

J. Houston 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	Elia Diaz-Camarillo	9/30/13
Co-Chair	Ingrid Chirinoz	9/30/13
Co-Chair	Lisa Gonzalez	9/30/13



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Elia Camarillo

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Ingrid Chirinos	✓		✓			
Parent	Neil Jeffrey						
Parent	Vianney Rodriguez						
Parent	Ysela Jimenez						
Parent	Josefa Rodriguez						Parent/Classified Staff
Parent	Anita Perez						
Professional Staff Member	Lisa Sparks				✓		
Professional Staff Member	Elizabeth Maldonado				✓		
Professional Staff Member	Susan Hunt				✓		
Professional Staff Member	Ramiro Reyes				✓		
Professional Staff Member	Liliana Zapata				✓		
Professional Staff Member	Felisha Vitela				✓		
Professional Staff Member	Gladiola Campos				✓		
Classified Member	Lisa Gonzalez	✓					
Business Representative	Officer Paula Aguilar						
Community Representative	Gloria Lugo		✓				

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):	
Normal Time: 4:30 p.m.	3 rd Monday of each Month

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
6 Hrs.	12 Hrs.

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- Sped CIEP Report
- TELPAS data
- Campus STAAR Data
- Campus Data Profile Notebook (Primary Data, Discipline Data, Attendance, STAAR Achievement Data)

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

- Reading in all Grade levels K-5th, Writing in 4th Grade, ELL Reading and Math
- Special Education CIEP

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase students meeting or exceeding STAAR passing standards and close STAAR performance gaps between all student groups.					
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
Through focused classroom instruction and implementation strategies such as the 800 word challenge, we will provide all students, including at-Risk, ELL or Bilingual, Dyslexic and 504 students' opportunities to increase fluency and comprehension in reading and writing.	Classroom teachers Reading Coaches Principal Asst. Principals	Reading Coaches will provide staff development on research based instructional strategies as needed, in grade level teams, on dyslexia, Readers'/Writers' Workshop- Lucy Caulkins, Fountas and Pinnell and Stephanie Harvey strategies.	1. Campus wide Implementation strategies (Catch up Strategies) will be routine and observed daily in all classrooms each morning. (800 sight word challenge, Building Grammar in 4 th Grade). 2. Evidence of the use of TLI Strategies, Readers'/Writers' Workshop will be documented in walks,	August Catch up strategies monitored weekly between 7:30 am -8:30 am.	On-going

			<p>observations and student response journals.</p> <p>3. Teachers will use student work and assessments in weekly grade level team meetings to collaborate and reflect on effective teaching practices.</p> <p>4. Documentation of student groupings, student intervention and enrichment, and student progress will be monitored at each grade level.</p>		
Align math problem solving strategies so that all students learn to be critical thinkers and consumers of math.	Classroom Teachers Math Coach Math Committee Principal Assistant Principal	<p>Math Coach will train Instructional team on the Math Masters Numerical fluency program.</p> <p>Math Coach will work with teachers to organize a schedule that includes 30 minutes for spiraling TEKS instruction, 30 minutes for problem of the day and 60 minutes of core instruction.</p> <p>On-going PD will be offered during</p>	<p>The Math Coach and Administration will observe across grade levels the students generating and sharing problem solving strategies using the SPAR. Students will use Lonestar Math for spiraling problem solving and Math Masters for numerical fluency. Observations will also note guided instruction strategies during guided practice. Documentation of student groupings, student intervention and</p>	September	On-going

		planning time and after school.	enrichment, and student progress will be documented in eCST from each grade level.		
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Table #CI-2 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase students achieving STARR Commended Level Performance Level III.

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
Embed in lessons rigorous expectations and differentiated activities for all students, including G/T students and others who quickly master skills and objectives.	Classroom Teachers G/T Committee Principal Instructional Coaches		1. Increase high level performance (commended) on STARR by non-identified students to 35% or better. 2. Maintain high level of performance (commended) on STARR by identified GT students at 90% or better. 3. Classroom observations of teachers will show evidence of High level Questioning and Accountable Talk. 4. Student academic journals will show evidence of conceptual understanding and improvement over time. 5. Documentation of flexible enrichment groups and student	On-going	

			progress will be expected at each grade level. 6. Student work, especially that of advanced and G/T students, will be monitored for rigor at grade level and vertical meetings and adjusted as needed.		
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Table #CI-3 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments to 85%.

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
Develop teacher competencies using research-based strategies to increase students' ability to respond to text using critical thinking skills. Use DRA college readiness expectations developed by AISD to increase students reading abilities beyond those set by DRA end of year reading levels.	Reading Coaches Administration	1. All K-2 teachers will use the Balance Literacy framework as a road map for literacy management. 2. Through collaboration, teachers will refine their understandings of Readers' and Writers' Workshop and the comprehension strategies of Stephanie Harvey and Fountas and Pinnell. 3. Principal/AP and coaches will systematically monitor the progress of	1. Classroom management and student work will show evidence of research-based strategies. 2. Alignment across grade levels and vertically will be monitored by reading coaches and administration. 3. Feedback will be discussed at team meetings and adjustments will be made as needed. 4. Students make significant gains in DRA by using MOY & EOY as guides to college	On-going	

		teachers and give feedback in grade level team meetings. 4. Coaches and/or teachers will model instruction when needed and work with teacher through a coaching cycle to provide feedback..	readiness.		
Use the DRA/EDL data, Running Records, TPRI, Tejas Lee to differentiate instruction during guided reading and intervention planning. Provides an opportunity for inclusion of teachers in decisions regarding use of academic assessments.	Classroom Teachers Reading Coaches	TLI Reading Coach will train teachers to use assessment information in lesson planning to guide instruction. 2. Monitor guided reading instruction and groupings through data review and walks. PD may consist of recording guided reading lessons and review for effectiveness and make adjustments as needed.	1. Guided reading groups are fluid and change as student needs are identified. 2. Documentation of student grouping, intervention/enrichment provided, and progress will be expected of each grade level. 3. Decrease the number of students reading below grade level by 40%.	BOY, MOY and EOY	
Provide transition from pre-K to K and from K-1 school readiness programs and early childhood literacy programs. This is an transition from pre-K to K assistance program	Classroom Teachers Reading Coaches		Parent-PreK teacher conference schedule, lesson plans, tec.	2014	

(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
The campus will show evidence of an environmental change using Coordinated School Health (CSH) materials to comply with Federal, State, and Local Wellness Policy.	Physical Education Teacher (s) Parent Support Specialist	CSH Materials CATCH Lessons GAVA Coalition Group	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.		On-going
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Physical Education Teacher(s)	CATCH Lessons Marathon Kids Lessons/Equipment	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.		On-going
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Physical Education Teacher(s)	Health and P.E. Scope and Sequence	Students' data will be entered in Grade Speed according to grade level and teacher.		Reviewed each 9 week period
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitness gram.	Physical Education Teacher(s)		Using Fitness gram, 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	Beginning in the Fall, the PE teacher will assess students BMI using Fitness gram. The PE teacher will collaborate with the nurse to	

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
			case managed using AISD case management plan for obesity.	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.	
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Classroom Teachers		Teachers and students being physically active during the school day.	August	On going
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Principal Teachers	Nutrition Policy and Wellness Policy	Identification of WOW lessons used written into teachers' daily lesson plans. Principals will share the nutrition policy with staff, teachers, PTA, and parents. Principals will		

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
			<p>communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>		

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
All visitors will have their ID's scanned through the RAPTOR system to receive a visitor pass to enter the campus.	Principal Secretary	Parent Meeting AISD Police support	All visitors on campus are cleared of any known offensive acts towards children.		
Increase opportunities for students and parents to learn and apply Social and Emotional Learning Skills (SEL) to improve communication skills and positive interactions with peers, adults, and their community, in order to	Principal Counselor Parent Specialist Teachers	Second Step Curriculum SEL Coaching Support	Implement school-wide social and emotional learning program & CASEL practices and extend parent involvement.	Beginning of the Year On-going	

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
promote a positive school environment.			<p>Review campus data and identify 3 areas of improvement and seek parent input into possible solutions.</p> <p>Inform CAC members, including parents, of CAC meeting dates and agendas.</p> <p>Communicate school news, including opportunities for parenting classes and leadership roles via the web, newsletters home.</p>		

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
Elementary campuses will have a family fitness health Night.	Physical Education Teacher (s) Parent Support Specialist	Utilize existing events to integrate a health message through a coordinated school wide event.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events. Participation during coffee talk and participation at family fitness nights.	Spring Semester	

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-teacher conferences: Parents will be provided information about their child's academic assessments in a language they can understand.	Principal Counselor Parent Specialist Teachers	Conference scheduling	Copy of parent-teacher conference schedule	ongoing	

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
Professional Development for all staff and teachers will support academic achievement in all core academic areas: Reading, Writing, Math, Science and Social Studies	Principal Instructional Team District PD	Professional Development Books	Coaches and Teachers will identify campus needs from various data resources. PD will be provided to teachers during staff development days and/or after school. Teachers will be engaged in book studies to support and implement best practices. Instructional coaches will provide support for all teachers by creating job-embedded opportunities for observing classrooms and participating in walk-thrus.	BOY On-going November & February	

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
			Teachers will be required to share PD they have attended and implemented in their classrooms with PDAS appraiser.	End of the Year Conference	

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% Currently at % EOY with 2 PPCD Units, 2 Life Skills Units and 2 Resource/Inclusion				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department.	School Administrators SPED Department Chair SPED Coordinator	Benchmark data sheets and item analysis. Use benchmark data to identify students in need of additional support including Reading Specialist and tutoring.	Identify specific strategies based on student needs that require additional instructional time and planning. Tutoring student lists and tutoring schedule. Grade level planning notes, small group lesson plans and progress monitoring documentation.	BOY-September	Completed
Continue developing and implementing new Child Study System.	eCST Coordinator School Administrator(s) Teachers	Provide training and PD on electronic system of CST and goals for teachers.	eCST will be used for all students indicating need from DRA/EDL, TPRI/Tejas LEE, Benchmark assessments and other summative/formative assessments. Continue holding CST meetings weekly to review students' needs.	BOY, MOY, EOY	On-going

Table #DR-5

Objective: Reduce special education identification rate.**Condition:** If rate > 8.5% Currently at % EOY with 2 PPCD Units, 2 Life Skills Units and 2 Resource/Inclusion

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
			Sign in sheets for trainings.		

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): 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

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): 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): 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): 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): 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

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): 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
Review of student IEP and schedule to reflect use of instruction to meet the student's needs.	Principal and Asst. Principal Special Education Teachers SPED Department Chair	Student IEP's Campus Sped CIEP report	Summary given to SPED Coordinator. Lesson plans reflect modifications. Classroom observations note inclusion of students in general education settings with appropriate accommodations	BOY-August	On-going

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): 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
Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance.	Principal and Asst. Principal Special Education Teachers SPED Department Chair	Review of student IEP and schedule to reflect use of instruction to meet the student's needs. Special education teachers attend grade level team planning to collaborate with general education teachers and meet grade level student expectations for students on an individualized education plan.	Summary given to SPED Coordinator. Lesson plans reflect modifications. Classroom observations note inclusion of students in general education settings with appropriate accommodations and modifications. Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance. Principal and Asst. Principal Special Education Teachers SPED Department Chair Review of student IEP and schedule to reflect use of instruction to meet the student's needs.	May	Conversations and documentation reviewed during monthly SPED meetings.

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): 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	
				Special education teachers attend grade level team planning to collaborate with general education teachers and meet grade level student expectations for students on an individualized education plan.			
SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.		SPED Teachers SPED Dept. Chair Administrative Team	BOY Sped Meeting with CAC Coordinator.	SPED case managers will obtain electronic receipts of recipients of this distribution within one week of distribution. Electronic signature or signed forms; verification of receipt.	August and as needed for children newly enrolled	On-Going	
An email sent to each instructional and support provider will contain offers from that case manager to review those relevant portions.		Teachers Administrative Team	Collaborative meetings between SPED teachers and general education teachers.	Planning notes, observations.	August	Ongoing as needed	

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): 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): 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
Continue to implement the DL program with fidelity to the Gomez and Gomez DL One-way Model	Administrative Team Bilingual/ESL Teachers LPAC Chair Instructional Coaches	Provide teacher training throughout the year in Dual Language strategies using the District's Framework of Program Designs and ELPS. Teachers will integrate ESL strategies daily into the Science and Social Studies curriculum. Provide teachers with Dual Language	Classroom observation will show evidence of teachers implementing the Dual Language Model with fidelity in PK to 2nd grades. Students in grade 2nd – 5th will increase beginning proficiency level to intermediate proficiency level, TELPAS Scores at EOY.	May	Visited by Gomez and Gomez in October 2013.

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): 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
		training and support. Teachers will integrate Dual language and sheltered instruction strategies insuring fidelity to both languages.			
Teachers in 2 nd -3 rd will post schedules that ensure 50% of instruction is in Spanish and 50% is in English	Administrative Team Bilingual/ESL Teachers LPAC Chairs Instructional Coaches	PD and information shared with staff regarding DL manual and district schedules during faculty meetings, grade level meetings and LPAC meetings.	Daily schedule with breakdown of language of instruction. Classroom observations note language objectives in instruction. Schedules posted in classrooms.	On-going	On-going

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): 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): 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
Identify ELLs who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions	Teachers Instructional Coaches Administrative Team LPAC Chairs	Use benchmark data to identify students in need of additional support including Reading Specialist and tutoring. Identify specific strategies based on student needs that require additional instructional time and planning.	Tutoring student lists and tutoring schedule. Benchmark data sheets and item analysis. Grade level planning notes, small group lesson plans and progress monitoring documentation. eCST documentation	May	On-going

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): 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): 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): 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): 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	Extra duty pay and fringe for teachers providing tutorials to at risk students: those at risk of not meeting state level performance standards on STAAR or not performing at grade level on assessments.
Reading specialists	Reading support specialists serve students identified as at risk of not meeting state level performance standards in reading comprehension on STAAR or not reading at grade level.
Elementary Counselors	The counselor provides at risk students additional social, emotional, behavioral, and academic supports to promote effective learning.
AFL-Houston tutoring	Additional tutoring academic interventions for the students performing the lowest on state level academic achievement tests (STARR) enrolled at Houston Elementary
PreK-Houston	Pre-K teacher salary and benefits. Public funded pre-K provided to students meeting state level eligibility criteria: ELL, new comer, SpED, low income, etc.
TOTAL	\$592,855.00

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):

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
<input checked="" type="checkbox"/>	Provide leadership opportunities for teachers
<input checked="" type="checkbox"/>	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
<input checked="" type="checkbox"/>	Provide substitutes or stipends for professional development
<input checked="" type="checkbox"/>	Other: All my teachers currently meet all HQ requirements.

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
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	6-9
Instruction by highly qualified staff	28
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	15-16
Strategies to attract highly qualified teachers to high-need schools	28, 15-16
Strategies to increase parental involvement	14
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	10
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	10
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-10, 17, 20-25
Coordination and integration of federal, state, and local services and programs	6-10, 31-34
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	14

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
<i>Assistant Principal .5%</i>	Support instructional initiatives and programs at the campus level regarding Title I, TELPAS, Bilingual Dual language program and duties in management and instruction.	A.P. will monitor and provide guidance to all teachers in the areas of Dual language, best practices in content areas and Title I responsibilities.		100% of initiatives will be monitored and in compliance according to district guidelines. 100% of teachers will be monitored and supported.
<i>Math Specialist</i>	87% of our students will pass STAAR in Math.	Students will work with math specialist daily to accelerate numerical fluency and problem solving skills in Grades 1 st -5 th	\$55,134.50	87% of our students in third, fourth and fifth grade will meet passing standard of STAAR and be able to apply strategies learned in problem solving.
Math Coach	87% of our students will pass STAAR in math due to the instructional impact that planning of the knowledge and skills in SE’s will have on student teaching and learning.	Math Coach will plan daily with grade level teams and use content focus coaching techniques to provide support for teachers and students.	\$55,134.50	87% of our students in third -5 th grade will pass STAAR. We will build capacity with teachers to ensure that implementation of best practices in math are being implemented daily.
Science Specialist	90% of our fifth graders will pass STAAR in Science.	Science specialist will work daily with students to provide interventions for each Student expectation needed. Prepare and plan lunch bunch Science lessons and during the day small group interventions	67,189	Enhanced student identification, assessment and interventions.87% of our fifth grade students will pass STAAR.
.75 % Reading Specialist	Specialists will respond to struggling students, students receiving 504 services and dyslexia and students in Special Ed. Program to improve skills and academic achievement.	Will assess students using universal screeners. They will enter data and use data to form small groups to accelerate reading comprehension skills and ensure that students are applying strategies learned.	49,228	87% improvement in reading in all grade levels Kinder-5 th grade. Students will receive 504 accommodations in small groups daily.

5 th Grade Teacher	90% of our fifth graders will pass STAAR in Science, Math and Reading.	Create smaller class size for improved STAAR scores in all academic areas.	\$51,506	87% of our fifth graders will pass STAAR in Science, Reading and Math.
ACE AmeriCorps	4 Americorp tutors will work with our students in Grades K-2 nd to tutor students one on one.	Students participating in program will be successful in Reading and will be on grade level at the end of the year.	5,000	100% of students participating in program will be on grade level at the end of the year.
<i>Instructional Supplies, Materials, and Equipment</i>				
Field Trips	All 5 th grade students will participate in a leadership camp to focus on science TEKS and SEL competencies.	Students will attend Camp Champions in October along with fifth grade teachers and chaperones.	\$12,000	5 th Grade Camp Champions field trip.
Other Rdg Materiel	Lucy Caulkins kits, Stephanie Harvey kits and DRA kits will be purchased for all classroom teachers to support instructional plans on CRMS and campus wide initiatives for assessing all students in K-5 th . Professional books will be purchased for teacher book studies.	100% of our students will be assessed with DRA tool and teachers will use the kits during reading and writing workshop.	\$3,000	All K-5 th grade teachers will use the DRA to asses students and use the data to form small intervention guided reading groups. Teachers will build on shared knowledge by using kits and professional books to support implementation of strategies and best practices.
Computers, Software	100% of students will have access to updated computers , technology and software. Funds will be used to purchase software for content areas.	Students and teachers will use technology to support TECH TEKS in PreK-5 th .	\$10,392.00	100% of students in PreK-5 th will be exposed to tech TEKS and will use computers to support integrated technology in lessons and activities.
<i>Reproduction Cost</i>	Instructional materials created and printed for students to use in Math , Writing and Reading: Step up to STAAR, STAAR Math	Materials will be used as Math Warm ups and to support the Reading and Writing workshop time for all students in PreK -5 th grade	\$7,000	All students will utilize materials to increase numerical fluency and problem solving skills in math and increase reading and writing skills during reading /writing workshop time.
Guided leveled Books, student math manipulative, Science materials and supplies for 5 E lessons and Science Fair.	Purchase books, resource materials for classroom libraries.	Increase best practices; vocabulary and use of academic English in content areas	\$8,000	All PreK-5 th Grade Team leaders' reports and meeting minutes documenting

STAAR reading materials, production for math booklets for Grades 3-5, Warehouse supplies, Reading materials and books for classroom libraries.	Purchase warehouse classroom materials such as colored sentence strips, glue sticks, poster board, etc.. Purchase items for special lessons developed to enrich or accelerate instruction.	Ensure that teachers and staff have materials needed to deliver instruction, provide enrichment and services to students with special needs (G/T, ELL, dyslexic 504 and Sped. Students)		classroom planning and use of resources/materials.
General Supplies, Warehouse orders and/or copy orders for student materials and supplies.	Paper, pencils for STAAR, handwriting paper, markers, crayons for classroom reading and writing workshop. Laminating film, booklets, notebooks and materials to support grade level TEKS.	All students in K-5 th will utilize materials while working in reading and writing workshop. Students will increase writing skills and communication skills.	\$28,921	All K-5 th grade will utilize materials to increase reading skills and comprehension as well as take stories through the writing process.
Library				
RIF	RIF will support students in motivating them to read. They will be able to apply reading workshop strategies to choose a just right book.	All students in PreK-5 th will self-select books to support reading levels, aide in comprehension and support fluency.	\$2,580.00	All students in PreK-5 th will receive books from RIF to support reading levels and reading comprehension.
Staff Development				
After school Intervention, extra duty and substitutes	Provide student in K-5 th grade support in academic areas during after school. Subs will support district wide initiative of data days to plan for interventions and accelerated instruction for all students.	Respond to struggling students, students receiving interventions including dyslexia and students in special ed. program to improve their reading, science and math skills and academic achievement	\$15,601	90% of our students will meet expectations on benchmarks, STAAR Math, STAAR Science and STAAR Reading and Writing.
Employee Travel	Teachers and Administrators will Attend conferences for Reading Writing, Math, Science and Dual Language to support professional development and growth	Teachers will implement best practices acquired from conferences and workshops and will increase the academic knowledge of their students	\$7,000	100% of teachers will implement best practices learned in PD.

Student incentives	Incentives like stickers, book marks, buttons, medals, ribbons and pencils will be purchased for academic, behavior , SEL and attendance incentives	Incentives will be given to students at the end of each 9 weeks to celebrate academic achievement, attendance, SEL behavior and citizenship.	\$2,887.00	Attendance will increase by 4% points.
Community Services (Function 61)				
Food/Refreshments	PSS will purchase food and refreshments to support Health fair night, and school wide functions	100% of students and parents will participate in after school programs.	\$2,000	Purchase items for Health fair literacy and math and science nights
Employee Travel	PSS will attend parent conference to support professional growth and share connections and programs with parents and school leaders.	100% participation in conference and implementation in supporting parent learning on campus.	\$1,000	100% of implementation of programs and initiatives to support Title I parent connection.
General Supplies	PSS will use supplies when working with parents in ESL/ parenting classes, KLRU and campus wide programs.	100% of materials will be utilized by parents.	\$2,712	100% of parents who attend programs will use materials to support learning and growth.
Other Requests				
Salary Cushion		As per AISD guidelines	13,760	13,760
TOTAL (Must Match BTO Total)				\$400,045.00

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

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

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

APPENDIX G

Additional NCLB Requirements

Parent Notice

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

Support

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

Guidance, Leadership, and Monitoring	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	20	18	70.00	34
Asian	<1	n/a	0.00	n/a
AA	*	*	70.00	*
Hispanic	20	16	70.00	33
White	*	*	85.00	*
2 or More	<1	*	70.00	*
EcD	19	17	70.00	33
ELL	11	8	70.00	26
Spec Ed	*	43	70.00	55
3rd English	17	24	70.00	39
3rd Spanish	<1	*	70.00	*
4th English	28	18	70.00	34
4th Spanish	<1	<1	70.00	20
5th English	17	17	70.00	34
5th Spanish	<1	*	70.00	*

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	24	19	70.00	35
Asian	<1	n/a	70.00	n/a
AA	*	*	70.00	*
Hispanic	24	18	70.00	35
White	*	*	70.00	*
2 or More	<1	<1	70.00	20
EcD	23	18	70.00	35
ELL	19	12	70.00	29
Spec Ed	*	39	70.00	51
3rd English	17	18	70.00	35
3rd Spanish	<1	<1	70.00	20
4th English	33	18	70.00	34
4th Spanish	<1	<1	70.00	20
5th English	21	24	70.00	39
5th Spanish		<1	70.00	20

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	14	13	70.00	30
Asian	n/a	n/a	70.00	n/a
AA	<1	*	70.00	*
Hispanic	15	12	70.00	29
White	n/a	*	70.00	*
2 or More	n/a	<1	70.00	20
EcD	13	12	70.00	30
ELL	9	*	70.00	*
Spec Ed	*	*	70.00	*
4th English	19	18	70.00	34
4th Spanish	<1	<1	70.00	20

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Writing and English II Writing EOC tests

STAAR/EOC Science at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	25	17	75.00	34
Asian	<1	n/a	75.00	n/a
AA	*	*	75.00	*
Hispanic	23	16	75.00	33
White	*	>99	75.00	>99
2 or More	<1	n/a	75.00	n/a
EcD	25	17	75.00	33
ELL	*	*	75.00	*
Spec Ed	*	*	75.00	*
5th English	25	17	75.00	34
5th Spanish		<1	75.00	20

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	6	6	35.00	15
Asian	<1	n/a	35.00	n/a
AA	*	*	35.00	*
Hispanic	5	5	35.00	14
White	*	*	55.00	*
2 or More	<1	<1	35.00	10
EcD	5	5	35.00	14
ELL	*	*	35.00	*
Spec Ed	<1	*	35.00	*

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	6	7	30.00	17
Asian	<1	n/a	30.00	n/a
AA	*	*	30.00	*
Hispanic	5	6	30.00	16
White	*	*	70.00	*
2 or More	<1	<1	30.00	10
EcD	6	7	30.00	16
ELL	*	*	30.00	*
Spec Ed	<1	*	30.00	*

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	*	<1	30.00	10
Asian	n/a	n/a	30.00	n/a
AA	<1	<1	30.00	10
Hispanic	*	<1	30.00	10
White	n/a	<1	30.00	10
2 or More	n/a	<1	30.00	10
EcD	*	<1	30.00	10
ELL	<1	<1	30.00	10
Spec Ed	<1	<1	30.00	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	6	7	30.00	16
Asian	<1	n/a	30.00	n/a
AA	*	<1	30.00	10
Hispanic	*	6	30.00	16
White	*	>99	100.00	>99
2 or More	<1	n/a	30.00	n/a
EcD	6	6	30.00	15
ELL	<1	<1	30.00	10
Spec Ed	*	<1	30.00	10

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

Primary Reading Assessment EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	84%	71%	66%	70.00	>=90%
Kinder DRA Spanish	64%	49%	54%	70.00	>=90%
1st DRA English	47%	66%	23%	70.00	>=90%
1st DRA Spanish	63%	78%	35%	70.00	>=90%
2nd DRA English	41%	58%	52%	70.00	>=90%
2nd DRA Spanish	51%	43%	29%	70.00	>=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%	96.2%	95.9%	96.5%	96.5%	96.4%	97.00
African American	94.5%	93.1%	93.7%	92.7%	92.9%	95.5%	97.00
Asian	98.9%	99.4%	96.2%	98.6%	98.9%	97.4%	98.00
Hispanic	96.2%	96.4%	96.1%	96.7%	96.8%	96.5%	97.00
Native American	95%	94.9%	95.4%	100%	96.8%	93.9%	97.00
White	91.7%	93.6%	91.7%	96.5%	93.2%	94.4%	97.00
2 or More				95.9%	95.7%	95.3%	97.00
EcD	96.1%	96.2%	96%	96.5%	96.5%	96.4%	97.00

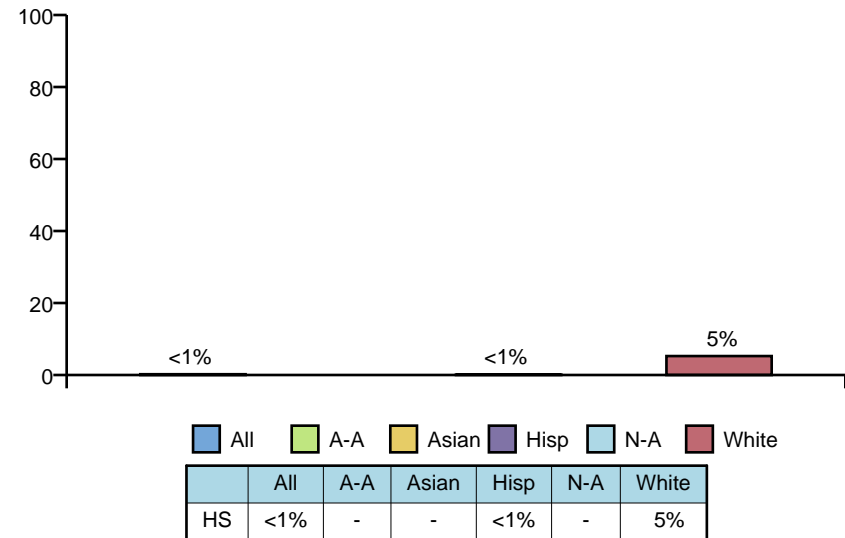
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	950
African American	49
Asian	1
Hispanic	867
Native American	3
White	19

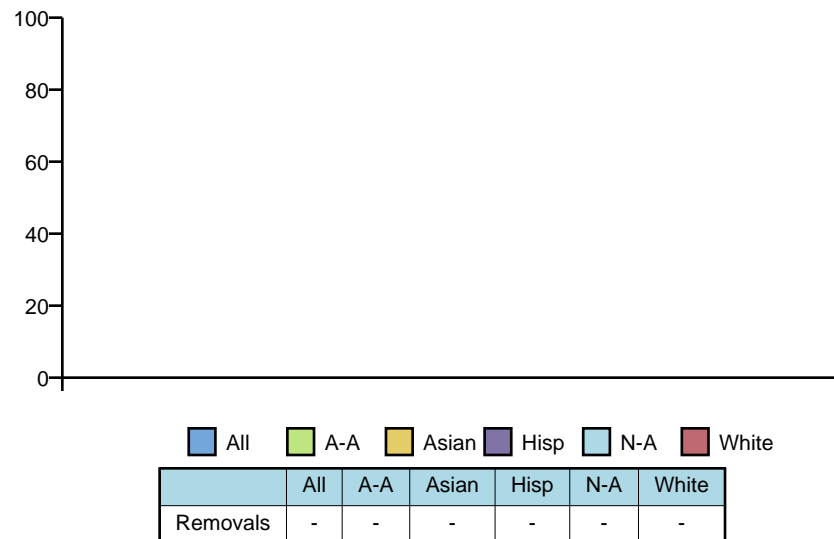
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



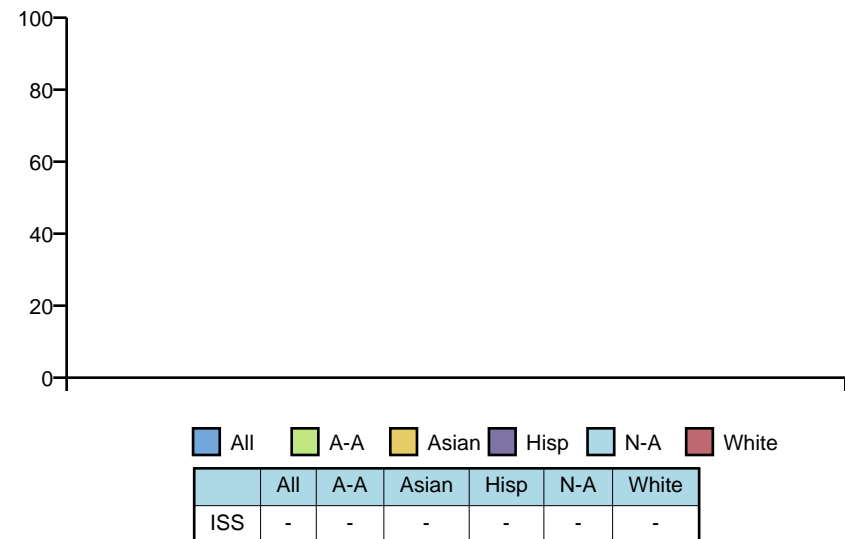
	All	A-A	Asian	Hisp	N-A	White
HS	<1%	-	-	<1%	-	5%

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			1	.1%			1.00
African American							1.00
Asian							0.00
Hispanic			1	.11%			1.00
Native American							0.00
White							1.00

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	5	.51%	4	.4%	2	.21%	0.10
African American			1	1.89%			1.00
Asian							0.00
Hispanic	5	.56%	3	.33%	1	.12%	0.10
Native American							0.00
White					1	5.26%	1.00

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

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	7	.1%	5	.51%			0.00
African American			2	3.77%			0.00
Asian							0.00
Hispanic	1	.11%	3	.33%			0.00
Native American							0.00
White							0.00

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

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

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	942	958	922	898	857
African American	45	52	35	46	40
Asian	3	4	3	2	1
Hispanic	871	873	844	811	781
Native American	1	1	2	2	2
White	22	28	20	15	15
2 or More			18	22	18

Data Source: PEIMS Submission 1.

TELPAS - Students Testing Over Two Years Test at Beginner Level in Second Year

Group	2011-12			2012-13			2013-14	End Goal
	# Tested 2 Yrs	# Beginning 2012	%	# Tested 2 Yrs	# Beginning 2013	%	Improvement Goal	Target
All Students	268	27	10%	252	32	13%	5.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	265	27	10%	252	32	13%	5.00	
White	*	*	*	-	-	-	0.00	
EcD	261	26	10%	246	31	13%	5.00	
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	7	5	71%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Hispanic	158	83	53%	84	51	61%	140	68	49%	77	48	62%	127	58	46%	66	31	47%
F	White	*	-	-	*	*	*	*	*	*	*	-	-	*	*	*	-	-	<1%
F		168	88	52%	91	55	60%	146	72	49%	82	50	61%	133	62	47%	67	31	46%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	12	9	75%	5	5	>99%	10	7	70%	7	7	>99%	11	5	45%	7	6	86%
M	Hispanic	179	85	47%	91	67	74%	154	71	46%	88	64	73%	162	72	44%	87	62	71%
M	White	6	2	33%	*	*	*	5	2	40%	*	*	*	*	*	*	*	*	*
M		197	96	49%	97	73	75%	169	80	47%	97	73	75%	177	79	45%	97	70	72%
total		365	184	50%	188	128	68%	315	152	48%	179	123	69%	310	141	45%	164	101	62%

Data Source: AISD Fitnessgram