



Kiker Elementary School

2013-2014

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

Completed (✓)	CIP Items
(✓)	The current membership of the CAC is reported correctly.
(✓)	The methods of orientation for new CAC members are reported correctly.
(✓)	The approximate hours spent on CIP development are reported correctly. 24-26 hours Lori and admin: 12 hours data review; data assessment; preliminary planning Admin and teachers: 6 hours (whole group, vertical teams, grade level, core areas) CAC subcommittee: 4 hours one hour together to meet 3 independent to review CAC review: 2012-2013 2 hours: data, budget and needs assessments 2013-2014 4 hours one hour together to meet 3 independent to review
(✓)	The inclusion of district-required action plan objectives was correctly assessed comparing inclusion criteria to campus level and performance.
(✓)	The CAC was given an opportunity to provide input on the campus needs assessment.
(✓)	The CAC was given an opportunity to provide input on the campus objectives and strategies to address identified needs.
(✓)	The CAC was given an opportunity to provide input on the approach to setting campus performance targets.
(✓)	The CIP action plan component pertaining to campus professional development was approved by the CAC.
(✓)	The CAC was given an opportunity to review the complete draft CIP prior to submittal.
(✓)	The CAC was given an opportunity to provide input on the campus budget.

We Confirm the Above Information ...

Position	Name	Date
Principal	Dr. Lori Schneider	9-27-13
Parent Co-Chair	Becky Strandwitz	9-27-13
Staff Co-Chair	Chris Bryson	9-27-13



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Lori Schneider

Voting Members	Name	CAC Co-Chair	CAC Sec.	PTA Pres.	Classroom Teacher	SpEd Expertise	Other Prof. Staff Member <i>(Give Title)</i>
Parent	Rebecca Strandwitz	X					
Parent	Vilma Gonzales			X			
Parent	Ashley Vavasour		X				
Parent	Chris Scott						
Parent	Brooke Akins						
Parent	Brenda Marlin						
Professional Staff Member	Christina Haschke				X	X	
Professional Staff Member	Diane Henry				X		
Professional Staff Member	Diane Majek				X		
Professional Staff Member	Martha Adams				X		
Professional Staff Member	Lindsay Mathews				X	X	
Professional Staff Member	Chris Bryson	X				X	
Classified Staff Member	Robin Mealy						
Student <i>(If Applicable)</i>							
Student <i>(If Applicable)</i>							
Business Representative	Nichol Lee						
Community Representative	Patricia King						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 nd Tuesday):	First Monday of the Month
Normal Time:	3:00-4:00 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
<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	Self-Orientation Using Materials on CAC Website
<input checked="" type="checkbox"/>	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

CAMPUS ADVISORY COUNCIL: Level of Participation in 2013-2014 CIP Development

The CAC must have opportunities for meaningful involvement in CIP development. Indicate the approximate hours spent on 2013-2014 CIP development. At a minimum, this must include: (1) opportunities for the CAC to provide input on the campus needs assessment, the campus objectives and strategies to address identified needs, and the approach to setting campus performance targets; (2) CAC approval of the action plan component pertaining to campus professional development; and (3) CAC review of the complete draft CIP prior to submittal.

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
10	16

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- 2010-2013 Fitnessgram Results
- 2012 AEIS Data
- 2012-2013 Survey Data
- 2012-2013 Campus Data Profile
- 2012-2013 State Accountability Results
- 2012-2013 Report on Representation in Special Education
- 2012-2013 K-2 DRA/TPRI data results
- 2013-2014 CIP Conditional Objectives Guide

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

- Increase academic performance to ensure all students are performing at or above grade level.
- Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.
- Ensure effective violence prevention and intervention measures are in place.
- Encourage parental involvement.
- Provide adequate and appropriate campus-level professional development.
- Reduce the rate of African American students identified for special education.
- Reduce the rate of Hispanic students identified for special education.

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase academic performance to ensure all students are performing at or above grade level.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Identify each student's ethnicity, subgroup,	Dr. Schneider	-Beginning of the year data	-All teachers have lists of students	Beginning of	Beginning of year

<p>prior performance, prior interventions, strengths, and areas for improvement</p>	<p>Ms. Crowther Ms. Chapa Moore Ms. Fraser Grade level teachers Special Education Team</p>	<p>for each grade level and teacher identifying each student's prior performance -Ethnicity and race surveys -504, English Language Learners and Special Education data and paperwork regarding specific students for each teacher</p>	<p>with coordinating data -100% of students survey's returned from each student -All teachers have copies of Individual Education Plans, Behavior Intervention Plans, 504 plan for individual students</p>	<p>Year, Middle of Year, End of Year</p>	<p>completed</p>
<p>Provide a rigorous education program model in the area of language arts and writing, math, science and social studies, ensuring the needs of each individual child considered and met</p>	<p>Grade level teachers Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser Special Education Team</p>	<p>-Beginning of the year data for each grade level and teacher identifying each student's prior performance -504, English Language Learners and Special Education data and paperwork regarding specific students for each teacher -Planning time for teachers -Common lesson planning standards: The Kiker Five -Professional Development re: How the Brain Learns; Best Practices in Education -Materials such as: fiction and non-fiction texts in instruction; manipulatives; science lab tools and equipment; outside education opportunities and technology -Student access to printed materials and current events that integrate literacy with science and social studies -Programs to support struggling students -Programs to support students exceeding expectations or gifted students -Qualified Staff Members -Appropriate assessment of student performance as a</p>	<p>-All teachers have lists of students with coordinating data -100% of students survey's returned from each student -All teachers have copies of Individual Education Plans, Behavior Intervention Plans, 504 plan for individual students an documentation of follow through of student accommodations and interventions -All teachers have lesson plans available for administration on desks at all times -Agendas and certificates from Professional Development -9 of 9 (Pre-K-5, Special Area , Special Education) teams will provide at least two Professional Learning Communities agendas and meeting minutes per month -100% of plans for students will reflect objectives from data review and anecdotal information -Letters to parents indicating student participation in various support programs -Agendas for Math Game Day -Pictures of "Adopt a Hallway." -Agendas for various support programs: XLR8-during the school day tutoring session; Homework Club, Rocket Readers, etc. -Academic data such as benchmarks, classroom assessments, report cards</p>	<p>2013-2014 school year</p>	<p>On going</p>

		whole, grade level, and individual student levels.	and student work samples show 90% to 100% of students meeting expected standards		
Implement standards of communication and relationships with students, parents, and staff through educational programming, Morning Assembly, parent newsletters, parent conferences, coffee talks, Mornings with Melody	Grade level teachers Dr. Schneider Ms. Chapa Moore Ms. Fraser Ms. Crowther Special Education	-Training regarding Common standards of communication and standards of relationships -Big Buddy Program -School-wide Social Emotional Language/character education program; training and materials -Morning Greeter Program -Opportunities for teacher conferences -Literature or other resources for parents in the library	-Staff survey shows 90% to 100% satisfaction -Parent survey shows 90% to 100% satisfaction -Student survey shows 90% to 100% satisfaction -All teachers have and will provide on request parent conference agendas -All teachers have and will provide on request parent conference notes -All teachers have and will provide on request anecdotal notes regarding students -90% of parents will have access to Parent Connection in grades K-5	2013- 2014 school year	Ongoing

Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective:					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective:					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1					
Objective: Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>Coordinated School Health: Promote physical activity and nutrition through Coordinated School Health team at least four times per year.</p>	<p>Coordinated School Health team: led by Physical Education Coaches Schultz and Molina; classroom teachers, cafeteria manager, nurse, administrators, parents and student leaders</p>	<p>-Training for staff on the Coordinated School Health implementation model and CATCH-Coordinated Approach To Child Health/Wow – Working On Wellness coordination kit</p> <p>- Coordinated Approach To Child Health/Working On Wellness posters, flyers, marketing materials, as well as student created materials and websites and equipment for students</p> <p>-Suggested daily Working On Wellness activities including programs such as HopSports, Adventure to Fitness and utilization of the Fuel Up to 60 stencils for teachers</p>	<p>-Agenda and minutes from the Coordinated School Health team</p> <p>-Pictures or videos demonstrating School wide environmental change using Coordinated School Health materials and participating in Working On Wellness (WOW) time or brain breaks.</p> <p>-Inclusion of Coordinated Approach To Child Health and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.</p> <p>-Community helpers, Working On Wellness student leaders, identified in each classroom. These students will lead Working On Wellness activities</p> <p>-Lesson plans that reflect Curriculum Road Maps for Health lessons, Coordinated Approach To Child Health lessons, and brain breaks</p> <p>-Teacher schedules that include Working On Wellness time</p>	<p>August 2013- 2014 school year</p>	<p>On going</p>
<p>Promote health and wellness through school wide activities such as:</p>	<p>Coach Schultz Coach Molina</p>	<p>-Volunteers to assist in planning and advertising for Fun Run and</p>	<p>-Agendas for Track and Field Day that outline activities as well as integrate a health message</p>	<p>2013- 2014 school year</p>	<p>On going</p>

Table #DR-1

Objective: Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>Two family fitness fun nights: Fun Run, and Family Fitness Night</p> <p>Touch your Toes Tuesday once a month</p> <p>- Fruity Fridays every Friday to increase awareness of balanced diet and nutrition</p> <p>- Provide Track and Field like activities once a month after lunch through the support of Dads on Duty.</p>	<p>Dr. Schneider Kiker PTA Dads on Duty Classroom Teachers</p>	<p>Family Fitness Night</p> <p>-Volunteers for Dad's On Duty</p> <p>-Track and Field equipment</p> <p>-Coordinated Approach To Child Health or Working On Wellness equipment</p>	<p>-Schedule, flyer and participation log for Fun Run</p> <p>-Schedule, flyer and participation log for Family Fitness Night</p> <p>-Agenda for Touch your Toes Tuesday</p> <p>-Schedules for Dads on Duty</p> <p>-Pictures of events for yearbook</p>		
<p>Moderate to Vigorous Physical Activity:</p> <p>-Ensure students participate in 135 minutes of physical activity weekly, have access to brain breaks every 20-30 minutes of direct teach lessons, and are taught at least five health lessons each nine-weeks.</p>	<p>Coach Schultz/Molina All Teaching staff Student Wellness Team Leaders</p>	<p>- Health/Coordinated Approach To Child Health curriculum per grade level, K-5.</p> <p>- Master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks.</p> <p>-Training for Working On Wellness activities, Hop Sports, Adventures to Fitness, Fuel up to Play 60 stencils and other integrated academic activity games and brain breaks.</p>	<p>-Identification of Working On Wellness lessons and brain breaks used written into teachers' daily lesson plans.</p> <p>-Lesson plans with documented 135 minutes of physical activity weekly.</p> <p>-Steady inclines in Fitnessgram scores.</p> <p>-Identification of Working On Wellness student leaders on classroom community helpers list</p> <p>-Teachers will include evidence of the Health/Coordinated Approach To Child Health lessons taught in weekly, monthly lesson plans.</p>	2013- 2014 school year	On going
<p>Wellness:</p> <p>-Share "Making Healthy Nutrition Choices" with</p>	<p>Coach Schultz/Molina</p>	<p>-Newsletters</p> <p>-Training regarding nutrition and</p>	<p>-Lesson plans indicating students participation in 60 minutes of moderate to vigorous exercise</p>	2013- 2014 school year	On going

Table #DR-1

Objective: Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.

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
campus staff, parents, and students to positively influence the health of the students and community members.	All Teaching staff Coordinated School Health/ Student Wellness Team (Student Leaders)	wellness -Communication with parents regarding nutrition and wellness	-Increase in Fitnessgram scores		
-Comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Dr. Schneider Coach Schultz Coach Molina Mr. Kelley	-Policy -Training regarding the policy	-No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services. - Nutrition memo (dated August 2009) is shared with staff, teachers, Parent Teacher Association, and Kiker parents. -Compliance on all days and campus identify the three exempted days and email the information to Austin Independent School District Health Coordinator. -Teachers will use alternative rewards instead of food. -Bake sales will not include Foods of Minimal Nutritional Value - FMNV	2013- 2014 school year	On going
Completion of the Fitnessgram testing for all students in grades 3-5: - Use Fitnessgram, to assess all students and identify the groups of students that fall within identified categories: <ul style="list-style-type: none"> Identify Students in the 85th to 99th plus percentile to receive health and wellness information and case management for obesity. 	Coach Schultz Coach Molina Nurse Tarren Dr. Schneider Ms. Chapa Moore Ms. Fraser Ms. Crowther All Teaching staff	-Students' data entered in Fitness Tracker according to grade level and teacher. - Assessment of students Body Mass Index using Fitnessgram.	-Fitnessgram report/results -100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram -85% of students in grades K-8 will pass the identified skill movement, physical activity,	Once in the Fall and once in the Spring. 2013-1014 school year	On going

Table #DR-1

Objective: Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.

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
<ul style="list-style-type: none"> The students in the 99th plus percentile (with parental involvement and consent) will be case managed using Austin Independent School District case management plan for obesity. 			health concept, and social development assessments.		

Table #DR-2

Objective: Ensure effective violence prevention and intervention measures are 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
Engage teachers and students in activities that promote tolerance and respect of others, value of diversity and bully prevention.	Ms. Fraser Dr. Schneider Ms. Crowther Ms. Chapa Moore	No Place For Hate Professional Development Capturing Kids Hearts Professional Development	-Students surveys report safe environment for all students. -Professional Development certificates and agendas -Morning assembly agendas and lesson plans -Kiker Comments: from Morning Assembly to Evening Discussions -Counselor lesson plans -Teacher's lesson plans	April 15, 2014	On going
Provide Social Emotional Behavioral Learning opportunities in morning assembly, and throughout the day.	Ms. Fraser Dr. Schneider Ms. Crowther Ms. Chapa Moore	Social Emotional Learning professional development Morning Assembly Agenda	-Students surveys report safe environment for all students. -Professional Development certificates and agendas -Morning assembly agendas and lesson plans -Kiker Comments: from Morning Assembly to Evening Discussions	2013- 2014 school year	On going

Table #DR-2

Objective: Ensure effective violence prevention and intervention measures are 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
			-Counselor lesson plans -Teacher's lesson plans		

Table #DR-3

Objective: Encourage parental involvement.

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
Engage parents in Child Study Team meetings for students with 5 or more UNEXCUSED absences each semester	Teachers Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser Ms. McGovern	-Accurate attendance records -Parent letters -Classes for parents	-Attendance records -Letters to parents	2013- 2014 school year	On going
Ensure parents and students have an understanding of the importance of school attendance -Discuss importance of attendance at morning assemblies -Discuss hand washing at morning assembly -Discuss hygiene at morning assembly -Discuss healthy habits at morning assembly	Teachers Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser Ms. McGovern	-Bulletins for Weekly newsletter	-85% of student population to attend optional morning assembly as evidenced by teacher's records -100% of students have and will review the student handbook with parents, teachers, counselor or administration -97% attendance indicated on teacher's Weekly Attendance Reports -97% attendance indicated on School's Nine-Week Attendance Report	2013- 2014 school year	On going
Ensure a sense of community among students, parents and teachers.	Teachers Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser	-Participation and coordination of activities such as; Keynotes, Art Show, Grade Level Performances, Earth Day, Rodeo, Fall Carnival, Dad's on Duty, Parents as Partners, Golf Tournament and Dinner Dance, Man in my Life, Track and Field	-100% of parents will be notified of community events -95% of students and parents will be greeted by a staff member and/or student upon entering though the front doors in the morning -100% of parents will be notified of Kiker community event such as Fall Festival and Track and Field Day	2013- 2014 school year	On going

Table #DR-3

Objective: Encourage parental involvement.

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
		Day			

Table #DR-4

Objective: Provide adequate and appropriate campus-level professional development .

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
See Table #DR-1 Physical Education: Ensure staff participates in training regarding Health/CATCH (Coordinated Approach to Child Health) curriculum, WOW(Working On Wellness), integrated academic activity games, and brain breaks.	Dr. Schneider Coach Schultz, Coach Molina	-Training for staff on the Coordinated School Health implementation model -Training on and implementation of Coordinated Approach To Child Health coordination kit - Coordinated Approach To Child Health posters, flyers, marketing materials, as well as student created materials -Training on Coordinated School Health equipment for Working On Wellness time and recess	- Evidence of a school wide environmental change using Coordinated School Health materials. -Inclusion of Coordinated Approach To Child Health and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events. -Teachers will identify community helper and Working On Wellness student leader each week. These students will lead Working On Wellness activities -Lesson plans that reflect Curriculum Road Maps for Health and Coordinated Approach To Child Health lessons, as well as brain breaks -Teacher schedules that include Working On Wellness time	2013- 2014 school year	On going
See Table #CI-1 Academic: Ensure quality staff development regarding how the brain learns and processes	Dr. Schneider Ms. Crowther Ms. Chapa Moore	-Beginning of the year data for each grade level and teacher identifying each student's prior	-All teachers have lesson plans available for administration on desks at all times -Academic data such as benchmarks,	2013- 2014 school year	On going

Table #DR-4

Objective: Provide adequate and appropriate campus-level professional development .**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
information and best practices within the core areas as well as pedagogical practices.	Ms. Fraser Teachers Math Cadre	performance -Lesson planning standards -Fiction and non-fiction texts -Students access to printed materials and current events that integrate literacy with Science and Social Studies	classroom assessments, report cards and student work samples show 90% to 100% of students meeting expected standards -9 of 9 (PK-5, Special Area, Special Education) teams will provide at least two Professional Learning Community agendas and meeting minutes per month -100% of plans for students will reflect objectives from data review		
See Table #DR-2 Social/Emotional Learning: Engage all staff members in professional development that develops personal awareness of their own culture, values, beliefs, as well as the impact on the classroom environment and that engages teachers and students in activities that promote tolerance and respect of others, value of diversity and bully prevention.	Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser	-Social Emotional Learning professional development -Morning Assembly agenda	-Students surveys report safe environment for all students. -Kiker Comments: from Morning Assembly to Evening Discussions -Counselor lesson plans -Teacher's lesson plans	2013- 2014 school year	On going
See Table #CI-1, #DR-5, #DR-6, #DR-7 Interventions: Train staff to implement strategic Tier II interventions, including effective progress monitoring tools using research based Austin Independent School District model	Dr. Schneider Ms. Crowther Ms. Flores	-Collaboration with Ms. Monica Flores to train staff on Tier II and Tier III interventions using Child Study Team process.	-100% teachers are trained with Tier II interventions and monitoring tools using the online program for Child Study Team (eCST)	2013- 2014 school year	On going
See Table #CI-1 Gifted and Talented strategies: Train staff to implement strategic differentiation of instruction	Ms. Crowther GT teachers	-Study sessions for all interested teachers of Gifted and Talented students to gain certification -Information on Destination Imagination and University Interscholastic League Competitions	Certification for teachers of Gifted and Talented students -Lesson Plans	2013- 2014 school year	On going

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

Special Education Identification – All Levels

Table #DR-5					
Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%					Source: SPED C-IEP (A)
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
N/A					

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 Due to low numbers: Last year 11 African American students were at Kiker, three received support through Special Education...thus 3.2% difference. It is important to note that small data sets can affect campus performance levels.					
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 Special Education representation provided by Special Education department.	Dr. Schneider Ms. Crowther Special Education Teachers	-Data to determine specific areas of need for each individual student.	-100% of students appropriately identified and served in least restrictive environment with increased opportunities for inclusive placements	2013- 2014 school year	On going
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based Austin Independent School District model	Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser Ms. Flores	-Collaboration with Ms. Monica Flores to train staff on Tier II and Tier III interventions using electronic Child Study Team system.	-100% teachers are trained with Tier II interventions and monitoring tools using electronic Child Study Team system.	2013- 2014 school year	On going
Campus administrators and teachers attend professional development that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser Teachers	-Outline of No Place for Hate activities	-100% of Kiker Students will be exposed to and participate in No Place for Hate activities. -100% of Kiker Staff will receive certificates from participation in No Place for Hate activities.	2013- 2014 school year	On going

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 Due to low numbers: Last year 11 African American students were at Kiker, three received support through Special Education...thus 3.2% difference. It is important to note that small data sets can affect campus performance levels.

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
Analyze data to determine specific areas of need for each individual students.	Dr. Schneider Ms. Crowther Special Education Teachers	-Data to determine specific areas of need for each individual student.	-100% of students appropriately identified and served in least restrictive environment with increased opportunities for inclusive placements	2013- 2014 school year	On going
Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and 3 interventions.	Dr. Schneider Ms. Crowther Ms. Flores Special Education Teachers	-Collaboration with Ms. Monica Flores to train staff on Tier II and Tier III interventions using electronic Child Study Team system.	-100% teachers are trained with Tier II interventions and monitoring tools using electronic Child Study Team system.	2013- 2014 school year	On going
Ensure students are appropriately identified and served in least restrict environments with increased opportunities for inclusive placements.	Dr. Schneider Ms. Crowther Special Education Teachers	-Continued training for new teachers in the area of least restrictive environment and inclusion practices	-100% of new teachers are trained in the area of least restrictive environment and inclusion practices	2013- 2014 school year	On going
Teachers trained on using interventions to better meet the need of individual students.	Dr. Schneider Ms. Crowther Special Education Teachers	-Continued training for teachers in the area of interventions	-100% teachers are trained with Tier I, II interventions and monitoring tools using electronic Child Study Team system.	2013- 2014 school year	On going

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education.**Condition: If rate > 1 percentage point above Hispanic enrollment rate**

Source: SPED C-IEP (C)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes Due to low numbers: Last year 166 Hispanic students were at Kiker, 14 received support through Special Education...thus 3.1% difference. It is important to note that small data sets can affect campus performance levels.

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 Special Education representation provided by Austin Independent School District Special Education department.	Dr. Schneider Ms. Crowther Special Education Teachers	- Data to determine specific areas of need for each individual student.	-100% of students appropriately identified and served in least restrictive environment with increased opportunities for	2013- 2014 school year	On going

Table #DR-7

Objective: Reduce the rate of Hispanic students identified for special education.**Condition: If rate > 1 percentage point above Hispanic enrollment rate**

Source: SPED C-IEP (C)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes Due to low numbers: Last year 166 Hispanic students were at Kiker, 14 received support through Special Education...thus 3.1% difference. It is important to note that small data sets can affect campus performance levels.

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
			inclusive placements.		
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based Austin Independent School District model	Ms. Monica Flores Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser	-Collaboration with Monica Flores to train staff on Tier II and Tier III interventions using electronic Child Study Team system.	-100% teachers are trained with Tier II interventions and monitoring tools using the electronic Child Study Team system.	2013- 2014 school year	On going
Campus administrators and teachers attend professional development that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Dr. Schneider Ms. Crowther Ms. Chapa Moore Ms. Fraser	-Outline of No Place for Hate activities	--100% of Kiker Students will be exposed to and participate in No Place for Hate activities. -100% of Kiker Staff will receive certificates of No Place for Hate activities.	April 15, 2014	On going
Ensure that all students that are receiving both special education services, and are also identified as ELL/LEP students, have a completed ARD LPAC document on file by their 3 rd grade school year that has set up appropriate exit criteria.	Ms. Chapa Moore (LPAC chair) Dr. Schneider Ms. Crowther Special Education Teachers	-Current data from regular education teachers, LPAC committee and ARD committee	- 100% of all students that are receiving both special education services, and are also identified as ELL/LEP students, have a completed ARD LPAC document on file by their 3 rd grade school year that has set up appropriate exit criteria.	2013- 2014 school year	On going
Ensure that students, who meet the pre-established ARD/LPAC exit criteria that were set up in the informal ARD/LPAC, are appropriately exited within the required timeline.	Ms. Chapa Moore (LPAC chair) Dr. Schneider Special Education Teachers	-Time for Special education team to plan with the LPAC team	100% of students, who meet the pre-established ARD/LPAC exit criteria that were set up in the informal ARD/LPAC, will be appropriately exited within the required timeline.	2013- 2014 school year	On going

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
N/A					

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
N/A					

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
N/A					

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): 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
N/A					

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

Table #DR-12					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).					
Condition: If rate < 50%					Source: AISD CDA Report
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
N/A					

Table #DR-13					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).					
Condition: If rate > 20%					Source: AISD CDA Report
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
N/A					

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
N/A					

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
N/A					

Dropout Rates – MS and HS Levels Only

Table #DR-16					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Reduce the special education annual dropout rate.					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)					Source: AISD Acct/PEIMS Report
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
N/A					

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

4-Year Graduation Rates – HS Level Only

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

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

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
N/A					

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
N/A					

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	Certified teachers will work with targeted students to build numerical fluency and number sense as well as reading fluency and comprehension in grades 1-5.
General Supplies for at-risk students	RTI
Reading specialists	Literary skills instruction for students not meeting state standards in reading.
Elementary Counselors	Counseling for all students to address social, emotional, and behavioral needs for effective learning.
TOTAL	\$103,488

The figures above include the salaries (in part or whole) of the equivalent of 1 ½ 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)
	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):

x	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
x	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	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	
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	
<i>For Elementary:</i> 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-quality professional development that: directly addresses the academic achievement problem that caused the campus to not meet AYP; meets the requirements for of high-quality professional development under Section 1119; and is provided in a manner that affords increased opportunity for participating in that professional development	
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	
Describes how the school will provide written notice about Needs Improvement status to parents in a format, and to the extent practicable, in a language that parents understand (included in SIP addendum)	
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	
Includes strategies to promote effective parental involvement in the school	
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	
Incorporates a teacher mentoring program	

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Professional Development/Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
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	83	85	100.00	88
Asian	95	83	100.00	87
AA	*	*	100.00	*
Hispanic	74	71	100.00	76
White	85	89	100.00	91
2 or More	83	90	100.00	92
EcD	84	71	100.00	77
ELL	*	*	100.00	*
Spec Ed	55	42	100.00	53
3rd English	86	85	100.00	88
4th English	84	85	100.00	88
5th English	80	84	100.00	87

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	67	100.00	74
Asian	76	73	100.00	79
AA	*	*	100.00	*
Hispanic	44	62	100.00	69
White	55	70	100.00	76
2 or More	57	65	100.00	72
EcD	58	43	100.00	54
ELL	*	*	100.00	*
Spec Ed	30	42	100.00	53
3rd English	53	65	100.00	72
4th English	45	72	100.00	78
5th English	64	65	100.00	72

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	65	80	100.00	84
Asian	>99	>99	100.00	>99
AA	<1	*	100.00	*
Hispanic	53	81	100.00	85
White	67	81	100.00	85
2 or More	*	*	100.00	*
EcD	*	*	100.00	*
ELL	>99	*	100.00	*
Spec Ed	*	*	100.00	*
4th English	65	80	100.00	84

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	66	68	100.00	74
Asian	*	83	100.00	87
AA	>99	<1	100.00	20
Hispanic	68	43	100.00	55
White	64	75	100.00	80
2 or More	*	*	100.00	*
EcD	*	*	100.00	*
ELL	<1	>99	100.00	>99
Spec Ed	41	*	100.00	*
5th English	66	68	100.00	74

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	54	56	61.58	61
Asian	76	70	74.00	73
AA	<1	*	36.71	*
Hispanic	41	54	59.46	58
White	56	56	61.70	61
2 or More	57	50	56.00	55
EcD	53	50	56.00	55
ELL	*	*	56.00	*
Spec Ed	18	*	22.25	*

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	30	35	42.53	42
Asian	52	57	62.00	61
AA	*	<1	11.00	10
Hispanic	19	26	34.08	33
White	31	36	43.57	43
2 or More	26	35	42.50	42
EcD	*	*	43.14	*
ELL	*	*	56.00	*
Spec Ed	*	*	18.50	*

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	23	28	35.91	35
Asian	*	*	49.57	*
AA	<1	<1	11.00	10
Hispanic	*	41	47.67	47
White	25	25	33.70	33
2 or More	*	*	29.00	*
EcD	*	*	23.86	*
ELL	<1	*	41.00	*
Spec Ed	*	*	26.00	*

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	34	29	36.97	36
Asian	*	*	26.00	*
AA	>99	<1	11.00	10
Hispanic	36	*	30.57	*
White	32	34	41.88	41
2 or More	*	*	20.00	*
EcD	*	*	29.00	*
ELL	<1	<1	11.00	10
Spec Ed	*	<1	11.00	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	94%	99%	98%	100.00	>=90%
Kinder DRA Spanish	n/a	*	n/a	100.00	>=90%
1st DRA English	89%	88%	89%	100.00	>=90%
1st DRA Spanish	n/a	n/a	n/a	100.00	>=90%
2nd DRA English	96%	89%	91%	100.00	>=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	96.9%	97.2%	96.4%	96.9%	97.4%	96.9%	97.50
African American	97.8%	98.1%	97.8%	97.4%	97.8%	97.5%	97.51
Asian	97.6%	98.2%	96.7%	96.8%	97.3%	96.6%	97.50
Hispanic	96.7%	97.1%	95.9%	96.9%	97.4%	97.1%	97.50
Native American		97.7%	96.3%	93.3%	96.7%	96.1%	97.50
White	96.8%	97.1%	96.4%	97%	97.4%	96.9%	97.50
2 or More				96.9%	97.5%	97.1%	97.50
EcD	95.5%	95.5%	94.3%	96%	96.3%	96.7%	97.50

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1016
African American	11
Asian	101
Hispanic	179
Native American	4
White	685

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

	All	A-A	Asian	Hisp	N-A	White
HS	-	-	-	-	-	-

Campus Discretionary Removals



■ All
 ■ A-A
 ■ Asian
 ■ Hisp
 ■ N-A
 ■ White

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

Campus ALC/EDAP or ISS



■ All
 ■ A-A
 ■ Asian
 ■ Hisp
 ■ N-A
 ■ White

	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							1.00
African American							1.00
Asian							1.00
Hispanic							1.00
Native American							1.00
White							1.00

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

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

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students							0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White							0.00

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

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		
	# 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							1.00
African American							1.00
Asian							1.00
Hispanic							1.00
Native American							1.00
White							1.00

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

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

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	712	911	933	944	983
African American	15	18	13	13	11
Asian	61	101	97	82	96
Hispanic	97	136	147	147	157
Native American		2	3	3	4
White	539	654	617	648	669
2 or More			56	50	45

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	22	0	<1%	26	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	*	*	*	7	0	<1%	0.00	
White	6	0	<1%	6	0	<1%	0.00	
EcD	*	*	*	*	*	*	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Hispanic	23	17	74%	12	9	75%	29	20	69%	8	4	50%	45	38	84%	24	19	79%
F	White	145	111	77%	80	73	91%	150	117	78%	72	60	83%	149	105	70%	76	55	72%
F		172	130	76%	94	83	88%	183	141	77%	82	66	80%	197	146	74%	103	77	75%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
M	Hispanic	46	31	67%	27	26	96%	44	30	68%	26	23	88%	38	18	47%	22	22	>99%
M	White	136	93	68%	56	52	93%	162	114	70%	74	69	93%	172	130	76%	101	93	92%
M		185	127	69%	86	81	94%	209	147	70%	100	92	92%	214	151	71%	125	117	94%
total		357	257	72%	180	164	91%	392	288	73%	182	158	87%	411	297	72%	228	194	85%

Data Source: AISD Fitnessgram