McBee 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	Rafael Soriano	9/26/2013
Co-Chair	Cinthia Guadalupe Martinez	9/26/2013
Co-Chair	Marcelina Yanez	9/26/2013

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Rafael Soriano**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	**Guadalupe Soto**						
Parent	**Eilario Zavala**						
Parent	**Cinthia Guadalupe Martinez**	✔		✔			
Parent	**Clara Luna**						
Parent	**Maria del Carmen Cerda Aviles**						
Parent	**Estela Garduño**						
Professional Staff Member	**Gail Young**						**Math Coach**
Professional Staff Member	**Marcia Casas**				✔		
Professional Staff Member	**Marcy Yanez**	✔			✔		
Professional Staff Member	**Kathryn Presley**				✔		
Professional Staff Member	**Patricia Ballman**						**Science Coach**
Professional Staff Member	**Cindy Baldwin**				✔	✔	
Classified Staff Member	**Elida Chapa**		✔				
Business Representative	**George Gentile**						
Community Representative	**Bala Kumar**						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	2nd Tuesday of the month
Normal Time:	4:30

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
10	6

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- STAAR performance data from TEA
- STAAR-M performance data from TEA
- TELPAS performance data from TEA
- Attendance data
- Parent involvement data
- Community and Campus surveys
- Fitnessgram results
- C-EIP data

Based on review of the above data, the following areas of needed improvement were identified:
- ELL Performance
- Special Education student performance
- STARR performance in Reading, and Writing
- Students' advanced performance in all areas
- Reduce time of special education students in resource classes

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1					
Objective: Increase by 20**%** ELLs who make progress from beginning proficiency level to intermediate proficiency level on TELPAS Reading grades 2-5					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
a. (ES) Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	Administration DL teachers	Ensure effective implementation of the DL program. Walk-through	Walkthroughs Gomez and Gomez visit documentation	4/2014	
b. (ES) Ensure administrative staff and teachers attend all DL trainings	Administration DL teachers	Provide opportunity for all administrators and DL teachers to attend required trainings.	Training certificates	4/2014	
c. (ES) Provide schedules that ensure	DL teachers	Administration will review	Teacher schedules	4/2014	

| 50% of instruction is in Spanish and 50% is in English | | schedules for compliance to the program. | | | |
| d. (ES) For second grade provide 2 reading periods—one in English and one in Spanish | DL teachers | Administration will review schedules for compliance to the program. | Teacher schedules Walkthroughs | 4/2014 | |

Table #CI-2					
Objective: Increase by **50%** ELLs who meet passing standard on science STAAR/EOC.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
a. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Administration	ELL trainings.	Training certificates	4/2014	
b. Analyze and monitor data (i.e. 2 years TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations	Administration Classroom teachers	data meetings after MOY I and MOY II to address needs of struggling students.	Data meeting notes and documentation	4/2014	
c. Require that teachers scaffold science content to address linguistic differentiation among ELLs	Administration	Training on scaffolding and implement.	Walkthroughs	4/2014	
d. Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and regular classrooms	Administration Instructional Coach	Planning sessions.	Team instructional plans	4/2014	
e. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Administration Classroom teachers Instructional coach	Tutoring for struggling ELL students in science.	Tutoring lesson plans and attendance documentation	4/2014	
f. Continue to use CRMs for instruction	Administration	Lesson plans will follow the CRMs.	Lesson plans	4/2014	
g. Ensure that teachers attend Newcomer Immigrant/Refugees professional development	Administration Classroom teachers Instructional coach	Bilingual and ESL teachers will attend professional development on strategies for working with Newcomers and Refugees.	Training certificates, Assessments Resources including part Test, Unit Tests, Key Words Test, High Frequency Words Tests	4/2014	

| Table #CI-3 |
| Objective: Increase students meeting or exceeding STAAR passing standards (compared to STAAR), 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	Implementation Evidence	Timeframe for Completion	Status
h. Identify each student's ethnicity, subgroup, prior performance, prior interventions, strengths and areas for improvement.	Classroom Teachers Principal Asst. Principal Reading Coaches Math & Science Coach Sp. Ed. Teachers	Beginning of the year data for each grade level and teacher identifying each student's prior performance. All teachers receive 504, ELL and Special education data regarding specific students.	Lists of students with coordinating data Copies of IEPs, BIP, 504 plans for individual students. Class AIMS/SchoolNet Data	4/2014	
i. Utilize/post TEKS/SE to initiate lesson planning and align instruction, tasks, and assessments.	Classroom Teachers Principal Asst. Principal Reading Coaches Math Coach Sp. Ed. Teachers	Develop lesson planning standards Train staff regarding lesson planning standards Meet prior beginning of school year	Lesson Plans Academic data such as benchmarks, classroom assessments, report cards and student work samples Professional learning community agendas and meeting minutes	4/2014	
j. Integrate at least 3 projects/skills with science or math S.E.s in the special areas instruction	Special Areas teachers Principal Asst. principal Math Coach Teachers	Identify the areas where the Special Areas teachers can implement science or math through vertical and horizontal team meetings	Lesson plans Team meeting minutes	4/2014	
k. Increase Science STAAR to 90% passing in 5th grade	Classroom Teachers Science Committee Principal Assistant Principal	Increase and improve the focus on building background knowledge in key science concept areas.	Student reading logs showing in class reading and nightly reading that reflect an increased emphasis on science and nonfiction topics during each nine-week period.	4/2014	
l. Increase Math STAAR to 90% passing	Classroom teachers Math Coach Math Committee Principal Assistant Principal	Vocabulary lists provided in the CRMs, and identify the key, non-negotiable terms, to be taught. Academic word walls in Math utilizing the words	Critical word lists developed by teachers at the beginning of each new concept and continue throughout the school year. Classroom observations of	4/2014	

		identified above. Numerical fluency in all classrooms. "Fact Masters" to develop and understand math operations. School wide system for resolving math problems to differentiate learning styles. Journal Strategies	students and teachers interacting with the posted vocabulary using Marzano's 6-step vocabulary method. -Teachers will have students demonstrate in depth knowledge of vocabulary words through large and small group instruction. -Staff development session during faculty meetings and January staff development on vocabulary instruction. Teacher lesson plans will utilize lessons and strategies using the Interactive Lesson Support for ELLs and Intervention Strategy Guide in the EnVision Math System.		

Table #CI-4					
Objective: Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Continually assess reading levels of the students and intervene as needed.	K-2nd grade teachers Reading Coaches Reading Specialists	Discussion with all teachers involved and reading specialist to determine uniform administration eCST meetings for struggling learners Professional Learning Communities to plan together and meet the needs of the various reading levels.	Student performance on DRA, Flynt Cooter, TPRI and Benchmarks Impact meetings regarding individual students Intervention plans for particular individual students	4/2014	
Assess the core reading instruction and modify it as necessary.	K-2nd grade teachers Reading Coaches Reading Specialists Principal	Training for teachers in Balance Literacy and the daily five.	Teacher certificates of course completion Lesson plans with times of instruction for each component of Balance	4/2014	

			Literacy and daily five		
Continually assess High Frequency Word Recognition and intervene as needed.	K-2nd grade teachers Reading Coaches Reading Specialists Principal	800 High Frequency Word Reading and Writing Folders			

Table #CI-5					
Objective: Increase attendance rate to 98%.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Increase parent contact with student with 3 or more absences in the language the parents will understand.	Principal Asst. Principal Coaches Attendance Specialist	Identify within each nine weeks grading period students who have shown a pattern of excessive tardies and/or absences. Contact parents to build positive relationship and stress need for improved attendance. Conduct parent meeting about the importance of coming to school and the understating the law about attendance	Logs of phone calls directly to parents from office staff. Logs of phone calls directly to parents from teachers.	4/2014	
Discuss importance of attendance at morning assemblies and flyers sent home in the parents language	Principal Asst. Principal Coaches Attendance Specialist Parent Support Specialist	Conduct morning assembly with an attendance agenda in all the grades present. Organize perfect attendance recognition with parents and student in both languages weekly	Morning assembly agenda. Log of attendance for perfect attendance in assemblies	4/2014	

Table #CI-6					
Objective: Provide career awareness program					
Applicable Strategic Plan Goal(s):1, 2, 3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Increase counselor visits to 5th grade classes to present career and college awareness programs	Counselor	Counselor will present information to students in all the 5th grade classrooms	Agenda about presentations Student-counselor meeting minutes about choice sheets with focus in AP classes.	4/2014	

Table #CI-7					
Objective: Transition to Kindergarten from Pre-Kindergarten Lucy Read.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Inform parents of meeting of students attending Pre-K at Lucy Read in the language they will understand	Principal Parent Support Specialist	Weekly and a monthly calendar/newsletter in the language they can understand Flyers will be sent home about meeting for Pre-K at Lucy activity prior the meeting and the same week of the meeting in the language that parents will understand	Agendas and flyers of meetings with dates on them		
Principal will attend meeting at Lucy Read before the end of the school to coordinate the transition with the Lucy Read Principal	Principal	Principal will attend meetings and will communicate with kinder teachers and will parents	Agendas of meetings with dates on them		

(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	Implementation Evidence	Timeframe for Completion	Status
a. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Grade Teachers	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	6/2014	
b. The campus will show evidence of an environmental change using Coordinated School Health materials.	Grade Teachers PE Teachers Administration	CATCH posters, flyers, marketing materials	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	6/2014	
c. Elementary campuses will have two family fitness fun events annually.	Grade Teachers PE Teachers Administration	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	6/2014	
d. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	PE Teachers	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	6/2014	
e. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	PE Teachers	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	6/2014	

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	Implementation Evidence	Timeframe for Completion	Status
f. Identify students in the 85th to 99th plus percentile to receive health and wellness information and case management for obesity.	PE Teachers Nurses Administration	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	6/2014	
g. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Principal	Distribution of data on school calendar.	Spot checks to see if data were received.	6/2014	
h. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Classroom Teachers Teachers Administration	Mmaster schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	6/2014	
i. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Cafeteria Manager Principal Teachers	Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents. Principals will communicate contents of	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	6/2014	

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	Implementation Evidence	Timeframe for Completion	Status
		the policy across stakeholders. Principals will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food.			

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Continue being a "No Place for Hate" school	Administration Student	Attend Webinar Meet with Student Council	Minutes of meeting of Student Council decisions	4/2014	
Inform parents of Program	Administration	Parent meeting Flyers	Agendas of meetings with dates on them	10/2013	
Send Application by Oct. 15, 2013	Administration Teachers Students	Application	Application is sent and approved	10/15/2013	
Selecting 3 activities for the year	Students Teachers Administration	Based on activities decided	Activities will be in calendar and forms and examples will be mailed to NPFH office.	4/2014	

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	Implementation Evidence	Timeframe for Completion	Status
Inform parents of meeting with a monthly and weekly calendar/news letter of parent meetings in the language they can understand; provide parents information about their child's academic assessment/performance in a language they can understand.	Principal Parent Support Specialist	Parent Support Specialist will create a weekly and a monthly calendar/newsletter in the language they can understand Flyers will be sent home about any school parent activity prior the meeting and the same week of the meeting in the language that parents will understand	Agendas and flyers of meetings with dates on them	06/2014	

Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Reading TLI 800 Word Genre Study Professional Development	Administrators Coaches ClassroomTeachers	TLI Curriculum TLI agenda 800 Word Booklets Genre Monitoring Tool Genre Fountas & Pinnell	Agenda of the PD occurring on November 11	11/2014 05/2014 05/2014	
Math Problem Solving Strategies LoneStar Math TIMI	Administrators Coaches ClassroomTeachers	LoneStar Math Curriculum TIMI	Walk-through shows implementation daily	10/2014 05/2014	
Writing Writing workshop for 3rd and 4th grades Writing workshop for 1st and 2nd grades	Administrators Coaches ClassroomTeachers	Region XIII Booklets Building Grammar Grade4	Walk-through shows implementation daily	10/2014 05/2014	

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

Special Education Objectives – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **Yes**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	eCST chair Administrators Coaches	Teacher data Student data	eCST program will show goals and interventions	06/2014	
Monitor use of interventions to better meet the need of individual students	eCST chair Administrators Coaches Teachers Specialist	Teacher data Student data	eCST program will show goals and interventions	06/2014	
Analyze data to determine specific areas of need for each individual student	eCST chair Administrators Coaches Teachers Specialist	Teacher data Student data	eCST program will show goals and interventions	06/2014	

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **No**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-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): **Yes**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
Include Hispanic students who are having academic, behavior and attendance issues in eCST and eCST meetings	eCST chair Administrators Coaches	Teacher data Student data	eCST program will show goals and interventions	06/2014	
Put interventions in place for students who are not at level academically	eCST chair Administrators Coaches Teachers	Teacher data Student data	eCST program will show goals and interventions	06/2014	

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**	**Implementation Evidence**	**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**	**Implementation Evidence**	**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**	**Implementation Evidence**	**Timeframe for Completion**	**Status**

Table #DR-11

Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.

Condition: If rate < 66%				Source: SPED C-IEP (H)	

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Administrators ARD committee	ARD paperwork	Schedules of special education students will show more time on inclusion than resource	4/2014	
Conduct ARDS and select the LRE for each individual student	Administrators ARD committee	ARD paperwork	Schedules of special education students will show more time on inclusion than resource	4/2014	
Increased use of differentiated instruction in the general education classrooms	Administrators ARD committee Classroom Teachers	ARD paperwork Lesson plans	Lesson plans will show evidence of differentiation	4/2014	

Table DR-12

Objective: 70% of special education students will take the regular STAAR test.

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

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	Implementation Evidence	Timeframe for Completion	Status
a. Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance.	Administration	Data and Compliance Reports ready	Data and Compliance Reports	4/2014	
b. Continue to have SPED department chairs use forms developed in SY 13-14 verifying that student schedules are based on the IEP schedules of services.	SPED teachers	Schedules made and approved by principal and	Completion of schedules of service forms.	4/2014	
c. 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	IEPSs printed and ready to sign received copies	Instructional and support providers will verify receipt of IEPs.	9/2014	
d. SPED case managers will obtain	SPED teachers	IEPSs printed and ready	Electronic receipts	4/2014	

electronic receipts of recipients of this distribution within one week of distribution.		to sign received copies			
e. The email provided to each instructional and support provider will contain offers from that case manager to review those relevant portions.	Sped teachers	IEPSs printed and ready to sign received copies	Sped teachers will document support provided. IEP emails.	4/2014	
f. Campus administrator responds to survey identifying the documentation system specific to that campus to ensure IEP distribution.	Principal	Surveys and Staff meeting	Completed survey	4/2014	
g. For SPED students living in Residential Facilities (to include shelters, therapeutic foster homes, group homes, etc): • Campus administrators and SPED case managers review rules and regulations regarding commensurate school day – ▪ Making individualized student-based decisions concerning length. ▪ When case manager receives documentation recommending shortened school day, ARDs will be held to consider the justification being presented in the document and to develop benchmarks to be used to review student progress. • Each grading period, review benchmarks developed in ARD of RF student to consider increasing the student's length of school day and schedule ARD committee meetings as appropriate.	Administration Sped teachers	Information for Parents, PEIMS report to make decisions IEPs Progress reports send each nine weeks and as needed.	ARD documents	4/2014	
h. Pull a report of projected testing and begin to provide strategic interventions to anyone who is projected to take the STAAR M in order to move them to STAR	Administration Sped teachers Classroom Teachers	Report from SEEDS and AIMS STAAR reports	Less students will be taking the STAAR M	4/2014	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
i. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model	Administration Sped teachers Coaches	Report from SEEDS and AIMS STAAR reports	Less students will be taking the STAAR M	4/2014	

Table #DR-13					
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects.					
Condition: If rate > 20%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **Yes**					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
j. Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance.	Administration	Data and Compliance Reports ready	Data and Compliance Reports	4/2014	
k. Continue to have SPED department chairs use forms developed in SY 13-14 verifying that student schedules are based on the IEP schedules of services.	SPED teachers	Schedules made and approved by principal and	Completion of schedules of service forms.	4/2014	
l. 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	IEPSs printed and ready to sign received copies	Instructional and support providers will verify receipt of IEPs.	9/2014	
m. SPED case managers will obtain electronic receipts of recipients of this distribution within one week of distribution.	Sped teachers	IEPSs printed and ready to sign received copies	Electronic receipts	4/2014	
n. The email provided to each instructional and support provider will contain offers from that case manager to review those relevant portions.	Sped teachers	IEPSs printed and ready to sign received copies	Sped teachers will document support provided. IEP emails.	4/2014	
o. Campus administrator responds to survey identifying the documentation system specific to that campus to	Principal	Surveys and Staff meeting	Completed survey	4/2014	

Table #DR-13					
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects.					
<mark>Condition: If rate > 20%</mark>				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**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
ensure IEP distribution.					

p. For SPED students living in Residential Facilities (to include shelters, therapeutic foster homes, group homes, etc):
• Campus administrators and SPED case managers review rules and regulations regarding commensurate school day –
  ▪ Making individualized student-based decisions concerning length.
  ▪ When case manager receives documentation recommending shortened school day, ARDs will be held to consider the justification being presented in the document and to develop benchmarks to be used to review student progress.
• Each grading period, review benchmarks developed in ARD of RF student to consider increasing the student's length of school day and schedule ARD committee meetings as appropriate.
	Administration
	Sped teachers
		Information for Parents, PEIMS report to make decisions
		IEPs
		Progress reports send each nine weeks and as needed.
			ARD documents	4/2014	

q. Ensure that all staff members participate in professional development on tier 2-3 interventions	Administration Sped teachers Coaches Classroom teachers	PD module V-team facilitator to guidance provide	PD signing list Teachers' lesson plan show differentiation and interventions	4/2014	
r. Monitors use of interventions to better meet the needs of individual students	Administration Sped teachers Coaches Classroom teachers	Walk-thorugh	Teachers' lesson plan show differentiation and interventions Walk-throughs forms and follow up forms	4/2014	

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**	**Implementation Evidence**	**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**	**Implementation Evidence**	**Timeframe for Completion**	**Status**
PD on ELPS	LPAC Committee Administrators Teachers	Linguistic Guides	Data will show increase in student performance in reading, writing, speaking and listening	06/2014	
PD on Writing and Reading interventions for ELL students	LPAC Committee Administrators Teachers	Linguistic Guides	Data will show increase in student performance in reading, writing, speaking and listening	06/2014	

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

4-Year Graduation Rates – *HS Level Only*

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

Table #DR-19	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): **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	
General Supplies for at-risk students	Supplies for classroom instruction and after school tutoring in reading, science and math
Reading specialists/ Instructional Coaches	Increase literacy skill instruction for students not meeting standards in reading, math and science
Parent Support Specialist	Increase the hours of service of the parent support specialist to be able to bring more parent involvement and teach classes for parents, with specific focus on support for at-risk students needing additional social, emotional, behavior and learning supports and their families to promote effective learning for at-risk students.
TOTAL	**$205,200.00**

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

APPENDIX B
Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

APPENDIX C
Components for Title I Schools
(All Title I Schools)

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

Components	Pages
Comprehensive needs assessment	Notebook, 6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6, 7, 15, 20, 21
Instruction by highly qualified staff	25
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	15
Strategies to attract highly qualified teachers to high-need schools	26
Strategies to increase parental involvement	15
For Elementary: Transition to K assistance to Pre-K/EC students	11
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	16, 17,18, 21
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	15, 18, 21
Coordination and integration of federal, state, and local services and programs	15, 18, 21, 29
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	15

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	**Needs Assessment**		
Personnel				
Reading Specialist	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks Science, Math, Writing, Reading,	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR gaps. Increase DRA passing	$177,051.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
Math Coach 50%				
Science Coach				
Part Time/Hourly				
Instructional Supplies, Materials, and Equipment				
Reading Material	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks Science, Math, Writing, Reading,	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed	$8,246.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
General Supplies, Activity Workbooks Software Tutoring Materials Copy Rental	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks Science, Math, Writing, Reading,	Objective # 5 Continually assess reading levels of the students and intervene as needed Objective # 3 Increase students achieving STAAR Commended Level	$50,455.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year

		Performance.		
Contracted Services	Assemblies	Objective #5 Increase student world awareness	$2,000.00	Increase student development in the early years in world cultures.
Field Trips	Need for students to experience academic subjects firsthand and live	Objective # 3 Increase students achieving STAAR Commended Level Performance.	$5,000.00	Passing rate in science on STAAR and other school assessments will increase based on the results of the test compared to previous year
Staff Development	For teacher to be trained to improve STAAR scores data, Benchmarks meetings or tutoring	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed Objective # 3 Increase students achieving STAAR Commended Level Performance.	$28,145.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
Community Services (Function 61)				
General Supplies	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	$1,500.00	Increase student development in the early years in reading and math.
Reading Material	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	$1,500.00	Increase student development in the early years in reading and math.
Refreshments	Need for parents and community trainings	Objective # 5 Continually assess reading levels of the students and intervene as needed	$941.00	Increase parent attendance to instructional meetings based on signing sheets

Travel/Registration	Need for parents to go to training	Objective # 5 Continually assess reading levels of the students and intervene as needed	$488.00	Parent will attend meetings that will benefit the learning of the students.
Staff Training				
Substitutes	Need for teacher to go to training or meetings	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR gaps	$9,000.00	Increase performance. Teachers will lesson plans and instructional walks.
Counseling				
Reading Materials	Need for students and parent development	Objective # 5 Continually assess reading levels of the students and intervene as needed	$500.00	Increase student awareness of school and home life and how to make the right decisions.
General Supplies	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	$1,000.00	Increase student awareness of school and home life and how to make the right decisions.
Other Requests				
Extra Duty Stipends	STAAR scores data, Benchmarks meetings or tutoring	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed Objective # 3 Increase students achieving STAAR Commended Level Performance.	$15,004.00	Tutoring for STAAR test will show gains in all subject tested compared to last year's results.
Salary Cushion	In case of salary Increases		$9,334.00	

TOTAL (Must Match BTO Total)	**$310,164.00**

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.

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	27	34	55.00	47
Asian	n/a	n/a	50.00	n/a
AA	33	*	50.00	*
Hispanic	25	34	55.00	47
White	*	*	90.00	*
2 or More	>99	<1	50.00	20
EcD	27	33	50.00	46
ELL	24	28	50.00	42
Spec Ed	33	30	50.00	44
3rd English	35	32	50.00	46
3rd Spanish	<1	<1	30.00	20
4th English	39	36	55.00	49
4th Spanish	22	*	50.00	*
5th English	23	35	55.00	48

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	26	41	60.00	53
Asian	n/a	n/a	50.00	n/a
AA	17	41	60.00	53
Hispanic	28	41	60.00	53
White	*	*	70.00	*
2 or More	<1	<1	35.00	20
EcD	26	41	60.00	53
ELL	27	38	60.00	50
Spec Ed	22	38	60.00	50
3rd English	31	50	70.00	60
4th English	32	38	60.00	51
5th English	22	42	60.00	53

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	27	21	45.00	37
Asian	n/a	n/a	50.00	n/a
AA	*	*	45.00	*
Hispanic	28	20	45.00	36
White	*	n/a	60.00	n/a
2 or More	<1	n/a	60.00	n/a
EcD	26	21	45.00	37
ELL	29	21	45.00	37
Spec Ed	*	*	45.00	*
4th English	26	24	45.00	39
4th Spanish	29	*	45.00	*

Data Source: Contractor's Electronic Files
Includes EOC taken in Middle School
Includes English I Writing and English II Writing EOC tests

STAAR/EOC Science at Level 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	22	21	45.00	37
Asian	n/a	n/a	45.00	n/a
AA	*	*	55.00	*
Hispanic	20	20	45.00	36
White	<1	*	80.00	*
2 or More	n/a	<1	35.00	20
EcD	22	21	45.00	37
ELL	18	15	45.00	32
Spec Ed	*	*	40.00	*
5th English	22	21	45.00	37

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	8	15	25.00	24
Asian	n/a	n/a	25.00	n/a
AA	*	*	30.00	*
Hispanic	6	13	30.00	22
White	*	*	70.00	*
2 or More	<1	<1	25.00	10
EcD	8	14	25.00	23
ELL	5	10	25.00	19
Spec Ed	<1	*	25.00	*

Data Source: Contractor's Electronic Files
Includes EOC taken in Middle School
Includes English I Reading, English II Reading, English I, and English II EOC tests

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	10	17	30.00	26
Asian	n/a	n/a	25.00	n/a
AA	*	*	30.00	*
Hispanic	12	16	30.00	25
White	<1	*	50.00	*
2 or More	<1	<1	25.00	10
EcD	11	17	30.00	25
ELL	13	16	30.00	24
Spec Ed	<1	*	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	n/a	n/a	25.00	n/a
AA	<1	*	25.00	*
Hispanic	*	<1	25.00	10
White	<1	n/a	25.00	n/a
2 or More	<1	n/a	25.00	n/a
EcD	*	*	25.00	*
ELL	*	*	25.00	*
Spec Ed	*	<1	25.00	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	8	*	25.00	*
Asian	n/a	n/a	25.00	n/a
AA	*	<1	25.00	10
Hispanic	8	*	25.00	*
White	<1	*	45.00	*
2 or More	n/a	<1	25.00	10
EcD	8	*	25.00	*
ELL	9	*	25.00	*
Spec Ed	*	<1	25.00	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	90%	75%	85%	90.00	>=90%
Kinder DRA Spanish	65%	71%	75%	90.00	>=90%
1st DRA English	24%	34%	61%	75.00	>=90%
1st DRA Spanish	43%	43%	64%	75.00	>=90%
2nd DRA English	43%	47%	14%	50.00	>=90%
2nd DRA Spanish	39%	33%	43%	65.00	>=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	96.9%	96.6%	96.4%	96.8%	96.7%	96.8%	97.00
African American	96.4%	95.5%	95.3%	95.8%	96%	96.7%	97.00
Asian	99.4%	96.3%	99%	97.4%	90.3%	98%	99.00
Hispanic	97%	96.8%	96.6%	96.9%	96.8%	96.9%	97.00
Native American		96.1%	92.8%	97.7%	98.3%	98.7%	99.00
White	94.3%	95.3%	93.5%	93.4%	95.6%	93%	97.00
2 or More				95.2%	93.9%	96.4%	97.00
EcD	97%	96.6%	96.5%	96.8%	96.7%	96.8%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	844
African American	53
Asian	4
Hispanic	759
Native American	1
White	17

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%	2%	-	-	-	-

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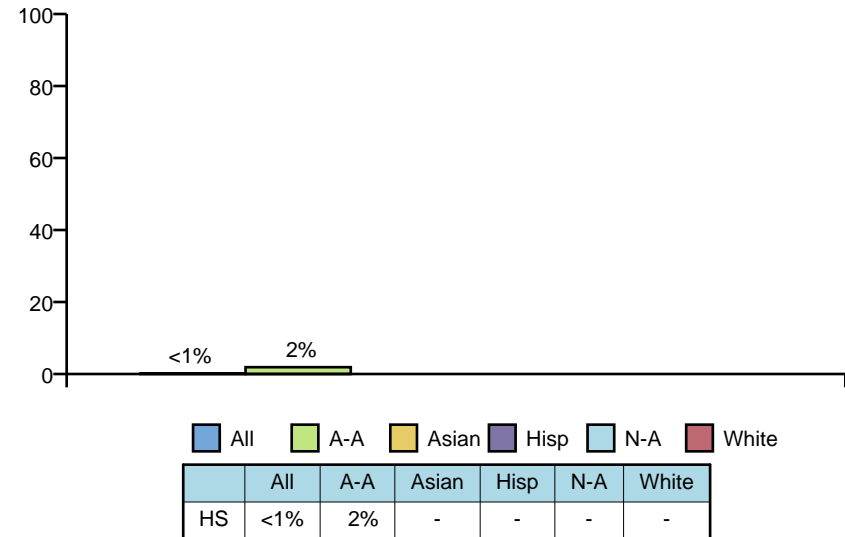
	All	A-A	Asian	Hisp	N-A	White
Removals	-	-	-	-	-	-

Campus ALC/EDAP or ISS
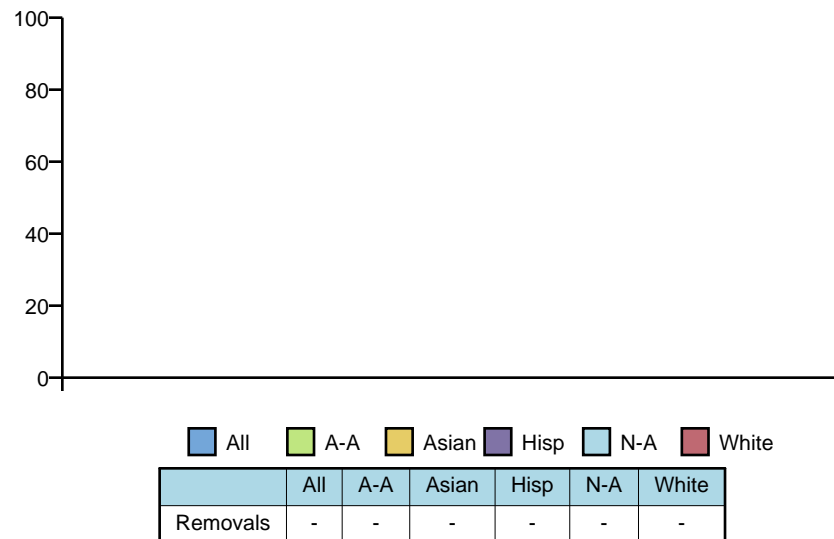
	All	A-A	Asian	Hisp	N-A	White
ISS	-	-	-	-	-	-
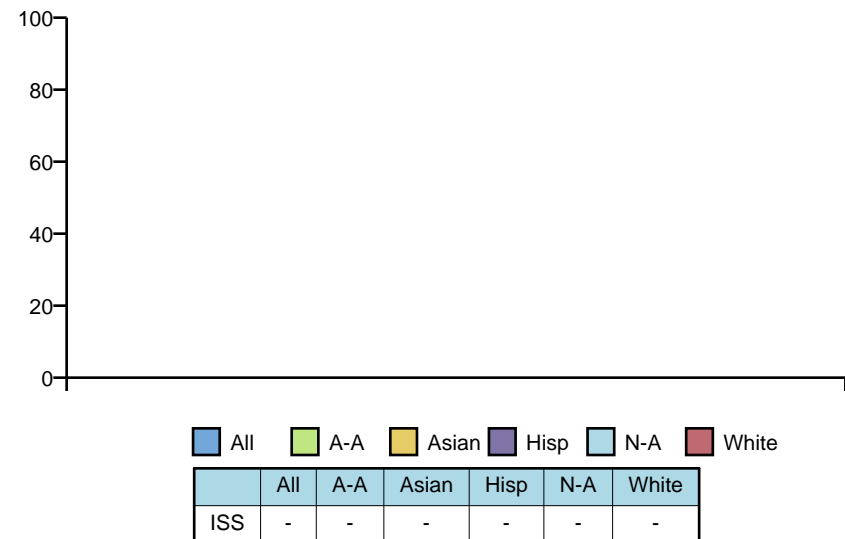
Discipline Targets

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	3	.36%					0.00
African American	2	2.86%					0.00
Asian							0.00
Hispanic	1	.13%					0.00
Native American							0.00
White							0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.
Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	11	1.32%	10	1.14%	1	.12%	0.00
African American	4	5.71%	3	3.53%	1	1.89%	0.00
Asian							0.00
Hispanic	7	.94%	7	.92%			0.00
Native American							0.00
White							0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.
Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	4	.48%	10	1.14%			0.00
African American	1	1.43%	4	4.71%			0.00
Asian							0.00
Hispanic	3	.4%	6	.79%			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	740	806	758	763	735
African American	99	90	63	64	42
Asian	2	3		1	4
Hispanic	622	698	451	536	571
Native American	2		2	1	1
White	15	15	8	11	12
2 or More			234	150	105

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	316	28	9%	308	26	8%	5.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	-	-	-	0.00	
Hispanic	313	28	9%	305	25	8%	5.00	
White	-	-	-	-	-	-	0.00	
EcD	316	28	9%	308	26	8%	5.00	
Special Ed	20	9	45%	26	5	19%	10.00	

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	15	8	53%	9	5	56%	16	9	56%	11	4	36%	9	4	44%	6	4	67%
F	Hispanic	143	75	52%	63	42	67%	138	70	51%	78	46	59%	127	71	56%	76	49	64%
F	White	*	*	*	-	-	-	*	-	-	*	-	-	*	*	*	*	*	*
F		159	84	53%	72	47	65%	155	79	51%	90	50	56%	140	76	54%	85	53	62%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	16	10	63%	8	7	88%	18	8	44%	12	9	75%	10	2	20%	8	3	38%
M	Hispanic	168	81	48%	96	68	71%	162	73	45%	95	70	74%	160	76	48%	98	65	66%
M	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M		186	92	49%	105	76	72%	183	83	45%	109	81	74%	172	80	47%	107	69	64%
total		345	176	51%	177	123	69%	338	162	48%	199	131	66%	312	156	50%	192	122	64%

Data Source: AISD Fitnessgram