-going	

Table #CI-8 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Implement a campus-wide Positive Behavior Support (PBS) and Social Emotional Learning (SEL) programs.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provide a safe learning environment to all scholars emphasizing the PBS Program, Goal Setting Matrix, SEL and No Place for Hate Skills in all areas of the school and the Scholar Handbook.	Administrators, Counselor, PBS/SEL Team, Campus Staff, Scholars, Parents, CIS staff	PBS/SEL training for staff hired after 9/10/13	<ul style="list-style-type: none"> 100% teachers/staff trained in PBS PBS signs noting procedures in common areas (gym, cafeteria, etc.) SEL focus at Monday morning assembly Grade level incentives 	On-going	
2. Review Data (Discipline, Assessment) to assess needs and proactive plans for success	Administrators, Counselor, Instructional Coaches, Classroom Teachers, CIS staff		<ul style="list-style-type: none"> Periodic (1x or 2x/month) announcements at Faculty Meetings reporting on discipline data 	On-going	
3. Recognize PreK-5 th grade scholars for attendance, achievement, behavior and citizenship	Administrators, Counselor, PBS/SEL Team, CIS Staff, PSS		<ul style="list-style-type: none"> Daily morning announcements Community invited to Honor roll assemblies Certificates to students Monthly Principal/PSS Community Meetings Neighborhood Longhorn Scholarship 	On-going	
4. Implement Campus Safety Plan and all campus policies and procedures in the Staff Handbook and Emergency Operations Plan	Administrators, PSS, CIS and Classroom Teachers	Emergency Training	<ul style="list-style-type: none"> Monthly calendar noting drills held and end-of-year report submitted) Announcements after drills emphasizing safety and feedback Fire maps posted in every classroom Update and keep current crisis response list 	September - October	
5. Provide safe nurturing afterschool enrichment programming through Boys and Girls Club and Prime Time activities	Administrators, Program Directors for Prime Time and Boys and Girls Club	Space for programming, vendors and teaching staff to support program	<ul style="list-style-type: none"> Sign up rosters for Boys and Girls Club Sign up rosters for Prime Time Staffing Roster for both programs 	September - July	

Table #CI-9 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase Gifted and Talented Program participation by scholars in under-represented groups.					
Applicable Strategic Plan Goal(s): 1, 2, 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provide awareness information and high-quality training in the identification of gifted and talented scholars for staff and parents.	GT Campus Coordinator, GT Committee	G.T. 30 hour training and 6 hr updates for some	<ul style="list-style-type: none"> 10% increase in the identification of GT scholars 10% increase in GT trained teachers GT flyers sent to parents and invitation to parents to attend information session regarding the GT process 	Fall 2013	
2. Continue training of GT Committee, specifically for identification, recruitment, and increased scholar achievement.	GT Campus Coordinator, Administrators		<ul style="list-style-type: none"> 100% of GT committee participates in providing campus-based staff development to address identification, recruitment, and increased scholar achievement. 	On-going	
3. Increase number of GT certified staff in all grades to have a minimum of one per grade level.	GT Campus Coordinator, Administrators	30 hour GT initial PD 6 hour GT Update PD	<ul style="list-style-type: none"> PD attendance rosters GT scholars enrolled in classes with GT certified teacher 	Fall 2013	

Table #CI-10 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase attendance rates.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Continue to encourage scholars to attend school daily and to arrive on time	Attendance Clerk, Administrators, Parent Support Specialist,, Teachers, Child Study Team Committee, CIS staff, SCL		<ul style="list-style-type: none"> CST agendas noting scholars discussed for attendance 100% of teachers have communication logs noting discussion about attendance where applicable Parent Support Specialist district reports note number of home visits Parent "Taking Care of Business" 	On-going	
2. Provide incentives (certificates) for scholars and their parents with perfect attendance for every 9 weeks period.	Administrators	Incentives	<ul style="list-style-type: none"> Perfect attendance/ tardies lists every 9 weeks 	On-going	
3. Monthly, bi-weekly or weekly Attendance "Stars" Reward Program	Attendance Clerk, Teachers	Incentives	<ul style="list-style-type: none"> Attendance log comparing previous attendance to new attendance number 	On-going	

(depending on budget and if shorter term goals appear more attainable to students)			when reward program is implemented		
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Table #CI-11 ☐ State: Below safeguard target ☐ AYP: Area of low performance**Objective:** Improve scholar preparation for college and career.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Career Day/Fair	Counselors, Administrators, CIS Staff	Professional Presenters	<ul style="list-style-type: none"> "Visitor logs note community visitors" (CIP 2012) Develop contact list as a result of building relationships with Austin Area businesses 	Spring 2014	
2. College Fair	Counselors, Administrators, CIS Staff	College Counselors	<ul style="list-style-type: none"> Scholars share their experiences, what they've learned, "taken away" from the College Fair in a report that they share with the class 	Spring 2014	
3. Career "Workshops"	Counselors, Administrators, CIS Staff	Career curriculum	<ul style="list-style-type: none"> Scholars share their experiences, what they've learned, "taken away" from the Career Workshops in a report that they share with the class 	Spring 2014	
4. College Tour	Counselors, Administrators, CIS Staff	Buses/College Guides	<ul style="list-style-type: none"> "Log comparison" (before and after) showing if there is a correlation between grades and exposure to college campuses 	October	
5. Career Tour	Counselors, Administrators, CIS Staff	Buses/College Guides	<ul style="list-style-type: none"> "Log comparison" (before and after) showing if there is a correlation between grades and onsite exposure to different career paths 	March	

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014**REQUIRED FOR ALL CAMPUSES**

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Coach Deutsch	CATCH Training	<ul style="list-style-type: none"> Utilize the developed Health/CATCH curriculum per grade level, K-5. 	September	
2. The campus will show evidence of an environmental change using Coordinated School Health materials (healthy snacks letter/poster)	Coach Deutsch		<ul style="list-style-type: none"> Utilize CATCH posters, flyers, marketing materials. 	November and April	
3. Elementary campuses will have two family fitness fun nights annually.	Coach Deutsch/Mills/CIS Parent Support Specialist	Partnership Meetings	<ul style="list-style-type: none"> Utilize existing events to integrate a health message through a coordinated school wide event. Sign-in from Health and Fitness Fair 	November	
4. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Coach Deutsch		<ul style="list-style-type: none"> Students will complete various assessments during a grading period. 	On-going	
5. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Coach Deutsch		<ul style="list-style-type: none"> This will occur once in the Fall and once in the Spring. 	On-going	
6. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	Coach Deutsch/Nurse		<ul style="list-style-type: none"> The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity. 	On-going	
7. Create a student wellness team to help promote health and wellness	Coach Deutsch CATCH Committee		<ul style="list-style-type: none"> Include distribution of data on school calendar. 	On-going	

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
campus wide.					
8. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Coach Deutsch		<ul style="list-style-type: none"> Principals will share the nutrition memo with staff, teachers, PTA, and parents. Principals will communicate contents of the policy across stakeholders. Principals will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food. 	On-going	
9. Sims elementary implement Friday Campus Walk days "Fit Friday" for all stakeholders	Coach Deutsch CATCH Committee		<ul style="list-style-type: none"> Tracking on fitness logs of adult and student laps 	On-going	
10. 80-90% participation in Marathon Kids for the entire campus student population.	Coach Deutsch CATCH Committee		<ul style="list-style-type: none"> Tracking of laps on fitness logs for Marathon Kids 	September 2013	

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
1. Use PBS/SEL goals and strategies to ensure that our campus behavioral objectives understood and adopted by all campus members.	Admin., Counselor, Teachers & Mentor	PBS/SEL Training	<ul style="list-style-type: none"> Campus behavior posters displayed Classroom management system posted in classrooms Verbal commands voiced throughout entire Sims Community 	On-going	
2. Individual classrooms will have a classroom behavior plan that supports PBS goals	Admin., Counselor, Teachers & Mentor	PBS/SEL Training	<ul style="list-style-type: none"> Campus behavior posters displayed Classroom management system posted in classrooms Verbal commands voiced throughout entire Sims Community 	On-going	
3. Counselors, Mentors and other support staff with work will students who struggle behaviorally to adopt plans for coping when frustrated.	Admin., Counselor, Teachers & Mentor	Referrals to counselor and support team	<ul style="list-style-type: none"> Students on task in classroom environment 	On-going	

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
1. Provide parent workshops that focus on academic achievement.	Administrators PSS Teachers	Workshop presenters	<ul style="list-style-type: none"> Provide a math and literacy night as well as opportunities for parents to meet with admin, and teachers to discuss teaching and learning 	November 2013	
2. Provide monthly opportunities to involve parents in their child's education (Parent/Principals Coffees)	Administrators PSS Teachers	None	<ul style="list-style-type: none"> Meeting agendas Sign in sheets 	Monthly	
3. Communicate students progress in the language they understand	Administrators PSS Teachers	None	<ul style="list-style-type: none"> Notices, Progress Reports and Report Cards are sent in the home language following district calendar 	On-going	

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
1. TLI-All teachers working with primary scholars will attend TLI (Texas Literacy Initiative) training in language arts to promote student achievement	Admin., Coaches and Teachers	PD attendance w/subs	<ul style="list-style-type: none"> Sign in sheets 	July 2013 – May 2014	
2. C2 Area Training- All teachers will attend professional development in math, language arts, writing and science as designated by Area 3	Admin., Coaches and Teachers	PD attendance with/without subs	<ul style="list-style-type: none"> Sign in sheets 	On-going	

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
1. Analyze data to determine specific area of need for each individual student and provide effective Tier 1, 2, and 3 intervention strategies to close student learning gaps in reading and math in order to reduce referrals to SPED.	Administrators, Teachers, Parent Support Specialist, Interventionist, Parents	Small group instruction PD	<ul style="list-style-type: none">Reduction in sped admissionsPD rostersCST minutes and service tracking within the system	September	
2. Train teaching staff in Tier 1, 2, and 3 intervention/instructional strategies that address specific learning deficiencies.	Administrators, Teachers, Parent Support Specialist, Interventionist, Parents	Intervention instruction PD	<ul style="list-style-type: none">Reduction in sped admissionsPD rostersCST minutes and service tracking within the system	September	
3. Ensure CST team has used all data points to determine student needs for sped services after exhausting all other avenues.	Administrators, Teachers, Parent Support Specialist, Interventionist, Parents		<ul style="list-style-type: none">Reduction in sped admissionsPD rostersCST minutes and service tracking within the system	September	

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 (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Campus administrators and teachers attend cultural sensitivity training specific to supporting African Am. students PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Administrators, Parent Support Specialist, Parents, Teachers, Specialist, and coaches	Cultural Sensitivity Training	<ul style="list-style-type: none">Reduction in sped admissions of AA studentsPD rosters	November	
2. Use progress monitoring and	Administrators,		<ul style="list-style-type: none">Reduction in sped admissions of AA	On-going	

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 (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
data analysis to provide effective Tier 2 and 3 intervention strategies to close student learning gaps in reading and math for individual students.	Parent Support Specialist, Parents, Teachers, Specialist, and coaches		students <ul style="list-style-type: none"> • PD rosters • CST minutes and service tracking within the system 		
3. Train teaching staff in instructional strategies and implement strategic Tier 2 interventions, including effective progress monitoring tools using research-based AISD model.	Administrators, Parent Support Specialist, Parents, Teachers, Specialist, and coaches	C2 Training	<ul style="list-style-type: none"> • Reduction in sped admissions of AA students • PD rosters 	August	
4. Ensure CST team has used all data points to determine student needs for sped services after exhausting all other avenues.	Administrators, Parent Support Specialist, Parents, Teachers, Specialist, and coaches		<ul style="list-style-type: none"> • Reduction in sped admissions of AA students • PD rosters • CST minutes and service tracking within the system 	On-going	

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
N/A					

Special Education Disciplinary Placements– All Levels

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

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

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 (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Implement PBS/SEL goals and strategies to ensure that our campus behavioral objectives understood and adopted by all campus members and to support students who would otherwise be removed for discretionary reasons.	Administrators, Teachers, Counselors and Mentors	PBS/SEL Training	<ul style="list-style-type: none"> Campus behavior posters displayed Classroom management system posted in classrooms Verbal commands voiced throughout entire Sims Community 	On-going	
2. Principal submits completed survey(s) within deadlines.	Administrators	Campus survey	<ul style="list-style-type: none"> Campus survey submitted 	On-going	

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
1. Provide PD in differentiated instruction to increase use of DI and best practices in the general education classrooms for reading and math instruction.	Administrators, Instructional Coaches, Classroom Teachers, SPED Teachers	C2 Training in Reading and Math	<ul style="list-style-type: none"> Reduction in IEP SPED service hours outside of Gen. Ed. 	Summer 2013-Spring 2014	
2. SPED students will have targeted lessons that to address learning gaps through whole, small group and intervention instruction.	Administrators, Instructional Coaches, Classroom Teachers, SPED Teachers	C2 Training in Reading and Math	<ul style="list-style-type: none"> Reduction in IEP SPED service hours outside of Gen. Ed. 	Summer 2013-Spring 2014	

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
3. Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Administrators, SPED Teachers, Classroom Teachers	SPED Dept. data	<ul style="list-style-type: none"> Reduction in IEP SPED service hours outside of Gen. Ed. 	Summer 2013-Spring 2014	

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

Table #DR-12

☐ State: Below safeguard target ☐ AYP: Area of low performance

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

Condition: If rate < 50%

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. 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.	Administrators, Teachers, Instructional & Math Coaches/ Specialists	Student reports	<ul style="list-style-type: none"> STAAR participation data for SPED scholars Increase in IEPs that designate STAAR tester vs. STAAR modified, etc. Progress monitoring data 	Fall 2013	
2. Continue to train and implement strategic Tier 2 interventions and classroom/content accommodations, including effective progress monitoring tools using research-based AISD model.	Administration SPED ARD Committee CST Committee	C2 PD language arts and mathematics	<ul style="list-style-type: none"> PD attendance certificates 	Summer 2013 – Spring 2014	
3. All existing SWDs with STAAR (reading and/or math) determination will receive appropriate accommodations in the classroom and on the assessment.	Administration SPED ARD Committee CST Committee		<ul style="list-style-type: none"> ARD Agenda 	Fall 2013	

Table #DR-13

☐ State: Below safeguard target ☐ AYP: Area of low performance

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

Condition: If rate > 20%

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. All newly admitted students to special education services (grades 2-5) as of January 1, 2013, will revisit STAAR-M decision using "District Rubric to determine STAAR assessment determination"	Administration SPED ARD Committee CST Committee	Review of district rubric for assessment determination	<ul style="list-style-type: none"> Staff Meeting Agenda 	Fall 2013	
2. Use on-going progress monitoring to gauge student's knowledge, provide meaningful access to grade level curricula, and to drive intervention efforts.	Administrators, Teachers, Instructional & Math Coaches/ Specialists	Student data	<ul style="list-style-type: none"> Progress monitoring 	Fall 2013	
3. Ensure all staff members participate in professional development on Tier 2 and 3 interventions.	Administrators, Teachers, Instructional & Math Coaches/ Specialists	C2 PD language arts and mathematics	<ul style="list-style-type: none"> PD attendance certificates 	Summer 2013 – Spring 2014	
4. Monitor use of interventions to better meet the need of individual students.	Administrators, Instructional & Math Coaches/ Specialists	Student data	<ul style="list-style-type: none"> Progress monitoring 	Fall 2013- Spring 2014	

ELL Proficiency Levels – All Levels

Table #DR-15

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

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provide high-quality teacher professional development to increase knowledge and understanding of best practices in classroom for reading instruction	Teachers, Instructional Coaches, Instructional Specialists, Literary PLC, Administrators, CIS staff, PSS	ESL Strategy PD	<ul style="list-style-type: none"> 80% or more of all scholars make 80% or better on weekly assessments 800 word list assessment results 	On-going	
2. ELLS will have focused ESL lessons to address language proficiency in L2 through whole and small group instruction to reduce the number of students at beginning proficiency on TELPAS	Teachers, Instructional Coaches, Instructional Specialists, Literary PLC, Administrators, CIS staff, PSS	On-going PD for Bilingual and ESL teachers	<ul style="list-style-type: none"> Pre-teaching of concepts for ELLS across the curriculum area Teachers implement independent and strategic ESL strategies as noted in classroom observations. 	On-going	

Table #DR-15

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

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
3. Provide literacy strategies to parents on Family Academic Night.	Teachers, Instructional Coaches, Instructional Specialists, Literary PLC, Administrators, CIS staff, PSS	Researched-based strategies and activities	<ul style="list-style-type: none"> 60% or more parents attend Family Literacy Night as evidenced by sign-in forms 	On-going	

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	Targeted Tier 3 interventions that address specific individual student deficiencies in order to improve success on formative, summative and state assessments.
Reading specialists	Support academic needs for ELL Scholars needing interventions by providing targeted instruction in a small group setting based on data analysis for individual students to ensure academic success.
Elementary Counselors	Support students with social and /or emotional needs to allow for effective learning by implementing PBS and conducting SEL lessons on self-esteem, conflict management, and self-regulation.
Parent Support Specialist	Provide support for parents and families, encourage parents to attend trainings and workshops to improve student achievement by increasing students daily attendance. Training for parents will mirror lessons/practices taught on campus for continuity of service from school to home and back. PSS prioritizes services to at risk students and their families.
TOTAL	\$143,639.00

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
X	Other: All staff are highly qualified

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
X	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

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

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

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

	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
X	Other: All teachers are already designated as HQ

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	3, 4, 5,6
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	7,8,9,11,12
Instruction by highly qualified staff	10,25
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	17
Strategies to attract highly qualified teachers to high-need schools	10
Strategies to increase parental involvement	17
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	11
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	7
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	13,18,19,20,21,22,23
Coordination and integration of federal, state, and local services and programs	7,8,9,28-29
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	17

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

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

Components	Pages
CIP must be for two years	
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	
Plan addresses the specific academic issues that caused the campus to not meet AYP	
Plan reflects policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring all groups will meet the state's proficient level of achievement by 2013-2014 (included in SIP addendum)	
Details of how the campus will spend not less than 10% of Title I, Part A campus allocation for providing teachers and the principal high-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		
Personnel				
Math Specialists (1)	Support academic needs for ELLS Scholars needing interventions	Targeted tutoring will be provided for students who need additional support through before/after school instruction	\$64,807	STAAR Math results for 2013-2014
Assistant Principal (.5)	Support Academic and STAAR Needs	Support Academic and STAAR Needs	\$35,479	STAAR Results 2013-2014
Parent Support Specialists (.5)	Support families with attendance and academics, and support for scholars	Support families with attendance and academics, and support for scholars	\$8,814	Support families
Instructional Supplies, Materials, and Equipment				
General Supplies	Employ use of materials in all classes to maximize learning potential of students	Provide additional instructional materials	\$5,300	Achievement Gaps will be reduced
			\$	
			\$	
Professional Development/Staff Training				
NASBE Conference	Ongoing professional development	Learn and share cutting edges research and practices	\$2662	PD to focus on academic success
			\$	
			\$	
Community Services (Function 61)				
Refreshments for parent activities	Teach STAAR reading and math strategies to parents	Provide refreshments for parents who attend trainings and workshops to improve increase student achievement	\$500	Increase parent involvement
NASBE Conferences	Ongoing PD	Learn and share cutting edges research	\$2000	PD to focus on academic success
Field Trips	Study trips to correlate with STAAR	To increase student achievement	\$200	Increase student achievement
Other Requests				
Extra Duty	Planning and extended day learning	STAAR results	\$10,326	Increase STAAR results
Tutoring	After-school tutoring to our scholars	After school tutoring to improve assessments/STAAR results	\$5,000	Increase STAAR results
Refreshments		After school tutoring	\$1000	After school tutoring
TOTAL (Must Match BTO Total)			\$136,088.00	

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

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

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

APPENDIX G

Additional NCLB Requirements

Parent Notice

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

Support

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

Guidance, Leadership, and Monitoring
Compliance and Fiscal Monitoring as per Section 1120A
Data Analysis
Curriculum and Benchmark Data, Professional Development
Professional Development and Support in Determining Student Needs
Dropout Recovery
Parental Involvement Planning and Training Opportunities

Associate Superintendent
Departments of State and Federal Accountability and Finance
Campus and District Accountability
Department of Curriculum
Department of Special Education and Bilingual Education
School Community Liaisons
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	25	34	47.32	47
Asian	n/a	n/a	0.00	n/a
AA	26	32	45.37	45
Hispanic	25	38	50.00	50
White	n/a	n/a	0.00	n/a
2 or More	n/a	<1	20.00	20
EcD	25	36	48.42	48
ELL	39	30	44.00	44
Spec Ed	*	53	62.67	63
3rd English	*	30	44.00	44
4th English	41	24	39.31	39
4th Spanish		<1	20.00	20
5th English	21	57	65.71	66

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	28	22	37.56	38
Asian	n/a	n/a	0.00	n/a
AA	*	20	35.61	36
Hispanic	42	23	38.00	38
White	n/a	n/a	0.00	n/a
2 or More	n/a	>99	100.00	>99
EcD	28	21	36.84	37
ELL	67	*	40.00	*
Spec Ed	43	*	30.67	*
3rd English	<1	20	36.00	36
4th English	38	*	34.29	*
4th Spanish		<1	20.00	20
5th English	31	33	46.67	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	28	*	25.16	*
Asian	n/a	n/a	0.00	n/a
AA	*	*	42.86	*
Hispanic	*	<1	20.00	20
White	n/a	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	28	*	22.96	*
ELL	*	<1	20.00	20
Spec Ed	<1	<1	20.00	20
4th English	28	*	25.93	*
4th Spanish		<1	20.00	20

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	23	29	42.86	43
Asian	n/a	n/a	0.00	n/a
AA	*	*	34.55	*
Hispanic	*	*	52.00	*
White	n/a	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	23	29	42.86	43
ELL	*	*	46.67	*
Spec Ed	*	*	36.00	*
5th English	23	29	42.86	43

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	14	10	18.78	19
Asian	n/a	n/a	0.00	n/a
AA	*	*	18.78	*
Hispanic	15	*	19.00	*
White	n/a	n/a	0.00	n/a
2 or More	n/a	<1	10.00	10
EcD	14	9	18.29	18
ELL	26	*	19.00	*
Spec Ed	*	*	22.00	*

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	10	7	16.59	17
Asian	n/a	n/a	0.00	n/a
AA	*	*	12.20	*
Hispanic	17	*	19.00	*
White	n/a	n/a	0.00	n/a
2 or More	n/a	>99	100.00	>99
EcD	10	*	15.92	*
ELL	33	*	19.00	*
Spec Ed	*	<1	10.00	10

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	*	*	12.90	*
Asian	n/a	n/a	0.00	n/a
AA	<1	*	22.86	*
Hispanic	*	<1	10.00	10
White	n/a	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	*	<1	10.00	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 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	<1	*	22.86	*
Asian	n/a	n/a	0.00	n/a
AA	<1	*	18.18	*
Hispanic	<1	*	28.00	*
White	n/a	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	<1	*	22.86	*
ELL	<1	*	40.00	*
Spec Ed	<1	*	28.00	*

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

Primary Reading Assessment EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	96%	75%	89%	95.00	>=90%
Kinder DRA Spanish	100%	100%	100%	100.00	>=90%
1st DRA English	68%	43%	43%	90.00	>=90%
1st DRA Spanish	100%	82%	91%	95.00	>=90%
2nd DRA English	70%	62%	56%	90.00	>=90%
2nd DRA Spanish	67%	88%	88%	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	96.7%	95.9%	95.8%	95.7%	95.3%	94.6%	96.60
African American	96%	95.6%	95.2%	95.5%	95.3%	94%	96.60
Asian			98.3%	88%	95.7%	97.7%	98.00
Hispanic	97.4%	96.4%	96.2%	96%	95.3%	95%	96.60
Native American	100%						0.00
White	93.9%	86%	91.4%	86.8%	93.7%	97.4%	98.00
2 or More				78.3%	95%	96.8%	97.00
EcD	96.8%	95.9%	95.8%	95.8%	95.3%	94.6%	96.60

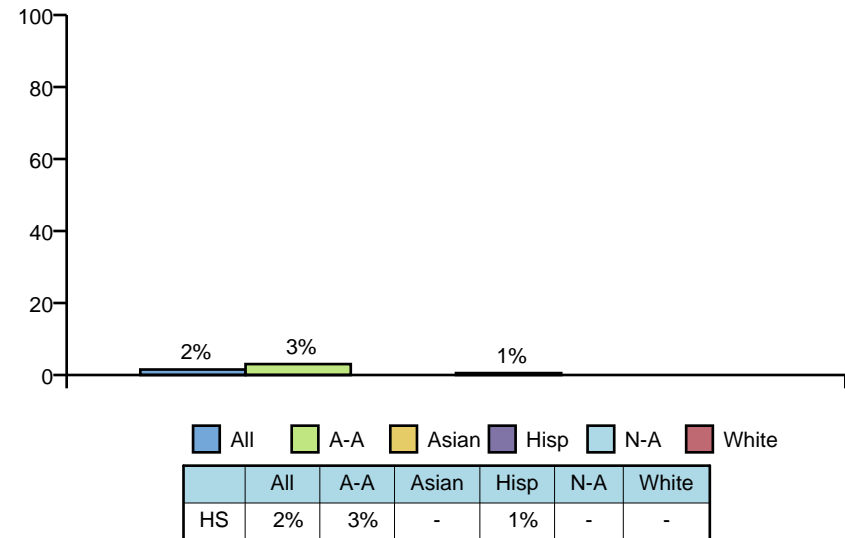
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	329
African American	132
Asian	2
Hispanic	189
Native American	
White	2

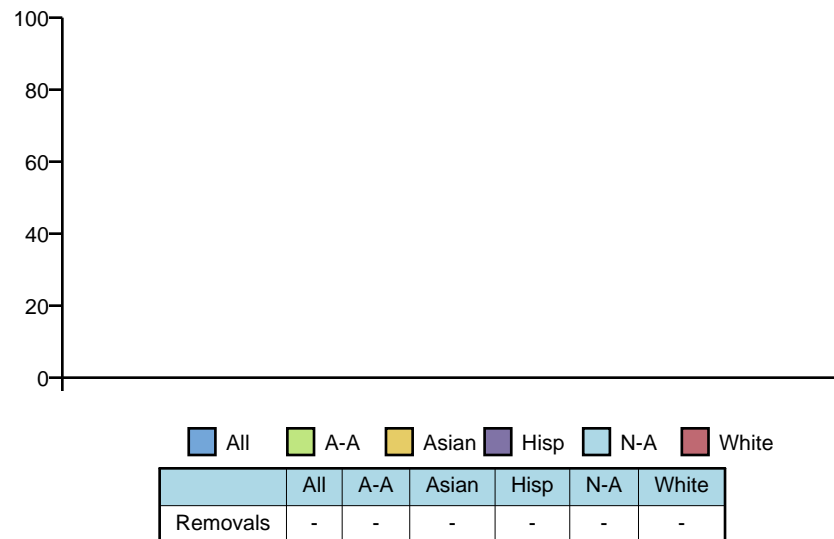
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



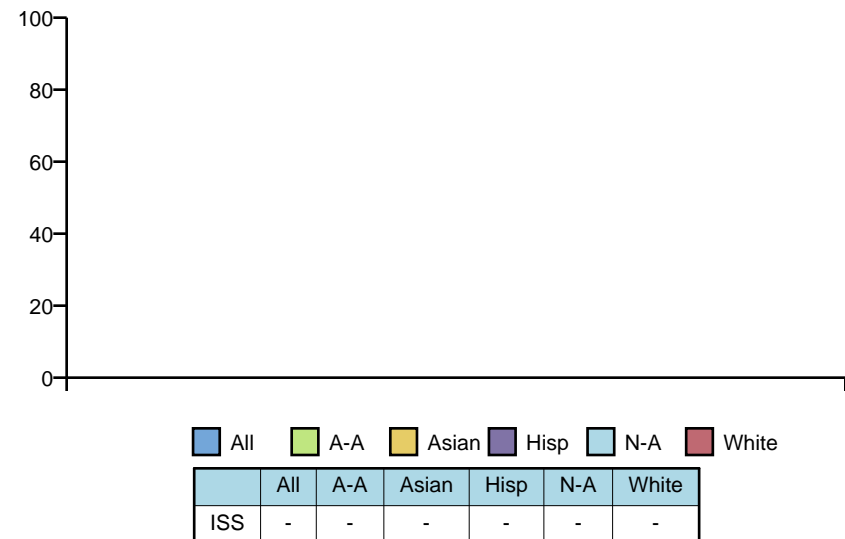
	All	A-A	Asian	Hisp	N-A	White
HS	2%	3%	-	1%	-	-

Campus Discretionary Removals



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

Campus ALC/EDAP or ISS



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

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students							0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White							0.00

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

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

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	1	.32%	7	2.06%	5	1.52%	1.00
African American	1	.79%	5	3.79%	4	3.03%	1.00
Asian							0.00
Hispanic			2	1.03%	1	.53%	0.40
Native American							0.00
White							0.00

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

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	4	.32%	2	.59%			0.00
African American							0.00
Asian							0.00
Hispanic	1	.55%	2	1.03%			0.00
Native American							0.00
White							0.00

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

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

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	401	314	275	305	293
African American	187	136	106	114	122
Asian		1	1	4	2
Hispanic	213	176	167	180	161
Native American					
White	1	1		3	3
2 or More			1	4	5

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	49	3	6%	44	2	5%	3.55	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	47	2	4%	44	2	5%	3.55	
White	-	-	-	-	-	-	0.00	
EcD	49	3	6%	44	2	5%	3.55	
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	23	10	43%	11	7	64%	20	8	40%	11	4	36%	24	20	83%	8	7	88%
F	Hispanic	38	13	34%	29	9	31%	35	17	49%	25	12	48%	32	17	53%	18	10	56%
F	White	-	-	-	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-
F		61	23	38%	40	16	40%	56	25	45%	36	16	44%	56	37	66%	26	17	65%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	21	16	76%	14	12	86%	25	16	64%	16	12	75%	32	17	53%	5	4	80%
M	Hispanic	32	8	25%	20	15	75%	29	9	31%	18	13	72%	34	15	44%	18	11	61%
M	White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		53	24	45%	34	27	79%	54	25	46%	34	25	74%	66	32	48%	23	15	65%
total		114	47	41%	74	43	58%	110	50	45%	70	41	59%	122	69	57%	49	32	65%

Data Source: AISD Fitnessgram