Barbara Jordan Early College Prep School

2013-2014
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Diana Vallejo	09/26/2013
Co-Chair	Mary Bennet	09/26/2013
Co-Chair	Lisa Marie Oswald	09/26/2013

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	**Diana Vallejo**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Mary Bennett	X					
Parent	Amanda Pesina						
Parent	Sherrie Davidson			X			
Parent	Hermelinda Loredo						
Parent	Clara Orozco						
Parent	Sedilia Hodges						
Professional Staff Member	Lisa Marie Oswald	X			X		
Professional Staff Member	Victoria Lee				X		
Professional Staff Member	Tara Black		X		X		
Professional Staff Member	Dianna Donahue				X		
Professional Staff Member	Judy Hart					X	
Professional Staff Member	Monica Rivera				X		
Classified Staff Member	Alicia Sanchez						Parent Support Specialist
Student *(If Applicable*)							
Student *(If Applicable)*							
Business Representative	Aaron Loera						Horace Mann Insurance
Community Representative	James Traylor						

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):	4th Thursdays
Normal Time:	5:00-6:00 PM

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✓)	Method of Orientation
X	Self-Orientation Using Materials on CAC Website
X	Orientation at CAC Meeting (Provided by Campus)
X	Orientation at CAC Meeting (Provided by Central Office)
X	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**
3 hours	20 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- District provided STAAR, DRA, TELPAS data
- TELL Climate Survey
- TELL Parent/Student Climate surveys
- SPED Data

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

- **Math and Science improvement for African Americans**
- **Special Education participation in regular STAAR**
- **Special Education STAAR results**

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	XState: Below safeguard target ☐ AYP: Area of low performance				
Objective: To increase African American Achievement in Mathematics. *School Wide Strategy*					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide professional development to all staff on the unique needs of African American scholars.	Diana Vallejo	Cultural Proficiency Teach Like a Champion	Increased assessment results between benchmarks	May 2014	
Provide interventions in small learning groups during the day and after school that are specific to the needs of the child.	Diana Vallejo	Math Specialists Math Coach	Increased assessment results monitored through Verification of Mastery Form	April 2014	
Identify adult mentors to support the social emotional needs of the identified scholars.	Cristela Garcia	Mentors	Decreased office referrals and increased attendance in after school interventions.	April 2014	
Implement 45 minute foundations time to hone in on specific	Lenyka Howard	America's Math materials	Increased number of scholars completing the	May 2014	

numerical fluency deficits			numerical fluency checks with 90% accuracy		
Ensure that any scholar with 504 accommodations are taught to use those accommodations during testing	Cristela Garcia	Calculators Accommodations sheets	Increase the number of scholars utilizing all allowable accommodations.	May 2014	

Table #CI-2 Xstate: Below safeguard target ☐AYP: Area of low performance

Objective: To increase African American achievement in Science. *School Wide Strategy*

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase the number of 5th grade scholars that attend Thursdays Science Camps.	Theresa Jimenez	Hands on science materials Tutoring staff Incentives	Increased assessment results between benchmarks	April 2014	
Implement Planet Earth review activities each Thursday in 5th grade classrooms.	Theresa Jimenez	Planet Earth DVDs Vocabulary reviews STAAR reviews	Increased STAAR results in RC3 (Life Science)	April 2014	
Increase pre-k-4th grade Science Days to 3 days a year.	Theresa Jimenez	Hands on materials Teacher resources for ideas	Scholars show increased achievement on sciences assessments at every level	April 2014	
Various Team SLOs will be written to address Science results.	Diana Vallejo	Vetted and approved Science assessments from the SLO database of assessments.	80% of scholars will show the minimum point growth form BOY to EOY assessments.	May 2014	

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

Objective: To increase academic achievement for scholars in need of Special Education services.

Applicable Strategic Plan Goal(s):

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

Provide intervention opportunities during the day and after school for scholars in need of additional support.	Diana Vallejo	Accommodations training for all staff	50% of scholars in need of intervention will attend and improve achievement evidenced through interim assessments and STAAR results	May 2014	
Teach SPED scholars how to use all allowable accommodations during testing.	Chimela Asomugha SPED Team	Targeted PD for all staff working with resource scholars.	50% increase for those identified scholars that have accommodations for STAAR and STAAR M.	May 2014	

(add additional rows and tables as needed)

Table #CI-3	Xstate: Below safeguard target	☐AYP: Area of low performance			
Objective: To increase achievement in Reading. *School Wide Strategy*					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Create a Foundations Skills time to the master schedule.	Diana Vallejo	Master schedule	Foundations Skills time is added to each teacher's schedule from 7:45-8:15	August 2013	
Teachers will implement the 800 Word Spelling Challenge for 15 minutes daily and assess weekly for 90%	Theresa Jimenez	Copies of 800 Word Challenge	Weekly goals are achieved with over 90% accuracy on weekly tests	April 2014	
Teachers will implement the 1000 Word Challenge weekly for 15 minutes and assess weekly.	Theresa Jimenez	Copies of 1000 words on colored sheets.	Scholars read word lists weekly under 90 seconds with 2 or less errors before moving on to the next sheet.	April 2014	
Primary DRA/EDL scores in kinder-2nd grades are used as part of our basket of measures.	Diana Vallejo	DRA/EDL kits	70% of scholars will show the minimum point growth form BOY to EOY assessments.	May 2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Principal will create master schedule that depicts dedicated time for WOW and Health lessons	Diana Vallejo	Health lessons WOW materials and activities	Master schedule with dedicated times	August 2013	
PE Coaches will conduct Fitness grams in the fall and spring and will be used as their SLOs.	PE Coaches	Time	Fitness grams reported to Principal in Fall and Spring. Coaches will achieve an 80% or better improvement from fall to spring.	May 2014	
CATCH Nights will be conducted twice a year.	Alicia Sanchez David Pohl	Door prizes, healthy snacks, and materials for use during the events.	CATCH nights are posted in the master calendar and short surveys will be conducted at the end of each event. Data collected will be used to inform staff on how to improve.	May 2014	
Principal will send out health and wellness policy home to all parents at the beginning of the school year.	Alicia Sanchez	Copies of policy	Policy was copied for every family and sent home at the start of school. Additional copies were made and new children enroll in the school throughout	August 2013	

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 year.		
Principal will address health and wellness policy during principal's brown bags.	Diana Vallejo	Copies of policy	Principal will conduct a brown bag and discuss federal regulations regarding healthy foods and snacks that are offered to children for breakfast and lunch and explain the reasons why food has less sodium, sugar, fat and starches.	October 2013	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue three No Place for Hate Events throughout the year	Cristela Garcia	Materials to conduct events.	Events are added to master calendar and school is awarded their yearly banner.	May 2014	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Full time Parent Support Specialist is maintained on staff.	Diana Vallejo	Title 1 and Local BTO pay for position	PSS keeps a binder of her time with parents, staff and community. Key indicated are	June 2014	

Table #DR-3					
Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
			measured and are reported to the Parent Support Office.		
Principal's coffees are scheduled throughout the year to meet with parents and address their concerns and questions. In addition, parents will be trained on how to interpret data being sent home by the teachers. For example, the meaning of DRA scores, Flynnt Cooter, district benchmark results and STAAR.	Diana Vallejo	Refreshments for parents	Principal schedules coffees, provides agenda, collects feedback and reports back to staff on parent feedback and reports back to parents the outcomes of their feedback. In addition, parents will receive information on how to interpret tests results for their child.	May 2014	
Parent workshops and training opportunities are scheduled weekly.	Alicia Sanchez	Copier, copies of materials, supplies Refreshment Baby sitting	Flyers, agendas, sign-ins and surveys are used to provide feedback to PSS and principal about these activities.	May 2014	
Pk and Kinder teachers will involve parents in Pk- Kinder transition activities during Kinder Round-Up	Rita Morales Nwando Clyburn	Registration information and Kinder information	Both team leaders will plan week long activities that include visiting kinder classrooms, assisting parents with online registration and providing kinder information.	May 2014	
Parent communication will occur through flyers, the Marquis,	Alicia Sanchez Charmaine Davis	Copier, flyers, agenda book, Thursday	Copies of all agendas, flyers and sign ins. 50%	May 2014	

Table #DR-3					
Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Phone Messenger, scholar agendas, Thursday folders and via US Mail as needed.		folders, and postage	increased parent participation.		
Principal will host STAAR information meetings for 3rd-5th grade and explain student assessment results to parents. ***Information provided to parents in a language they can understand.***	Diana Vallejo	STAAR passing standards for 2014	Principal will inform parents of grade level testing expectations for passing STAAR exams and what assessment results indicate for their child.	January 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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
All PK-5th grade teachers will participate in 8 days of LETRS training.	Sonya Wyatt	LETRS training.	Sign in sheets and administrator walkthroughs.	July 2014	
All bilingual/ESL teachers will participate in Dual Language training, initial and follow-up.	Theresa Jimenez	Dual Language Institute Bilingual Pairs Centers 2 –way dual	Sign –in and full implementation as evidenced through walk throughs.	July 2014	
All staff will participate in Cultural Proficiency training	Diana Vallejo	Cultural Proficiency training provided by Angela Ward's department.	Decrease of behavior referrals to the office by 50%	December 2013	
All staff will engage in a book study of Teach Like a Champion.	Diana Vallejo	Teach Like a Champion books.	Increase of scholar engagement in the	May 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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
		Weekly focus during faculty meetings.	classroom and walkthroughs will reflect strategies and techniques discussed through implementation.		

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

Special Education Identification – *All Levels*

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): NO					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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 campus level data on SPED representation provided by SPED department.	Diana Vallejo SPED team	IEPs List of scholars	Each IEP is reviewed so that any AA child that can exit SPED will be given that opportunity through an ARD	January 2014	
Provide PD for allowable accommodations and modifications for SPED children in general ed. settings.	Diana Vallejo 504 and SPED coordinator	Copies	Teachers are trained to use accommodations and/or modifications that allow scholars to perform to their greatest potential while remaining in general ed. setting.	November 13	
Implement collaborative planning between grade level teams to address the needs of African American Scholars.	Diana Vallejo	Research articles on best practices for teaching at risk youth, specifically African American youth.	Decreased referrals to SPED.	December 2013	

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**
Identify PD that addresses the specific needs of this population.	Diana Vallejo	Specific PD targeted at teaching teachers on how to work with this population.	Increased strategies that produce positive results in general ed.	December 2013	

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**
Work with SPED staff to review IEPs specifically to address schedules and times in and out of general ed. and SPED classes.	Diana Vallejo SPED teachers	IEPs, subs, time	Chart each child and time and decide if more time can be moved to general ed. settings.	September 2013	
Conduct ARDs to change times for services in and out of the general ed. classrooms.	SPED teachers	Subs	Schedules show increased time in general education settings.	December 2013	
Provide professional learning for teachers on how to integrate general and content specific accommodations for scholars with disabilities.	Diana Vallejo	HCP Subs Stipends	Send teachers to training and look for changes in practices that reflect more inclusive practices	February 2014	

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

Table #DR-12 ☐State: Below safeguard target ☐ AYP: Area of low performance					
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).					
Condition: If rate < 50%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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**
Conduct a comprehensive review of each testing grade IEP and identify support needed in order for the child to take a STAAR.	Diana Vallejo	Subs	Change in IEP from STAAR M to STAAR	January 2014	
Indentify interventions that will	Diana Vallejo	PD on interventions	More SPED scholars	April 2014	

Table #DR-12	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).					
Condition: If rate < 50%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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**
support targeted skill deficits.			taking and passing regular STAAR exams		

Table #DR-13	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).					
Condition: If rate > 20%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): YES					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide general ed. teachers training on all allowable accommodations so that scholars are given every opportunity to take a regular STAAR exam.	Diana Vallejo	PD on SPED accommodations	Decrease in SPED scholars taking STAAR M.	April 2014	
Decrease in percentage of SPED scholars taking the modified test.	Diana Vallejo	Time to review IEPs	20% more taking STAAR tests	April 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):					
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**
Fully implement dual language program in bilingual classrooms Pk-3rd.	Diana Vallejo	Dual Language training	Teacher rosters of attendance Walkthroughs that monitor full implementation.	May 2014	
Provide schedules that show the appropriate language of instruction (LOI) according to the district DLE model.	Diana Vallejo	None	Monitoring of DL instruction by administrators.	May 2014	
Engage teachers, parents and DL leaders in a DL summit where teachers and parents come together to learn more about DL and hear from the district leaders about DL. In addition, teachers and parents will be able to engage in training that depicts best practices for implementing DL in the classroom.	Diana Vallejo Theresa Jimenez	Copies, Door prizes, Food Stipends	Administration will be able to observe implementation of best practices in the classroom.	December 2013	

Dropout Rates – *MS and HS Levels Only*

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

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

4-Year Graduation Rates – *HS Level Only*

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

Table #DR-19	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-19	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Graduation Plans – *HS Level Only*

Table #DR-20					
Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.					
Condition: If special education student rate < 20%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Table #DR-21					
Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.					
Condition: If LEP student rate < 70%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

APPENDIX A
Use of State Compensatory Education Funds for Improved Student Achievement

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

Programs/Services	Use
After-School Tutorials	Interventions are provided school wide to scholars in need of support in reading, math, science and writing in grades K-5th.
Reading specialists	Additional reading specialists are assigned to work with scholars who are struggling to read on grade level. The specialists use various strategies based on individual reading levels.
Parent Support Specialist	The PSS supports parent involvement at all levels and helps parents develop a partnership in the education of their child through workshops, training, and home visits. The PSS provides social, emotional, and behavioral supports to targeted scholars and their families.
PK Teachers	Pre-k teachers are instrumental in providing early literacy opportunities for young scholars. The program supports the foundational skills to teaching reading and mathematics. PK teachers and program is offered to economically disadvantaged or other targeted students.
TOTAL	**$481,951**

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):

X	Work with staffing coordinator, identify staff not meeting HQ standards
X	Notify staff of deficit area(s)
X	Agree with staff on appropriate ways to meet the standard
X	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
X	Provide bilingual and special education stipends
X	Collaborate with HR to identify staffing needs so that qualified candidates are available
X	Other: REACH Recruitment/Retention stipends

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
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
X	Encourage participation in National Board program
X	Meet on a regular basis with new teachers to review needs/issues
X	Other: REACH Recruitment/Retention Stipends

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):

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

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-8,9, 17,18,19
Instruction by highly qualified staff	24
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	6,12,13,16
Strategies to attract highly qualified teachers to high-need schools	24
Strategies to increase parental involvement	10,11,12,
For Elementary: Transition to K assistance to Pre-K/EC students	11-12
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	7
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-8, 14,15,17,18,19
Coordination and integration of federal, state, and local services and programs	9-11,27
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	11-12

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				
.5 Assistant Principals x 2	Additional support is needed for instructional leadership capacity.	This large, high needs campus needs additional support to better monitor lesson planning, implementation of required curriculum and to help oversee the systems of the school.	$58,0000	Increased monitoring in implementation of required curriculum that will lead to higher scholar achievement.
Math Specialist	Math Specialist/Coach is primarily responsible for providing math staff development. This person is accessible to the parent support specialist in helping parents learn how to support their children in the area of math. Duties include in keeping math inventory purchased with title 1 funds and leading math night activities.	STAAR results indicate the need for continued to support to staff, parents and scholars.	$56,000	Data indicates the need for continued support in math for scholars through improved core instruction.
.49 Math Specialist	Math Specialist will work directly with small groups of scholars throughout the day and specific math concepts.	Data indicates the need to increase support directly to scholars on specific skill deficits.	$36,000	Increase math performance for each student group by 5 percentage points.
.40 Tech Specialist	Tech specialist will provide	Tech data indicates the	$28,000	Increase technology

	tech training for teachers and scholars by coordinating a regularly scheduled visits to the computer lab and providing needed routine maintenance of software systems.	need to better prepare our scholars for 5th grade math and science content.		results by 5 percentage points.
.50 Parent Support Specialist	PSS will provide ongoing parent training on becoming partners with the school to support scholar academic achievement. Through parent workshops, meetings and Principal's coffees, parents will learn about becoming involved in the school to support the education of their child.	Parent involvement has increased over the years at Barbara Jordan. Data indicates that having a person on campus that can help parents navigate the system improves the relationship between the school and the home and supports increased student achievement.	$20,5000	Increase parental involvement by 50%
Salary cushion (5%0			10,775	
Instructional Supplies, Materials, and Equipment				
Resources needed	Supplies and additional reading materials are needed to support the instruction of scholars	Supplies are needed to support learning in the classroom due to high poverty in this community.	$17,000	Increase achievement in all subject areas by 5 percentage points.
Reproduction	Reproduction of materials is needed to support classroom instruction and assessment, which include SCAs, benchmarks and SLOs.	Copying is needed to support the instructional program.	$3,000	Increase achievement in all subject areas by 5 percentage points.
Technology	Up to date hardware as in Ipads and Nooks are needed to enhance instruction and routine required assessments by staff.	We are trying to increase the use of available technologies for teacher and scholar use.	$5,000	Increase technology instruction and usage for scholars and staff by 50%.
Professional Development/Staff Training				
Extra Duty Pay	Teachers will receive	STAAR data indicates that	$7,000	Improved scholar

	stipends for attending training aligned with school goals and initiatives provided after school, summer or Saturdays.	staff need professional development in order to improve core and tiered instruction.		achievement according to assessment results including STAAR.
Reading Material	Professional reading materials are needed for book studies, and/or required materials associated with PD	Professional reading supports the use of strategies teachers need to improve instruction.	$800	Improved scholar achievement according to assessment results including STAAR.
General Supplies	Materials and supplies are needed to conduct/attend PD for staff.	Supplies are generally needed to conduct or attend PD.	$8,000	Increased scholar achievement according to assessment results including STAAR.
Travel and Registration	Provide professional development for teachers and admin that may not be readily available through our PD department.	Data indicates the need for staff to be highly qualified and trained.	$13,000	Increased scholar achievement according to assessment results including STAAR.
Community Services (Function 61)				
Reproduction	Copying will be used to keep parents informed regarding school related functions and activities.	Copying is needed to maintain communication in a language parents will understand.	$500	Increase parent communication by 50%
General Supplies	Supplies will support the training needs of the parent support specialist and the workshops she is required to lead.	Data indicates the need to provide parents with actual hands on learning experiences during training and Family Fun Nights.	$1,000	Increase opportunities for parents to participate in various offerings throughout the year.
Travel and registration	PSS will be provided funding to attend parent related conferences and to receive reimbursement for mileage used to do her job.	Parent training is necessary in helping parents continue the learning at home. The PSS is the liaison between the school and the larger community.	$1,000	Increase parent participation in workshops and conferences by 50%.
Refreshments	Encourage parent participation in Principal's Coffees, PTA, CAC,	Provide light refreshments during events mentioned to help parents feel welcomed	$900	Increase parental involvement by 50%.

	CATCH activities and parent training sessions.	in the school.		
Copier rental	Written parent communication is needed for informing parents of important events at school and in the community.	A copier is needed to meet the demands of school wide written communication to the school.	$1000	Increase parent communication by 50%.
Mailouts	Postage stamps, postcards and general stationary will allow for important communication that must be mailed from the school.	Some communication, such as SSI documents, are required to be mailed home.	$380	Increase parental communication.
Other Requests				
Extra duty pay for providing tutoring, assessment and curriculum writing.	Provide tutoring/enrichment, Pre-K assessment, and curriculum writing for all core areas after school, Saturdays and summer.	Data indicates the need to provide additional academic supports and differentiation for scholars beyond the school day and school year.	$32,091	Improved scholar achievement according to assessment results.
Misc. operating expenses	Purchase contractual services such as AR, Sylvan, Web page services (EdLio), and web/video casting throughout the year.	Additional services are needed to support explicit interventions, increase independent reading and for enhanced communication.	$23,946	Increase achievement in all subject areas by 5 percentage points.
Field Trips	Provide content related field trips for scholars.	Data indicates the need for more real world connections and experiences to support scholar learning.	$6,000	Increase scholar achievement by 5 percentage points.
Substitutes	Subs are needed to provide instruction when teachers attend PD or data meetings.	In order to continue instruction with less disruption, subs are needed to cover classes when PD and required meetings are needed.	$4,863	Increase achievement in all subject areas by 5 percentage points.

TOTAL (Must Match BTO Total)	**$334,755**

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	22	24	45.00	39
Asian	>99	n/a	100.00	n/a
AA	17	16	40.00	32
Hispanic	21	24	45.00	39
White	*	*	90.00	*
2 or More	*	>99	100.00	>99
EcD	21	22	45.00	38
ELL	21	15	40.00	32
Spec Ed	28	*	40.00	*
3rd English	33	25	50.00	40
3rd Spanish	*	<1	40.00	20
4th English	27	33	55.00	46
4th Spanish	*	<1	50.00	20
5th English	14	19	45.00	35

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	20	22	45.00	37
Asian	<1	n/a	100.00	n/a
AA	9	12	40.00	29
Hispanic	23	26	50.00	41
White	*	*	70.00	*
2 or More	*	*	45.00	*
EcD	19	21	45.00	37
ELL	24	21	45.00	37
Spec Ed	24	*	45.00	*
3rd English	21	15	40.00	32
4th English	27	28	50.00	43
5th English	15	19	50.00	35

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	10	22	50.00	38
Asian	>99	n/a	100.00	n/a
AA	<1	*	50.00	*
Hispanic	12	21	50.00	37
White	<1	*	70.00	*
2 or More	<1	>99	100.00	>99
EcD	9	22	50.00	37
ELL	11	11	45.00	29
Spec Ed	*	<1	40.00	20
4th English	11	24	50.00	39
4th Spanish	<1	<1	40.00	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	11	24	50.00	39
Asian	n/a	n/a	100.00	n/a
AA	*	*	50.00	*
Hispanic	15	20	50.00	36
White	<1	>99	100.00	>99
2 or More	<1	>99	100.00	>99
EcD	12	21	50.00	37
ELL	14	*	50.00	*
Spec Ed	*	<1	40.00	20
5th English	11	24	50.00	39

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	10	10	30.00	19
Asian	<1	n/a	25.00	n/a
AA	*	*	25.00	*
Hispanic	11	9	30.00	18
White	*	*	50.00	*
2 or More	*	*	70.00	*
EcD	9	9	30.00	18
ELL	11	7	30.00	16
Spec Ed	*	*	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	7	9	28.00	18
Asian	<1	n/a	28.00	n/a
AA	*	*	20.00	*
Hispanic	9	13	30.00	21
White	*	*	35.00	*
2 or More	*	<1	20.00	10
EcD	7	9	28.00	18
ELL	9	9	28.00	18
Spec Ed	*	*	20.00	*

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	*	*	20.00	*
Asian	<1	n/a	100.00	n/a
AA	<1	<1	20.00	10
Hispanic	*	*	21.00	*
White	<1	<1	20.00	10
2 or More	<1	*	65.00	*
EcD	*	*	20.00	*
ELL	*	<1	18.00	10
Spec Ed	<1	<1	20.00	10

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	25.00	*
Asian	n/a	n/a	100.00	n/a
AA	*	<1	20.00	10
Hispanic	*	*	23.00	*
White	<1	>99	100.00	>99
2 or More	<1	*	50.00	*
EcD	*	*	22.00	*
ELL	*	<1	20.00	10
Spec Ed	*	<1	15.00	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	85%	81%	91%	92.00	>=90%
Kinder DRA Spanish	92%	86%	86%	90.00	>=90%
1st DRA English	59%	41%	41%	50.00	>=90%
1st DRA Spanish	82%	65%	71%	75.00	>=90%
2nd DRA English	68%	56%	42%	50.00	>=90%
2nd DRA Spanish	54%	52%	64%	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	96.2%	96.3%	95.5%	95.9%	96.1%	95.9%	96.50
African American	94.7%	94.9%	94.9%	95.2%	94.7%	94.8%	97.00
Asian	97.2%	95.8%		97.7%	97.1%		97.50
Hispanic	96.7%	96.8%	95.7%	96.2%	96.6%	96.3%	97.00
Native American			86%	93.9%	94.7%	90.1%	97.00
White	93.7%	97.1%	95%	90.5%	92.6%	93.4%	95.00
2 or More				97.2%	96%	96.9%	97.00
EcD	96.3%	96.2%	95.5%	96.1%	96.1%	95.8%	96.50

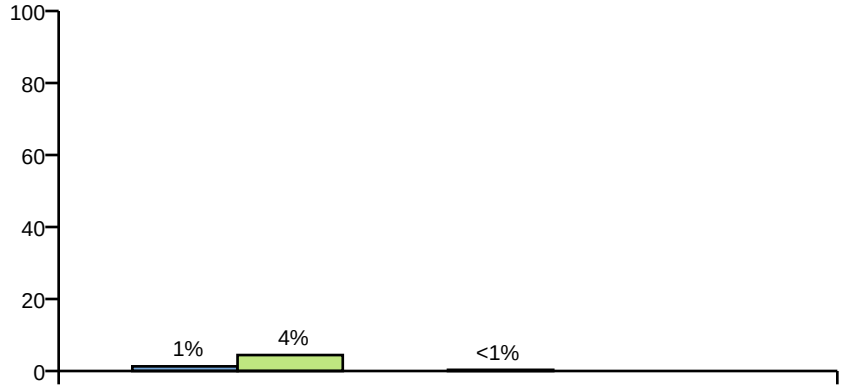
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	853
African American	203
Asian	
Hispanic	621
Native American	4
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%	4%	-	<1%	-	-

Campus Discretionary Removals

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

Campus ALC/EDAP or ISS

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

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students							0.30
African American							0.50
Asian							0.30
Hispanic							0.50
Native American							0.30
White							0.30

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	8	.9%	13	1.29%	11	1.29%	1.00
African American	6	2.96%	8	3.4%	9	4.43%	3.00
Asian							0.10
Hispanic	2	.31%	4	.55%	2	.32%	0.30
Native American							0.25
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 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	3	.34%	1	.1%			0.10
African American	3	1.48%	1	.43%			0.40
Asian							0.10
Hispanic							0.14
Native American							0.10
White							0.10

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	748	822	831	855	732
African American	183	211	184	175	163
Asian	3		1	1	
Hispanic	549	598	623	642	535
Native American		3	4	4	4
White	13	10	2	15	14
2 or More			17	18	16

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	306	22	7%	206	14	7%	5.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	302	21	7%	203	13	6%	5.00	
White	*	*	*	*	*	*	40.00	
EcD	305	22	7%	203	14	7%	5.50	
Special Ed	10	3	30%	*	*	*	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	35	19	54%	19	11	58%	45	22	49%	28	13	46%	30	18	60%	15	11	73%
F	Hispanic	112	58	52%	67	37	55%	137	76	55%	83	48	58%	104	60	58%	39	24	62%
F	White	*	-	-	*	-	-	5	2	40%	*	*	*	*	*	*	*	*	*
F		148	77	52%	87	48	55%	187	100	53%	114	62	54%	137	79	58%	56	36	64%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	48	28	58%	26	21	81%	59	33	56%	40	35	88%	47	33	70%	26	22	85%
M	Hispanic	115	47	41%	53	42	79%	162	75	46%	92	70	76%	100	52	52%	50	40	80%
M	White	*	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M		164	75	46%	80	64	80%	224	109	49%	133	106	80%	150	87	58%	79	64	81%
total		312	152	49%	167	112	67%	411	209	51%	247	168	68%	287	166	58%	135	100	74%

Data Source: AISD Fitnessgram