

Cook 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	Wendy Mills	9/16/13
Co-Chair	Nicole Bueno	9/16/13



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	Wendy Mills

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Tomazina Colin	✓		✓			
Parent	Ana Garcia						
Parent	Beatriz Olalde						
Parent	Ivonne Ramirez						
Parent	Majrory Landaverde						
Parent	Adulfo Romero						
Parent	Kathryn Bigge						
Professional Staff Member	Nicole Bueno	✓	✓		✓		
Professional Staff Member	Tamar Decoteau Pearson				✓		
Professional Staff Member	Erica Delp				✓		
Professional Staff Member	Ashley Cooper				✓		
Professional Staff Member	Leslie Basse				✓		
Professional Staff Member	Cathy Garcia				✓		
Professional Staff Member	Pedro Yanes					✓	
Classified Staff Member	Julie Leyva						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Delia Zammaron						
Community Representative	Adulfo Romero						

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):	Mondays
Normal Time:	330-500

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
<input checked="" type="checkbox"/>	Self-Orientation Using Materials on CAC Website
<input checked="" type="checkbox"/>	Orientation at CAC Meeting (Provided by Campus)
<input type="checkbox"/>	Orientation at CAC Meeting (Provided by Central Office)
<input type="checkbox"/>	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	10

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- Data Profile from TEA which includes Academics, Attendance, Behavior for K-5 at Cook

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

- 3-5 Reading/Math, 4th grade Writing and 5th grade Science STAAR Scores
- Campus Attendance Rate
- Parental involvement in academic areas
- 5th grade students applying for and being accepted into magnet middle schools

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percent of students meeting Standard on the STAAR Reading, Math, and Writing to 70%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide core instruction that is targeted and aligned to the state standards in all classrooms and in all content areas	Teachers and instructional coaches	State adopted materials	Continuously increasing % of students who are meeting standard on STAAR aligned assessments and benchmarks	By April 30	
Provide teachers additional time to plan for core instruction and include teachers in creation and analysis assessment data to inform instruction. Allow teachers to develop and use a verification of mastery tool to inform their future assessments and instruction,	Administration and Instructional Coaches	Subs for extra planning, PD supports	Targeted and aligned core instruction across the grade level during classroom walkthroughs	By April 30	
Implement and monitor district "catch-up" strategies for all subjects	Administration, Instructional Coaches and teachers	District math numerical fluency materials, district grammar resources, district science library videos and pre-teach lessons, Read Naturally, Treasures Diagnostic tools, I-station, Achieve 3000, Motivation Science Online,	Daily evidence of implementation of the district protocols via student numerical fluency tracker on GoogleDocs, student performance on Short Cycle Assessments for Science, gradual progression of skills through the online trackers for I-station, Achieve 3000, AR, and motivation Science online	By April 30	

Early identification and early intervention for struggling students in each subject area	Teachers, Instructional Coaches	Friday Pre-teach Science Lessons, Writing Camp resources, Think Through Math, and TEMI math, STAAR Ready, Motivation Reading, CARS/STARs Reading, Comprehensive Reading Toolkit, FCRR website, Reading A-Z, Accelerated Reader		By September 30,2013	
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Table #CI-2 State: Below safeguard target AYP: Area of low performance

Objective: Increase the percent of students ELL, African American, Hispanic, and Economically Disadvantaged students meeting the standard on the Science STAAR assessment

Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide core science instruction that is targeted and aligned to the state standards in all K-5 grade classes.	Teachers and instructional coaches	State adopted materials	Continuously increasing % of students who are meeting standard on STAAR aligned assessments and benchmarks	Ongoing through end of year	
Provide funding for campus level science coach who can assist with planning ,professional development, instructional delivery and assessment of all state standards	Science Coach, Administration	Monetary allocations	Increased science scores In our AA, Eco. Dis. Hispanic, and ELL student groups on MoY, MoY II, and the STAAR.	May 2014	
Implement and monitor district science “catch-up” strategies for science including Daily Lunch Bunch science videos, Friday Afterschool Science Pre-teach for at risk students, Daily Science Spiraling STAAR question practice, and weekly vocabulary flip book activities and quizzes as well as the use of E-Path, a computerized science program that progress monitors our students in Science	Administration, Science Coach and teachers	District science flip books, district science library videos and pre-teach lessons, E-Path online progress monitoring program for science, district science kits, extra duty pay for Friday afterschool pre-teach and planning, Motivation Science resources, Ford-Ferrier Content Vocabulary Practice and Science Stories	Daily evidence of implementation of the district protocols via student numerical fluency tracker on GoogleDocs, student performance on Short Cycle Assessments for Science, gradual progression of skills through the online trackers for I-station, Achieve 3000, AR, and motivation Science online	By April 30	

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase Attendance Rate to 97%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide student incentives for perfect attendance and improved attendance	Registrar and Admin	Certificates, bouncy house rental, invitations, medals, buses for field trip	Increased attendance	End of each 9 weeks	
Early identification and intervention of reoccurring absent and tardy students	Teachers, admin, registrar, parent support specialist, counselors, district administrative support	Taking care of business power point printouts.	Increased attendance	September 30	

Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase parental involvement in academic programs					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide parent training in academic areas including fluency, reading levels, numerical fluency, and science vocabulary development, STAAR requirements	Parent Support Specialist, teachers, instructional coaches, administrators	Food ,handouts for meetings, daycare, books on each DRA level, science flip books, flash cards, whiteboards, dry erase markers	Increased number of participants attending all academic training opportunities	Ongoing	
Host a STAAR family night for all 3-5 grade parents in English and Spanish	Teachers and instructional coaches, special education teachers and administrators	Handouts, food, daycare, translation devices, extra-duty pay for staff who stay late, custodians	Increased number of participants attending all academic training opportunities	By October 31	
Parent invitations to attend academic ceremonies each 9 weeks with their children if they meet pre-established academic goals	Administrative Assistant	Invitations, refreshments, tables, chairs, extra-duty pay since the ceremonies will be held at night,	Increased number of participants attending all academic training opportunities	End of each 9 weeks	

Table #CI-5 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of 5th grade students applying for and being accepted into magnet middle schools					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Early identification of potential candidates for magnet schools	Teachers, parents, counselors, admin	Teacher observations and pre-screening criteria from middle schools	Increased number of potential applicants	November 30, 2013	
Provide afterschool mock writing sessions for students and parents to ensure they understand the format of	Teachers, counselors, and parent support specialists	Writing materials, mock applications, extra duty pay	Student essay samples, Teacher feedback, rubrics for scoring samples	February 28,2014	

the middle school application and essay					
Identify and screen unidentified students for Gifted and Talented	GT coordinators, parents, teachers	GT screening tools, Staff PD	Increased number of 5 th graders identified as GT	November 30, 2013	

Table #CI-6 State: Below safeguard target AYP: Area of low performance

Objective: Provide parents with transition support from Pre-K at Lucy Read to Kinder at Cook Elementary

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Host a parent information session for all Pre-k parents transitioning to Kindergarten.	Kinder Teachers, Parent Support Specialist, Admin	Flyers, packets, name tags, signs, maps	Sign-in sheet with at least 50% of projected student body	May 2014	
Host a Pre-K tour for all students transitioning to Cook from Lucy Read.	Kinder Teachers, Parent Support Specialist, Admin	Flyers, packets, name tags, signs, maps, games, slide show	Sign-in sheet with at least 50% of projected student body	May 2014	

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
Daily participation in WoW to ensure that all students are actively engaged in vigorous physical activity for 20 minutes per day	PE teachers, teachers,	Consistent, uninterrupted WoW time and basic PE equipment included balls, jump ropes, etc...	Increased fitness gram scores	Ongoing, daily	
CATCH activities used during recess and at the annual campus CATCH night	Teachers	Sports equipment, CATCH games, etc..	Increased participation in CATCH activities.	Ongoing, daily	
Student participation in fitness gram testing	PE teachers	Fitness gram software	Increased percentage of students hitting targets on test	April 14th	
Inform staff and students of the Wellness policy via email and faculty meeting updates. Provide Rewards/incentives to teachers who demonstrate adherence to the policy.	PE teachers	Wellness Policy, incentives like certificates, medals, picture on the campus bulletin.	Faculty meeting agendas, pictures, certificates.	Ongoing, monthly	

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
No Place for Hate Designation	Counselors	PD, student compacts, general supplies to make posters	Campus Compacts completed, student created posters displaying No Place for Hate info, pictures of campus-wide no place for hate activities	January 2014	

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
Parent involvement activities throughout the year	PTA , admin, PSS	Flyers, food, books, computer access, translation devices	Flyers, agendas, sign-in sheets	On-going	
Parent Communication about academic results	PSS, Teachers	Printers, ink, paper, school messenger	Flyers, recordings ,report cards and other student documentation in the parents' home language		

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
Open labs based on teacher need	Teachers, principals, coaches, counselors	Computer access, refreshments, agendas, general supplies, professional books	Classroom observations, teacher created products, book reviews	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

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
Ensure students are appropriately identified and served in least-restrictive environment with increased opportunities for inclusive placements.	Teachers, administration	Watchlist, IEP goals, progress monitoring, inclusive/adapted lesson plans	Decreased % of AA students served in resource or pullout settings.	Ongoing	
Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and Tier 3 interventions.	Teachers, administration, CST staff	Training materials, extra duty pay for subs for PD.	Decreased % of AA students being referred or qualified for special education services	Ongoing through June	

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

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

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

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

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
*Increased use of differentiated instruction in the general education classrooms.	Teachers	Grade level instructional materials. Support staff, revised schedules, and PD for inclusion strategies.	Increased % of students serving in general population Sped. schedules that reflect increased inclusion time.	On-going as needed	

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

Table #DR-12					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Teachers, CST support staff, admin, counselors	PD, access to E-CST, PRIM guides, and other RTI guides.	Increased % of special ed students taking the STAAR	On-going as needed	

Table #DR-13					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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
*Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and 3 interventions.	SpEd. Teachers, classroom teachers, CST support staff	Intervention materials, progress monitoring tracker, extra duty pay for tutors, and ARD Meeting notices when it's	Increased % of special ed students prepared to take the STAAR	By January 2014	

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
		time to review progress			
Provide early interventions to students who previously took the STAAR modified assessments	Teachers	Extra duty pay, PD, and approved intervention materials, access to CST for progress monitoring	Decreased percentage of special education students taking the modified STAAR in all subject areas.		

Special Education Measureable Postsecondary Goals - HS

Table #DR-14					
Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.					
Condition: If ARD rate < 100%					Source: SPED C-IEP (N)
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

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
Early identification and intervention supports for all students who still do not make progress over 2 years	Dual Language teachers, instructional coaches, district DL support staff	ELPS standards, Dual Language training, I-Station software, ESL daily lessons, TELPAS scores, English reading library materials, listening center materials	Decrease % of students who remain at beginning proficiency level on TELPA S Reading over 2 years.	By March 2014	

Dropout Rates – MS and HS Levels Only

Table #DR-16					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> 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
After-School Tutorials	<i>Certified teachers will work with at risk students in reading, math and science to master previously missed and current learning standards.</i> Each teacher will use research-based instructional practices and resources to provide small group, after school instruction based on data gathered from MoY assessments, Weekly classroom tests, and progress monitoring from instructional tools like AIMS web, KidBiz 3000, and Think Through Math.
General Supplies for at-risk students	Supplies for classroom instruction and afterschool tutoring in reading, math, writing and science. These supplies include district approved workbooks, intervention kits, interactive notebooks, math manipulatives, computer software, white boards, etc.
Transition Services	Each year, we conduct a parent information session for the parents of Pre-K students who will transition to Kindergarten. Packets are provided and light refreshments. The parent support specialist and Kinder teachers also provide the parents with a few letter/sound charts, number, pattern charts, handwriting packets, and other work pages to practice in the summer. State Comp ED Pre-K and Transition to K programs serve students identified as at risk: ELL, SpEd, new comer, eco dis, etc.
Reading specialists	Literacy skills instruction for students not meeting state standard in reading. During the day, the specialists use campus and district data to form intervention groups for reading. Each day each specialist will provided instruction to 6-7 reading small groups where they focus on decoding, fluency and comprehension skills using authentic texts of various genres as well as STAAR aligned passages to prepare them for the state assessment.
Elementary Counselors	Counseling for at risk students to address social, emotional, and behavioral needs for effective learning.
Parent Support Specialist	A parent support specialist provides parents with training and support with how to help their children be more successful in school and to help teach parents how to reinforce what is being taught in school. Services primarily provided to at-risk students identified as in need of additional social, emotional, behavioral, and academic supports to promote effective learning. Services provided to families in short term, temporary and/or long term crisis and needing community based supports and family stabilization services to promote effective learning environments for students.
TOTAL	185,859\$

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	6,7,10,13-15
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-8
Instruction by highly qualified staff	20
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	6,9,10,11,12,14,15
Strategies to attract highly qualified teachers to high-need schools	20
Strategies to increase parental involvement	8,9,10
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	9
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	6, 7
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-7,10,13,14
Coordination and integration of federal, state, and local services and programs	20,23
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	11

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:

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.

Explanation of Title I, Part A Expenditures for Improving Student Performance Cook Elementary School 2013-2014				
<p>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.</p>				
	Improvement Strategy	Needs Assessment	Amount of Expenditure	How Will Impact Be Assessed
PERSONEL				
Subs for Tchr - Title I-A-Cook	Additional staff (instructional specialists, teaching assistants, additional general education teachers, parent support specialists, and counselor) will be hired to ensure that students are provided instruction that assist our campus in meeting the district and state passing subjects in all grades. Also, substitutes will be utilized to allow teachers to participate in professional development opportunities.	Increase students meeting or exceeding District and state STAAR passing standards, and close STAAR performance gaps between all student groups	3,000	Review of weekly common assessments Review of district benchmark data Review of BOY and MOY data STAAR assessment data
Extra Duty - Title I-A-Cook			14,750	
Professional Salary - Title I-A-Cook			270,260	
Part-Time Hourly - Title I-A-Cook			100	
Support Personnel Salary - Title I-A-Cook			66,184	
FICA - Title I-A-Cook				
Health/Life Ins - Title I-A-Cook				
Wk's Comp - Title I-A-Cook				
Teacher Retirement - Title I-A-Cook				
Salary Adjustments - Title I-A-Cook			0	
INSTRICITIONAL SUPPLIES MATERIALS AND EQUIPMENT				
Copier Rental - Title I-A-Cook	Additional materials will be purchased to ensure support teaching and learning of the state	Increased academic performance in all content	10000	Classroom observation weekly assessment data
Misc Contracted Services - Title I-A-Cook			5,100	

Reproduction Costs - Title I-A-Cook	standards as well as additional educational field trip opportunities provided to ensure our children are exposed to the standards in the real world setting. Ace Tutoring services will be purchased to assist with providing intensive reading intervention to our struggling students in the primary grades.	areas	5,000	student reflections. AIMSweb data. BoY, MoY, EoY reading data.			
Reading Materials - Title I-A-Cook			100				
Testing Materials - Title I-A-Cook			5000				
Computer Rel.Eq<\$5000 Per Unit - Title I-A-Cook			100				
Software - Title I-A-Cook			100				
Equip< \$5000 Per Unit - Title I-A-Cook			100				
General Supplies - Title I-A-Cook			89,372				
Field Trips - Title I-A-Cook			9899				
Food/Refreshment - Title I-A-Cook			100				
Misc Operating Expenses - Title I-A-Cook			1000				
INSTRUCTIONAL RESOURCES- LIBRARY							
Reading Materials - Title I-A-Cook	Additional library resources will be purchased to enhance our students' reading opportunities	Increased reading performance in K-5	3,000	Reading assessment and reading inventory data at the beginning, middle and end of year			
Software - Title I-A-Cook			100				
General Supplies - Title I-A-Cook			200				
STAFF TRAINING							
Subs for Tchr - Title I-A-Cook	Provide teachers with opportunities for growth in the areas of instruction, curriculum, classroom management, differentiation, ESL support, Dual Language Support, Gifted, and Talented, special education, and other supports	Increased teacher effectiveness in delivering targeted instruction to all student groups	0	Classroom walk-thrus, training reflections, panel discussions, increased academic performance			
Extra Duty - Title I-A-Cook			500				
Professional Salary - Title I-A-Cook			100				
FICA - Title I-A-Cook			0				
Wk's Comp - Title I-A-Cook			0				
Teacher Retirement - Title I-A-Cook			0				
Misc Contracted Services - Title I-A-Cook			100				
Reproduction Costs - Title I-A-Cook			100				
Reading Materials - Title I-A-Cook			100				
General Supplies - Title I-A-Cook			100				
Employee Travel			500				
SCHOOL ADMINISTRATION							
Professional Salary - Title I-A-Cook			Provide administrators with opportunities for growth in the areas of instruction, curriculum, classroom management, differentiation, ESL support, Dual Language Support, Gifted, and Talented, special education, and other supports		Increased instructional leadership and effectiveness in assisting with teacher development and increased ability to assist with the improvement of academic performance	0	Training/ workshop attendance, leadership books, improved professional development and teacher trainings provided by the administration, campus surveys
Overtime - Title I-A-Cook	0						
FICA - Title I-A-Cook	0						
Health/Life Ins - Title I-A-Cook	0						
Wk's Comp - Title I-A-Cook	0						
Teacher Retirement - Title I-A-Cook	0						
Reproduction Costs - Title I-A-Cook	1						
Reading Materials - Title I-A-Cook	1						
Equip< \$5000 Per Unit - Title I-A-Cook	1						
General Supplies - Title I-A-Cook	1						
Employee Travel	1						

COUNSELING SERVICES				
Reading Materials - Title I-A-Cook	Provide social and emotional as well as academic support to students	Decrease the barriers to students' success in the classroom by meeting their social and emotional needs	1	Increased academic performance, attendance and behavior data
Software - Title I-A-Cook			0	
General Supplies - Title I-A-Cook			1000	
Employee Travel - Title I-A-Cook			2000	
COMMUNITY SERVICE				
Support Personnel Salary - Title I-A-Cook	Provide additional support personnel to carry out the district goals of increased parental involvement and parental training.	Increase the parents' level of understanding and skill in supporting their students' educational goals.	20763	Parental involvement in school functions, attendance rosters, parent training agendas, parent volunteer logs
FICA - Title I-A-Cook				
Health/Life Ins - Title I-A-Cook				
Wk's Comp - Title I-A-Cook				
Teacher Retirement - Title I-A-Cook				
Reproduction Costs - Title I-A-Cook			100	
General Supplies - Title I-A-Cook			4500	
Employee Travel - Title I-A-Cook			2203	
Food/Refreshment - Title I-A-			800	
SUB TOTAL				
Salary Cushion - Title I-A-Cook			18110	
Total			534,447	

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

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	26	32	50.00	45
Asian	*	*	80.00	*
AA	30	33	50.00	47
Hispanic	24	30	50.00	44
White	40	47	65.00	57
2 or More	*	*	60.00	*
EcD	24	31	50.00	45
ELL	20	26	45.00	41
Spec Ed	*	32	50.00	45
3rd English	23	33	50.00	47
3rd Spanish	*	*	45.00	*
4th English	34	30	50.00	44
4th Spanish	38	25	50.00	40
5th English	20	38	55.00	51
5th Spanish	<1	*	45.00	*

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 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	32	35	55.00	48
Asian	*	*	65.00	*
AA	24	33	55.00	47
Hispanic	34	36	55.00	49
White	*	*	55.00	*
2 or More	*	*	40.00	*
EcD	32	34	55.00	47
ELL	29	41	55.00	53
Spec Ed	30	41	60.00	52
3rd English	12	27	50.00	41
3rd Spanish	*	<1	30.00	20
4th English	50	36	55.00	49
5th English	28	39	60.00	51

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	21	40.00	37
Asian	>99	<1	40.00	20
AA	*	*	40.00	*
Hispanic	25	24	45.00	39
White	*	*	40.00	*
2 or More	*	<1	40.00	20
EcD	28	20	40.00	36
ELL	20	24	45.00	39
Spec Ed	*	*	45.00	*
4th English	31	18	45.00	34
4th Spanish	21	24	45.00	39

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	13	14	40.00	31
Asian	<1	>99	100.00	>99
AA	*	*	40.00	*
Hispanic	11	12	40.00	30
White	*	*	50.00	*
2 or More	<1	<1	30.00	20
EcD	13	13	40.00	31
ELL	*	*	35.00	*
Spec Ed	<1	<1	25.00	20
5th English	13	14	40.00	31

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	7	14	40.00	23
Asian	*	*	80.00	*
AA	*	*	30.00	*
Hispanic	7	13	30.00	22
White	*	*	45.00	*
2 or More	<1	*	50.00	*
EcD	6	13	35.00	22
ELL	*	12	35.00	21
Spec Ed	<1	*	30.00	*

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	15	15	35.00	24
Asian	*	*	45.00	*
AA	*	12	35.00	21
Hispanic	15	15	35.00	24
White	*	*	40.00	*
2 or More	<1	*	35.00	*
EcD	14	14	35.00	23
ELL	16	19	35.00	27
Spec Ed	*	*	25.00	*

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	*	*	25.00	*
Asian	<1	<1	20.00	10
AA	*	<1	20.00	10
Hispanic	*	*	20.00	*
White	*	*	30.00	*
2 or More	<1	<1	20.00	10
EcD	*	*	20.00	*
ELL	*	*	20.00	*
Spec Ed	*	<1	20.00	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	*	*	25.00	*
Asian	<1	>99	100.00	>99
AA	*	<1	25.00	10
Hispanic	*	*	25.00	*
White	*	*	35.00	*
2 or More	<1	<1	20.00	10
EcD	*	*	25.00	*
ELL	<1	<1	25.00	10
Spec Ed	<1	<1	20.00	10

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

Primary Reading Assessment EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	71%	76%	78%	80.00	>=90%
Kinder DRA Spanish	66%	84%	88%	90.00	>=90%
1st DRA English	45%	30%	47%	65.00	>=90%
1st DRA Spanish	61%	64%	67%	75.00	>=90%
2nd DRA English	54%	51%	48%	65.00	>=90%
2nd DRA Spanish	56%	61%	62%	75.00	>=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	96.3%	96.5%	96.1%	96.5%	96.4%	95.9%	96.50
African American	95.1%	95.1%	94.6%	95.2%	95.2%	94.6%	96.00
Asian	96.1%	95.1%	96.1%	96%	95.6%	94.9%	96.00
Hispanic	96.6%	96.8%	96.5%	96.8%	96.7%	96.3%	97.00
Native American	96.3%	100%	100%		92.3%	96%	97.00
White	96.1%	96.4%	94.6%	95%	94.4%	93.6%	96.50
2 or More				92.9%	94.3%	92.5%	96.00
EcD	96.4%	96.4%	96.2%	96.5%	96.4%	95.9%	96.50

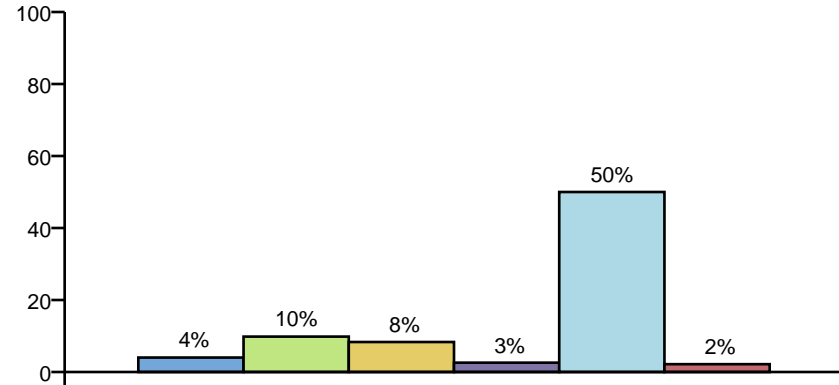
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1147
African American	173
Asian	12
Hispanic	888
Native American	2
White	46

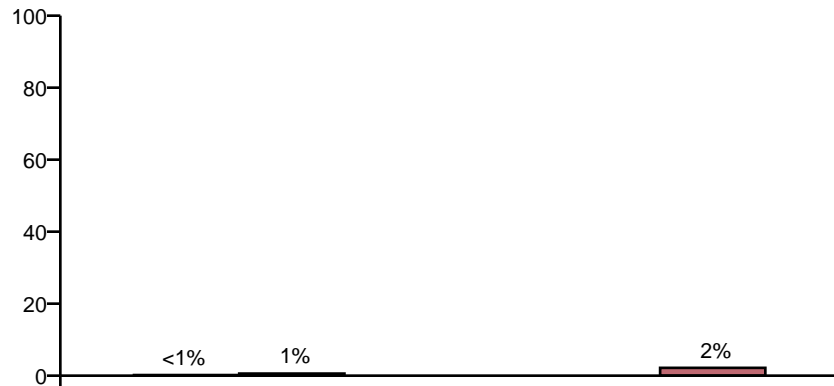
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



	All	A-A	Asian	Hisp	N-A	White
HS	4%	10%	8%	3%	50%	2%

Campus Discretionary Removals



	All	A-A	Asian	Hisp	N-A	White
Removals	<1%	1%	-	-	-	2%

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	7	.7%	6	.53%	2	.17%	0.10
African American	5	3.91%	3	2.05%	1	.58%	0.40
Asian							0.00
Hispanic	1	.12%	3	.34%			0.25
Native American							0.00
White	1	3.03%			1	2.17%	1.50

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	56	5.58%	32	2.85%	46	4.01%	3.50
African American	24	18.75%	13	8.9%	17	9.83%	6.50
Asian					1	8.33%	5.00
Hispanic	27	3.34%	14	1.58%	23	2.59%	2.00
Native American					1	50%	25.00
White	3	9.09%	3	6.52%	1	2.17%	1.50

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	26	2.59%	4	.36%			0.25
African American	13	10.16%	2	1.37%			1.00
Asian							0.00
Hispanic	9	1.11%	1	.11%			0.05
Native American							0.00
White	4	12.12%	1	2.17%			2.00

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	905	901	909	959	981
African American	136	119	113	114	149
Asian	34	24	12	13	11
Hispanic	688	719	725	757	749
Native American	1	1			2
White	46	38	28	39	35
2 or More			31	36	35

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	343	26	8%	341	34	10%	7.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	*	*	*	0.00	
Hispanic	329	24	7%	325	32	10%	7.00	
White	*	*	*	*	*	*	15.00	
EcD	339	26	8%	333	33	10%	7.00	
Special Ed	30	8	27%	30	11	37%	30.00	

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	34	22	65%	21	14	67%	33	15	45%	19	13	68%	36	20	56%	19	9	47%
F	Hispanic	143	84	59%	80	47	59%	166	92	55%	99	73	74%	159	74	47%	91	45	49%
F	White	*	*	*	*	*	*	5	4	80%	*	*	*	11	4	36%	6	3	50%
F		181	109	60%	103	63	61%	204	111	54%	121	89	74%	206	98	48%	116	57	49%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	21	15	71%	15	12	80%	22	13	59%	14	12	86%	22	17	77%	11	9	82%
M	Hispanic	184	87	47%	110	88	80%	192	74	39%	108	86	80%	178	69	39%	99	67	68%
M	White	9	5	56%	5	5	>99%	13	6	46%	8	8	>99%	6	4	67%	*	*	*
M		214	107	50%	130	105	81%	227	93	41%	130	106	82%	206	90	44%	114	80	70%
total		395	216	55%	233	168	72%	431	204	47%	251	195	78%	412	188	46%	230	137	60%

Data Source: AISD Fitnessgram