Will Davis Elementary

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	Jenny Daniels	9/19/2013
Co-Chair	Alana Lilie	9/19/2013
Co-Chair	Laura Hume	9/19/2013

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	**Jenny Daniels**

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member *(Give Title)*
Parent	Laura Hume	x					
Parent	Holly Broun						
Parent	Michelle Freeman						
Parent	Birgit Hesse						
Parent	Diane Maxwell						
Parent	Jen Kost						
Parent	Michelle Manning			x			
Parent	Julie LaChance				x		
Professional Staff Member	Roslynn Spinn				x		
Professional Staff Member	Maria Galvan				x		
Professional Staff Member	Happy Bell				x		
Professional Staff Member	Tisha Brown				x		
Professional Staff Member	Beth Casserly		x		x		
Professional Staff Member	Nancy Schmidt				x		
Professional Staff Member	Rhonda Kennie				x		
Professional Staff Member	Alana Lilie	x				x	
Classified Staff Member	Mary Reyes						
Student *(If Applicable)*							
Student *(If Applicable)*							
Business Representative	Michelle Manning						
Community Representative	Michelle Freeman						

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 Thursday
Normal Time:	3-4pm

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
x	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
3	4

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- Campus Profile Data
- Staff Climate Survey
- Student Climate Survey
- School Technology and Readiness (STaR) Data
- Schoolnet Data
- STAAR Data

Based on review of the above data, the following areas of needed improvement were identified:
- Differentiation within Core Instruction
- Response to Intervention (RtI) Framework, including tiered interventions
- Technology Integration
- Positive Behavior Support/Social Emotional Learning
- Parent Involvement

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐ State: Below safeguard target		☐ AYP: Area of low performance			
Objective: *Achieve at least 90% of students meeting or exceeding Reading, Writing, Math and Science STAAR passing standards, and eliminate STAAR performance gaps between all student groups.*						
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**	
Incorporate flexible scheduling in the areas of library, computer lab, guidance, and science lab, allowing for larger blocks of uninterrupted instructional blocks and for availability of point of need support provided by staff in these positions.	Principal Assistant Principal Librarian/Instructional Media Specialist Counselor Technology Coach Science Coach	Time to Coordinate Scheduling and Develop Master Schedule Professional Development: *Knowledge Building Regarding Benefits and Challenges Associated with Implementing a Flexible Schedule*	Classroom daily schedules Librarian/Instructional Media Specialist, Counselor, Technology Coach, Science Coach schedules and related support activities	8/2013-5/2014		
Implement best practice instruction in	Principal	Professional	Classroom observation-	8/2013-5/2014		

the area of math, including: Guided Math Daily Numerical Fluency Practice Assessment to Inform Instruction- Common Assessments Standards Based Grading Targeted Support through RtI Framework, Including Tier 2 Interventions	Assistant Principal Instructional Leadership Team	Development: *Guided Math Framework, Classroom Management* Materials for Rotations (independent activities) Time to Prepare Materials Funding for Technology Based Resources	documentation of guided math implementation with related best practice strategies Gradespeed entries Progress monitoring eCST entries		
Implement best practice instructional strategies in the area of reading, including: Guided Reading Free Voluntary Reading Daily 5 Framework Assessment to Inform Instruction- Common Assessments Standards Based Grading Targeted Support through RtI Framework, Including Tier 2 Interventions	Principal Assistant Principal Instructional Leadership Team	Leveled Books Professional Development: *Guided Reading, Daily 5, Classroom Management* Time to Prepare Materials	Classroom observation-documentation of guided reading/Daily 5 implementation, with related best practice strategies Gradespeed entries Progress monitoring eCST entries	8/2013-5/2014	
Begin Implementation of Standards Based Grading in one subject per grade level, assigning grades based on student level of proficiency in specific grade level TEKS/SEs	Principal Assistant Principal Instructional Leadership Team	Professional Development (8/2013) Standards Based Grading Tables- reading/math per grade level	GradeSpeed Entries Standards Based Grading document- 1 subject per grade level	8/2013-5/2014	
Align writing instruction vertically, with grade level expectations and instructional strategies developed and implemented school wide, including: Free writing opportunities Writing across the curriculum Writing to a prompt Writing process	Principal Assistant Principal Teachers- Writing Vertical Team	Time allocated for vertical team meetings Writing CRMs	Vertical Team meeting notes Alignment Document	8/2013-5/2014	
Align science instruction vertically, with grade level expectations and instructional strategies developed and implemented school wide, including: STEMscopes Materials aligned with kits/CRMs Spiral review of science TEKS	Principal Assistant Principal Science Coach Teachers- Science Vertical Team	Time allocated for vertical team meetings Science CRMs	Vertical Team meeting notes Alignment Document	8/2013-5/2014	

Table #CI-2		☐ State: Below safeguard target ☐ AYP: Area of low performance			
Objective: *Increase STaR ratings to the Target Tech level in the key areas of Teaching and Learning and Educator Preparation and Development.*					
Applicable Strategic Plan Goal(s): 1, 3					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Implement blended learning rotation model in the 4th and 5th grade math classroom in order to provide students opportunities to gain and apply critical 21st Century technology skills.	Principal Assistant Principal 4th/5th Math Teachers Librarian/Instructional Media Specialist Technology Coach	**Funding:** personal technology devices (netbooks, iPads, Nooks, etc) **Funding:** substitutes for teacher planning sessions	Classroom Observations Lesson Plans	8/2013-5/2014	
Develop and implement aligned technology curriculum modules in order to provide teachers and students with a variety of technology hardware and software experiences and increase technology skills: Student Modules Teacher Module	Principal Assistant Principal Librarian/Instructional Media Specialist Technology Coach	**Funding:** curriculum development (Librarian, Technology Coach) Professional Development: Teacher Technology Module	Curriculum Module documents	8/2013-2/2014	

Table #CI-3		☐ State: Below safeguard target ☐ AYP: Area of low performance			
Objective: *Develop 21st century learners through the 'One World Schools' Anderson Vertical Team Signature Program.*					
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**
Create an appreciation of Global Cultures with Exploratory Language Instruction in Grades 1-5. Languages to include 1st – Spanish; 2nd – French; 3rd – German, 4th – Chinese; 5th – Latin.	Principal VT Principals VT Language Teachers	AISD World Language department PD **Funding:** language and culture materials for each teacher	Language Scope & Sequence Language Lesson Plans Classroom Observations	8/2013-5/2014	
Create Global Action through community service projects.	Counselor	Work with students to coordinate campus community service activities throughout the year, including Coats for Kids, Pennies for Leukemia, and other community outreach efforts.	Digest Announcements Counselor Reports Assembly Presentations	8/2013-5/2014	
Create Global Scholars who excel in	Assistant Principal ESL Teacher	Develop relationship with school in Gwangmyeong,	Online correspondence between schools	8/2013-5/2014	

technology skills.	Technology Coach	Korea using technology.			

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
Create and support a healthy school environment through implementation of Health Lessons, WOW activities, Brain Breaks, Staff Wellness activities, and school wide Wellness Events, such as Family Fitness Night and Family Fund Run. Utilize Fitnessgram assessment with students in grades 3-5.	Principal Assistant Principal PE Teacher Coordinated School Health Team/Team Facilitators	Professional Development: *CSH Implementation Module, WOW Activities, Brain Breaks, Health Lesson Implementation Module* Time for CSHT meetings	CSHT Meeting Notes Classroom/Outside Observations Lesson Plans Digest Notices Family Events Fitnessgram Data	8/2013-5/2014	

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
Implement Positive Behavior Support (PBS) model school wide, including Social-Emotional Learning (SEL) lessons and strategies and No Place for Hate activities.	Principal Assistant Principal PBS/SEL Team Counselor No Place for Hate Student Coalition	Professional Development: *SEL Lessons & Strategies* Faculty Meeting Time: *Develop common understanding of and commitment to PBS focus areas and action plans* Time for PBS/SEL team meetings	Classroom observation-documentation of PBS/SEL strategies, Peace Area in each classroom Common area observation-active supervision on playground and in transitions between school areas, adherence to hallway expectations, adherence to daily schedule Weekly school wide	8/2013-5/2014	

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**
			assembly announcements Decrease in number of DEEDS referrals, especially those from playground incidents Documentation of No Place for Hate activities		

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**
Establish parent involvement systems and opportunities that create home-school connections and support student learning, including: Watch D.O.G.S. Student support inside classroom Student support outside classroom (Read Naturally, Math Matters)	Principal Assistant Principal Parent Volunteers (coordinators of RN, MM)	Volunteer Orientation and Training for each support role	Parents visible on campus RN/MM Volunteer Schedule WatchDOGS calendar and display (pictures of dads)	8/2013-5/2014	

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**
Provide targeted professional development to address goal areas: Guided Reading Daily 5 Guided Math Free Voluntary Reading Classroom Management (as related to managing classroom during small group instruction)	Instructional Leadership Team	**Funding:** 'Make and Take' materials **Funding:** substitutes for planning	PD Agendas	8/2013-5/2014	

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
Flexible Scheduling Standards Based Grading Technology Proficiency Blended Learning					
Designate faculty meeting time for school wide systems vertical team meetings once/month: Instructional Leadership Team Team Facilitators/Coordinated School Health Team CST Team PBS/SEL Team	Principal Assistant Principal Counselor Teachers- Vertical Teams	Time allocated for vertical team meetings	Team Meeting Notes Activities and progress of each team publicized to all staff	8/2013-5/2014	
Designate faculty meeting time for curriculum vertical team meetings once/month: Reading Writing Math Science Social Studies: One World focus	Principal Assistant Principal Teachers- Vertical Teams	Time allocated for vertical team meetings	Team Meeting Notes Activities and progress of each team publicized to all staff	8/2013-5/2014	
Continue weekly grade level team instructional planning meetings.	Principal Assistant Principal Instructional Leadership Team	PD (8/2013)- review expectations for planning; provide guidance for creating Google doc	Team planning Google doc	8/2013-5/2014	

REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS <mark>(Conditions in Yellow)</mark>

Special Education Identification – *All Levels*

Table #DR-5					
Objective: *Reduce special education identification rate from 9.2 to <8.5.*					
<mark>Condition: If rate > 8.5%</mark>				Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Utilize the CST process to provide tiered interventions in support of students not mastering grade level objectives.	Principal Assistant Principal CSS Facilitator Campus Child Study Team	Time for CST vertical team meetings **Funding:** LSIP funds for tutoring during day and after school	CST meeting notes eCST entries, including intervention plans and progress monitoring	8/2013-5/2014	

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

Table #DR-7					
Objective: *Reduce the rate of Hispanic students identified for special education from 1.8 to <1.0.*					
<mark>Condition: If rate > 1 percentage point above Hispanic enrollment rate</mark>				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Utilize the CST process to provide tiered interventions in support of students not mastering grade level objectives.	Principal Assistant Principal CSS Facilitator Campus Child Study Team	Time for CST vertical team meetings **Funding:** LSIP funds for tutoring during day and after school	CST meeting notes eCST entries, including intervention plans and progress monitoring	8/2013-5/2014	

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.					
<mark>Condition: If rate < 66%</mark>				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

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

Table #DR-12	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: *Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8) to at least 50%.*					
<mark>Condition: If rate < 50%</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 (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide intensive Tier 3 support to students as noted in IEP and utilize progress-monitoring data when STAAR decision-making occurs.	Principal Assistant Principal Special Education Teachers		ARD Documentation STAAR Test Administration and Results	8/2013-2/2014	

Table #DR-13	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).					
<mark>Condition: If rate > 20%</mark>				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**

Special Education Measureable Postsecondary Goals - *HS*

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

ELL Proficiency Levels – *All Levels*

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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**

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	Tutoring provided by a certified teacher to targeted students in grades 3-5 who are at risk for not passing state assessments
Reading specialists	Literacy skills instruction for students not meeting state standard in reading
Elementary Counselors	Counseling for students to address social, emotional, and behavioral needs for effective learning
TOTAL	**$202, 854**

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
	Provide bilingual and special education stipends
x	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
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
	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):

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX G
Additional NCLB Requirements

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

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

Guidance, Leadership, and Monitoring	Associate Superintendent
Compliance and Fiscal Monitoring as per Section 1120A	Departments of State and Federal Accountability and Finance
Data Analysis	Campus and District Accountability
Curriculum and Benchmark Data, Professional Development	Department of Curriculum
Professional Development and Support in Determining Student Needs	Department of Special Education and Bilingual Education
Dropout Recovery	School Community Liaisons
Parental Involvement Planning and Training Opportunities	Family Resource Center

TEA, through the School Improvement Resource Center, provides technical assistance in the areas of needs assessment, scientifically based research, and best practices. The technical assistance provider (TAP), approved by SIRC, will support the principal in improvement efforts.

As evidenced throughout this plan, the campus, in working with central office support, is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2013-2014. Programs and practices are based on current scientifically based research.

Enhancing rigor and relevance in [specify subject(s) missed in AYP] especially for [specify the student group(s) that missed the standards] is critical since performance was not within NCLB standards. Also, the participation rates and/or attendance rate, or graduation rate was/were below standard so it will be essential to focus on this/these area/areas as well.

Evaluation and Outcomes
The ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs. The principal, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on TEKS and Principles of Learning. Specific evaluation measures and performance targets are included in the Long-Range Matrix for Student Achievement and in the Action Plan.

APPENDIX H
Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.

2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:
- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:
- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:
- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:
- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

Improvement goals and end goal targets for STAAR/EOC are pre-populated at district growth rates, but may be set at higher rates. Improvement goals and end goal targets for other indicators must be set by the campus. All improvement goals and end goal targets must be approved by the Associate Superintendent for the campus.

STAAR/EOC tables based on estimated accountability subset. Students in U.S. schools Year 1 through Year 3 are excluded.

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	64	67	75.00	74
Asian	73	73	80.00	79
AA	39	44	60.00	56
Hispanic	48	52	62.00	62
White	72	77	82.00	82
2 or More	67	58	68.00	66
EcD	43	36	50.00	49
ELL	*	*	35.00	*
Spec Ed	*	39	52.00	51
3rd English	61	74	80.00	80
4th English	72	59	68.00	67
5th English	59	67	75.00	74

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	54	55	65.00	64
Asian	73	60	75.00	68
AA	*	*	30.00	*
Hispanic	37	33	48.00	47
White	62	69	75.00	75
2 or More	57	58	68.00	66
EcD	23	23	40.00	38
ELL	*	*	35.00	*
Spec Ed	41	26	42.00	41
3rd English	62	60	70.00	68
4th English	45	48	60.00	58
5th English	55	56	65.00	65

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

STAAR/EOC Writing at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	49	53	64.00	62
Asian	*	*	78.00	*
AA	*	*	50.00	*
Hispanic	*	57	68.00	65
White	61	57	68.00	65
2 or More	*	*	48.00	*
EcD	*	30	46.00	44
ELL	*	*	40.00	*
Spec Ed	*	*	38.00	*
4th English	49	53	65.00	62

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	46	56	70.00	65
Asian	*	*	75.00	*
AA	*	*	35.00	*
Hispanic	*	*	45.00	*
White	56	75	85.00	80
2 or More	*	*	63.00	*
EcD	*	*	44.00	*
ELL	<1	<1	24.00	20
Spec Ed	*	*	38.00	*
5th English	46	56	68.00	65

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	38	46	53.00	51
Asian	53	47	52.00	52
AA	*	*	20.00	*
Hispanic	28	31	39.00	38
White	43	59	68.00	63
2 or More	38	35	42.00	41
EcD	11	13	22.00	21
ELL	<1	*	20.00	*
Spec Ed	*	*	22.00	*

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

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	28	32	40.00	39
Asian	60	53	60.00	58
AA	*	*	15.00	*
Hispanic	20	21	30.00	29
White	30	39	48.00	45
2 or More	29	27	36.00	34
EcD	13	*	18.00	*
ELL	<1	<1	10.00	10
Spec Ed	*	*	22.00	*

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	17	14	24.00	23
Asian	*	*	25.00	*
AA	<1	<1	10.00	10
Hispanic	<1	*	18.00	*
White	20	20	28.00	28
2 or More	*	*	20.00	*
EcD	<1	<1	10.00	10
ELL	<1	<1	10.00	10
Spec Ed	*	*	19.00	*

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	16	29	40.00	37
Asian	*	*	55.00	*
AA	*	<1	10.00	10
Hispanic	<1	*	15.00	*
White	21	43	50.00	49
2 or More	*	<1	10.00	10
EcD	*	*	20.00	*
ELL	<1	<1	10.00	10
Spec Ed	<1	<1	10.00	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%	85%	93%	94.00	>=90%
Kinder DRA Spanish	n/a	n/a	n/a	100.00	>=90%
1st DRA English	79%	72%	69%	80.00	>=90%
1st DRA Spanish	n/a	n/a	n/a	100.00	>=90%
2nd DRA English	82%	90%	81%	90.00	>=90%
2nd DRA Spanish	n/a	*	n/a	100.00	>=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

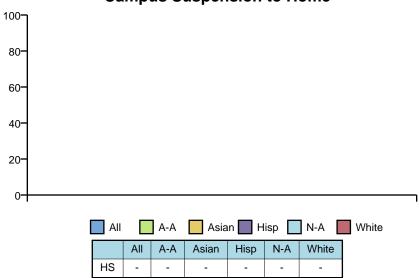|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96.5%	96.6%	96.2%	96.1%	96.2%	96.2%	96.70
African American	94.8%	95.8%	94.2%	95.4%	95.8%	97.1%	97.20
Asian	97.4%	97.2%	96.7%	96.4%	96.4%	96.9%	97.00
Hispanic	96.8%	96.6%	96.3%	95.7%	96.3%	96%	96.80
Native American	95.9%	97.1%	97.1%	97.7%	96.6%	98.3%	98.40
White	96.3%	96.5%	96.4%	96.3%	96.2%	96.1%	96.50
2 or More				96.8%	96.1%	95.9%	96.40
EcD	95.5%	95.8%	95.1%	95.4%	95.7%	95.3%	96.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	741
African American	47
Asian	83
Hispanic	181
Native American	2
White	368

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	-	-	-	-	-	-

Campus Discretionary Removals

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

Campus ALC/EDAP or ISS

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

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	1	.14%					0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	1	.28%					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	4	.55%					0.00
African American							0.00
Asian							0.00
Hispanic	2	1.14%					0.00
Native American							0.00
White	2	.55%					0.00

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	2	.27%	2	.26%			0.00
African American			1	1.69%			0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	1	.28%					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	620	703	676	691	675
African American	46	54	39	50	41
Asian	77	92	80	67	67
Hispanic	151	175	145	155	155
Native American	4	1	2	2	1
White	342	381	349	346	345
2 or More			61	69	65

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	28	0	<1%	32	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	16	0	<1%	15	0	<1%	0.00	
White	*	*	*	*	*	*	0.00	
EcD	19	0	<1%	17	0	<1%	0.00	
Special Ed	*	*	*	*	*	*	0.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	8	4	50%	*	-	-	7	4	57%	*	*	*	9	7	78%	*	*	*
F	Hispanic	36	21	58%	21	14	67%	27	17	63%	17	12	71%	32	20	63%	16	9	56%
F	White	81	60	74%	42	36	86%	70	53	76%	32	27	84%	67	48	72%	32	27	84%
F		125	85	68%	66	50	76%	104	74	71%	51	40	78%	108	75	69%	52	39	75%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	8	5	63%	*	*	*	11	8	73%	7	5	71%	11	6	55%	7	6	86%
M	Hispanic	32	18	56%	14	11	79%	33	18	55%	16	13	81%	39	19	49%	21	17	81%
M	White	84	62	74%	43	41	95%	76	54	71%	38	36	95%	74	57	77%	39	37	95%
M		124	85	69%	61	56	92%	120	80	67%	61	54	89%	124	82	66%	67	60	90%
total		249	170	68%	127	106	83%	224	154	69%	112	94	84%	232	157	68%	119	99	83%

Data Source: AISD Fitnessgram