Zilker Elementary School

2013-2014
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Randall Thomson	9/18/13
Co-Chair	Russ Frohardt	9/18/13
Co-Chair	Elda Garcia	9/18/13

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Randall Thomson**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Jacquie Benestante			✓			
Parent	Russ Frohardt	✓					
Parent	Tim Trentham		✓				
Parent	Heather Way						
Parent	Dan Preston						
Parent	Elvia Medel-Padilla						
Professional Staff Member	Elizabeth Guevara						Counselor
Professional Staff Member	Maryann Sides				✓		
Professional Staff Member	Claire Cooper				✓	✓	
Professional Staff Member	Renee Wolden				✓		
Professional Staff Member	Elda Garcia	✓			✓		
Professional Staff Member	Katherine Irvine				✓		
Classified Staff Member	Janisse Duarte						
Student *(If Applicable)*							
Student *(If Applicable)*							
Business Representative	Peter Stiles						
Community Representative	Pete Keeler						

CAMPUS ADVISORY COUNCIL: CAC Database Information

Email Addresses of CAC Co-Chairs	
Staff Co-Chair	
Non Staff Co-Chair	

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	3rd Wednesday
Normal Time:	3:05

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
2	12

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Parent, Teacher, & Student Surveys
- STAAR, TPRI, DRA, & 2nd grade EoY data

Based on review of the above data, the following areas of needed improvement were identified:
- **3rd & 4th grade Math STAAR scores**
- **Students' level of enjoyment with schoolwork**
- **Better technology support & training**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase STAAR Math scores in 3rd & 4th grade					
Applicable Strategic Plan Goal(s): 1,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide time for grade levels and vertical teams to plan for improved math instruction.	Teachers Administration	Time and materials for math lesson planning	Teachers are planning and implementing their planning outcomes into their lessons.	Ongoing	In progress.
Implement SCA's in Math in grades 3 through 5 and analyze data to guide interventions.	Teachers Administration	SCA's	SCA's are given and data is analyzed.	Ongoing	In progress.
Monitor Math proficiency levels of students in grades PK through 2nd and provide appropriate intervention when necessary.	Teachers Administration	Qualitative and quantitative data in the area of math performance. 2nd grade EoY	Teachers are monitoring students math levels daily and providing appropriate intervention.	Ongoing	In progress.

Table #CI-2	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase students' level of enjoyment with schoolwork					
Applicable Strategic Plan Goal(s):1,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Increased level of teacher feedback around best practices that lead to increased level of enjoyment in schoolwork for students.	Administration	Feedback forms.	Teacher feedback given on a regular basis. Increased dialogue between admin and teacher around pedagogy.	Ongoing	In progress.
Continue to implement grade level planning around lessons to discuss best practices.	Administration Teachers	Scheduled planning time. CRM's	Teachers are meeting on a weekly basis to discuss best practices.	Ongoing	In progress.
Teacher PD around best practices.	Administration Teachers	PD days	Staff meetings and PD days used to discuss best practices. Implementation of these best practices.	Ongoing	In progress.

Table #CI-3	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase technology support & training					
Applicable Strategic Plan Goal(s):1,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide time for teachers to introduce new technology being used in classrooms.	Administration Teachers	Staff meeting time.	Discussion happening around technology uses and best practices. Implementation of technology in classroom lessons.	Ongoing	In progress.

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Teachers Administration PE Teacher CATCH coordinator	Utilize the developed Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Ongoing.	In progress.
The campus will show evidence of an environmental change using Coordinated School Health materials.	Teachers Administration PE Teacher CATCH coordinator	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	Ongoing.	In progress.
Elementary campuses will have two family fitness fun nights annually.	Teachers Administration PE Teacher CATCH coordinator	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	Ongoing.	In progress.
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Teachers Administration PE Teacher CATCH coordinator	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	Ongoing.	In progress.
100% of students in grades 3-12 of the identified non-restricted	Teachers Administration	This will occur once in the Fall and once in	All students' data will be entered in Fitnessgram	Ongoing.	In progress.

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
students (under the health classification for physical education) will be assessed using Fitnessgram.	PE Teacher CATCH coordinator	the Spring.	according to teacher and campus.		
Identify students in the 85th to 99th plus percentile to receive health and wellness information and case management for obesity.	Teachers Administration PE Teacher CATCH coordinator	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.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	Ongoing.	In progress.
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Teachers Administration PE Teacher CATCH coordinator	Include distribution of data on school calendar.	Spot checks to see if data were received.	Ongoing.	In progress.
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Teachers Administration PE Teacher CATCH coordinator	Teachers may follow the master schedule of the A, B, and C rotation to identify areas where they can	Teachers and students being physically active during the school day. Identification of WOW	Ongoing.	In progress.

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
		block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	lessons used written into teachers' daily lesson plans.		
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Teachers Administration PE Teacher CATCH coordinator	Principals will share the nutrition memo (dated August 2009) 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.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Ongoing.	In progress.

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**
Raise awareness & provide violence prevention to students through activities & lessons delivered by the school counselor.	Counselor Administration	Counselor created curriculum.	Counselor is able to meet with classrooms multiple times throughout the year to deliver the curriculum.	Ongoing.	In progress.
Continue to implement SEL lessons that promote safety and teach how to handle situations of violence if they should arise.	Teachers Administration	Second step curriculum.	Teachers are implementing the SEL curriculum on a weekly basis.	Ongoing.	In progress.
Train and review violence intervention procedures with staff.	Teachers Administration	Violence prevention procedures.	Teachers understand the procedures for violence prevention and intervention.	Ongoing.	In progress.

Table #DR-3					
Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Continue to promote PTA events and opportunities for parent involvement through the website, social media, and in school announcements.	PTA Teachers Administration	Materials for event promotion.	High number of parent involvement at campus activities throughout the year.	Ongoing.	In progress.

Table #DR-4	

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide high quality professional development to campus staff based on campus needs.	Teachers Administration	Staff feedback.

Materials related to staff needs. | PD section of end of year staff survey.

Teacher feedback on effectiveness of professional development. | Ongoing. | In progress. |

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

Special Education Identification – *All Levels*

Table #DR-5	

Objective: Reduce special education identification rate.

Condition: If rate > 8.5%	Source: SPED C-IEP (A)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intervention opportunities during the school day for students who need additional instructional support.	Teachers	Intervention materials.	Teachers are using time available in the school day to provide multiple opportunities for intervention with students in need of it.	Ongoing.	In progress
Provide professional development for teachers on how to apply differentiation strategies during the planning process and classroom implementation with a focus on culturally responsive pedagogy.	Teachers Administration	Intervention materials.	Teachers are provided training and opportunities to ask questions and plan around intervention strategies.	Ongoing.	In progress

Table #DR-5

Objective: Reduce special education identification rate.

Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Continue to use the eCST system for progress monitoring of students when intervention is needed.	Teachers Administration	eCST system	eCST system is used by every teacher on campus.	Ongoing.	In progress
Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	Teachers Administration	eCST system	CST meetings to review data.	Ongoing.	In progress
Analyze data to determine specific areas of need for each individual student.	Teachers Administration	eCST system Formative assessments	CST meetings to review data.	Ongoing.	In progress
Collaborate with Child Study V-Team facilitator to train staff on Tier 1, 2 and 3 interventions.	Teachers Administration	eCST system	Staff trained.	Ongoing.	In progress
Ensure all staff members participate in professional development on tier 1, 2 and 3 interventions.	Teachers Administration	District PD opportunities	PD taken.	Ongoing.	In progress
Monitor use of interventions to better meet the need of individual students.	Teachers Administration	Intervention tools eCST System	CST meetings to review data.	Ongoing.	In progress

Table #DR-6

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

Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-6					

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

    Source: SPED C-IEP (B)

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

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

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

Table #DR-7					

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

    Source: SPED C-IEP (C)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intervention opportunities during the school day for students who need additional instructional support.	Teachers	Intervention materials.	Teachers are using time available in the school day to provide multiple opportunities for intervention with students in need of it.	Ongoing.	In progress
Provide professional development for teachers on how to apply differentiation strategies during the planning process and classroom implementation with a focus on culturally responsive pedagogy.	Teachers Administration	Intervention materials.	Teachers are provided training and opportunities to ask questions and plan around intervention strategies.	Ongoing.	In progress
Continue to use the eCST system for progress monitoring of students when intervention is needed.	Teachers Administration	eCST system.	eCST system is used by every teacher on campus.	Ongoing.	In progress
Provide professional learning for teachers on how to use CRM's and address the linguistic accommodations for students based on the ELPS.	Teachers Administration	ELPS guide. CRM's.	Teachers implementing ELPS strategies into daily lessons. Teachers using the	Ongoing.	In progress

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
<mark>Condition: If rate > 1 percentage point above Hispanic enrollment rate</mark>				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
			ELPS guide to plan lessons.		
Ensure that all students that are receiving both special education services, and are also identified as ELL/LEP students, have a completed ARD LPAC document on file by their 3rd grade school year that has set up appropriate exit criteria.	Teachers Administration	ARD meetings	ARD held Paperwork completed	Ongoing.	In progress
Ensure that students, who meet the pre-established ARD/LPAC exit criteria that were set up in the informal ARD/LPAC, are appropriately exited within the required timeline.	Teachers Administration	ARD meetings Evidence of need to be exited	Students exited at appropriate time	Ongoing.	In progress

Special Education Disciplinary Placements– *All Levels*

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings.					
<mark>Condition: If rate > 1 percentage point above rate for all students</mark>				Source: SPED C-IEP (E)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-9	
Objective: Reduce the rate of special education students in discretionary ISS settings.	
<mark>Condition: If rate > 10 percentage points above rate for all students</mark>	Source: SPED C-IEP (F)
Does Campus Performance Require Inclusion of This Objective (Yes or No): No	

Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-10		
Objective: Reduce the rate of special education students in discretionary OSS settings.		
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): No		
Applicable Strategic Plan Goal(s): 1,2,4		

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

Special Education Service in LRE – *All Levels*

Table #DR-11		
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.		
Condition: If rate < 66%		Source: SPED C-IEP (H)
Does Campus Performance Require Inclusion of This Objective (Yes or No): No		
Applicable Strategic Plan Goal(s): 1,2,4		

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

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

Table #DR-12	☐State: Below safeguard target	☐ AYP: Area of low performance
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).		
Condition: If rate < 50%		Source: AISD CDA Report
Does Campus Performance Require Inclusion of This Objective (Yes or No): No		
Applicable Strategic Plan Goal(s): 1,2,4		

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

Table #DR-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): No		

Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Special Education Measureable Postsecondary Goals - *HS*

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

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
<mark>Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%</mark>				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide teachers professional development on TELPAS data analysis using the Linguistic Instructional Alignment Guide.	Teachers Administration	TELPAS data.	Teachers analyze TELPAS data to know where their students are and what they need support in.	Ongoing.	In progress
Provide professional development on ELPS to all Bilingual and ESL teachers.	Teachers Administration	ELPS guide.	Teachers implementing ELPS strategies into daily lessons. Teachers using the ELPS guide to plan lessons.	Ongoing.	In progress

Dropout Rates – *MS and HS Levels Only*

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

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

4-Year Graduation Rates – *HS Level Only*

Table #DR-18	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of special education students who graduate within four years.					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-19	☐State: Below safeguard target	☐ AYP: Area of low performance
Objective: Increase the rate of ELLs who graduate within four years.		

Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
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**

Graduation Plans – *HS Level Only*

Table #DR-20					
Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.					
Condition: If special education student rate < 20%				Source: AISD Acct/PEIMS 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**

Table #DR-21					
Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.					
Condition: If LEP student rate < 70%				Source: AISD Acct/PEIMS 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**

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
General Supplies for at-risk students	Supplies for targeted students with financial need.
Reading specialists	Reading specialist to provide guided reading intervention to struggling students.
Elementary Counselors	Counselor to provide social and emotional services to at risk students.
TOTAL	**$190,090.00**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

APPENDIX C

Components for Title I Schools
(All Title I Schools)

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

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

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-qualify professional development that: directly addresses the academic achievement problem that caused the campus to not meet AYP; meets the requirements for of high-quality professional development under Section 1119; and is provided in a manner that affords increased opportunity for participating in that professional development	
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	
Describes how the school will provide written notice about Needs Improvement status to parents in a format, and to the extent practicable, in a language that parents understand (included in SIP addendum)	
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	
Includes strategies to promote effective parental involvement in the school	
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	
Incorporates a teacher mentoring program	

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				
			$	
			$	
			$	
Instructional Supplies, Materials, and Equipment				
			$	
			$	
			$	
Professional Development/Staff Training				
			$	
			$	
			$	
Community Services (Function 61)				
			$	
			$	
			$	
Other Requests				
			$	
			$	
			$	
TOTAL (Must Match BTO Total)			$	

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	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	74	70	85.00	76
Asian	>99	>99	100.00	>99
AA	<1	<1	85.00	20
Hispanic	59	53	85.00	62
White	83	79	85.00	83
2 or More	71	75	85.00	80
EcD	62	48	85.00	59
ELL	<1	*	85.00	*
Spec Ed	41	28	85.00	42
3rd English	79	65	85.00	72
4th English	71	73	85.00	78
5th English	72	71	85.00	77

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	53	44	85.00	55
Asian	>99	*	85.00	*
AA	<1	<1	85.00	20
Hispanic	30	31	85.00	45
White	66	53	85.00	62
2 or More	50	*	85.00	*
EcD	39	27	85.00	41
ELL	*	<1	85.00	20
Spec Ed	33	28	85.00	42
3rd English	49	34	85.00	47
4th English	51	52	85.00	61
5th English	60	47	85.00	57

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	49	55	85.00	64
Asian	n/a	n/a	85.00	n/a
AA	<1	n/a	85.00	n/a
Hispanic	28	35	85.00	48
White	64	66	85.00	73
2 or More	*	*	85.00	*
EcD	39	38	85.00	50
ELL	*	*	85.00	*
Spec Ed	44	*	85.00	*
4th English	49	55	85.00	64

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	68	58	85.00	66
Asian	>99	n/a	85.00	n/a
AA	<1	<1	85.00	20
Hispanic	50	37	85.00	50
White	79	72	85.00	78
2 or More	*	<1	85.00	20
EcD	57	43	85.00	54
ELL	n/a	*	85.00	*
Spec Ed	*	*	85.00	*
5th English	68	58	85.00	66

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	44	44	60.00	49
Asian	>99	<1	60.00	10
AA	<1	<1	60.00	10
Hispanic	25	31	60.00	38
White	54	51	60.00	56
2 or More	43	50	60.00	55
EcD	26	25	60.00	33
ELL	<1	*	60.00	*
Spec Ed	19	*	60.00	*

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	28	23	50.00	31
Asian	>99	<1	50.00	10
AA	<1	<1	50.00	10
Hispanic	13	15	50.00	23
White	36	28	50.00	35
2 or More	*	*	50.00	*
EcD	21	12	50.00	21
ELL	<1	<1	50.00	10
Spec Ed	*	*	50.00	*

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	16	23	50.00	30
Asian	n/a	n/a	50.00	n/a
AA	<1	n/a	50.00	n/a
Hispanic	*	*	50.00	*
White	20	26	50.00	33
2 or More	*	*	50.00	*
EcD	*	*	50.00	*
ELL	*	<1	50.00	10
Spec Ed	*	*	50.00	*

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	35	28	50.00	35
Asian	<1	n/a	50.00	n/a
AA	<1	<1	50.00	10
Hispanic	30	*	50.00	*
White	43	36	50.00	43
2 or More	<1	<1	50.00	10
EcD	30	29	50.00	36
ELL	n/a	<1	50.00	10
Spec Ed	*	*	50.00	*

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	71%	74%	79%	85.00	>=90%
Kinder DRA Spanish	n/a	n/a	*	85.00	>=90%
1st DRA English	80%	73%	83%	85.00	>=90%
1st DRA Spanish	44%	n/a	n/a	85.00	>=90%
2nd DRA English	78%	76%	70%	85.00	>=90%
2nd DRA Spanish	17%	*	*	85.00	>=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	95.5%	95.4%	95.2%	95.6%	96.3%	96.1%	97.00
African American	94.6%	94.4%	92.8%	94%	94.7%	95.4%	97.00
Asian	93.6%	95.7%	96.6%	95.9%	95.9%	93.7%	97.00
Hispanic	96%	95.4%	95.3%	95.8%	96.6%	96.3%	97.00
Native American		93.7%	90.3%	95.7%	95.1%	96.3%	97.00
White	95.3%	95.5%	95.3%	95.6%	96.2%	96.1%	97.00
2 or More				94.7%	95.8%	96%	97.00
EcD	95.5%	94.7%	94.2%	94.7%	95.9%	95.9%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	565
African American	12
Asian	7
Hispanic	200
Native American	3
White	314

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

Campus Suspension to Home

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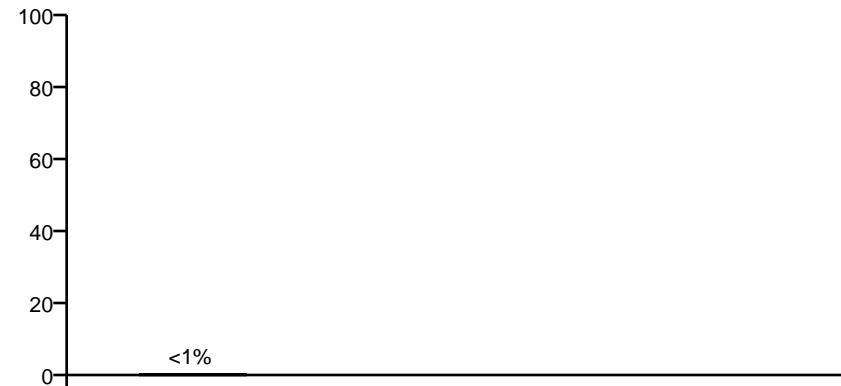
	All	A-A	Asian	Hisp	N-A	White
HS	<1%	-	-	-	-	-

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	2	.36%	1	.17%	1	.18%	0.00
African American	1	6.25%					0.00
Asian							0.00
Hispanic			1	.49%			0.00
Native American							0.00
White	1	.31%					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	2	.36%	2	.34%			0.00
African American	1	6.25%					0.00
Asian							0.00
Hispanic			1	.49%			0.00
Native American							0.00
White	1	.31%	1	.31%			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	497	522	524	534	529
African American	19	27	15	15	11
Asian	11	11	5	6	5
Hispanic	161	174	154	171	176
Native American	2	3	2	1	2
White	304	307	307	299	299
2 or More			41	42	36

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	19	1	5%	24	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	-	-	-	0.00	
Hispanic	17	1	6%	22	0	<1%	0.00	
White	-	-	-	*	*	*	0.00	
EcD	15	1	7%	19	0	<1%	0.00	
Special Ed	*	*	*	*	*	*	0.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	-	-
F	Hispanic	36	21	58%	18	12	67%	30	21	70%	16	11	69%	34	25	74%	17	12	71%
F	White	58	44	76%	24	17	71%	65	54	83%	34	31	91%	79	62	78%	39	31	79%
F		97	68	70%	44	31	70%	97	76	78%	52	43	83%	113	87	77%	56	43	77%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	27	15	56%	11	11	>99%	48	27	56%	17	15	88%	55	37	67%	29	27	93%
M	White	67	48	72%	34	33	97%	74	58	78%	41	41	>99%	71	50	70%	36	34	94%
M		96	65	68%	45	44	98%	124	86	69%	60	57	95%	127	88	69%	66	62	94%
total		193	133	69%	89	75	84%	221	162	73%	112	100	89%	240	175	73%	122	105	86%

Data Source: AISD Fitnessgram