



# **Timy Baranoff Elementary School**

**2013-2014**

## **Campus Improvement Plan**

**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

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

### We Confirm the Above Information ...

Position	Name	Date
Principal	Linda Purvis	
Co-Chair	Denise Valdez	
Co-Chair	Melissa Kopp	



## **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	Linda Purvis						
Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Melissa Kopp	x					
Parent	Diana Nokes			x			
Parent	Kathy Green						
Parent	Richard Beavers						
Parent	Tozi Gutierrez						
Parent	Sharla DeMederieos						
Parent	Angie Merriman						
Parent	Tamra Golden						
Parent	Susan Racette						
Professional Staff Member	Megan Kite				x		
Professional Staff Member	Rita Akins				x		
Professional Staff Member	Lisa Hernandez				X		
Professional Staff Member	Rebecca Everett				x		
Professional Staff Member	Stacie Ludemann				X		
Professional Staff Member	Denise Valdez	x			X		
Professional Staff Member	Katie Shanovich					X	
Professional Staff Member	Megan Counihan					X	Assistant Principal
Classified Staff Member	Kathy Renteria		x				
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Sonny Bara						
Community Representative	Danica Geeslin						

### 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 <sup>nd</sup> Tuesday):	Last Monday
Normal Time:	3pm

### CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✓)	Method of Orientation
x	Self-Orientation Using Materials on CAC Website
x	Orientation at CAC Meeting (Provided by Campus)
	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
5 hours	25 hours

## CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

### CAMPUS NEEDS ASSESSMENT

***The following data were reviewed:***

- Multiple sources of data provided for 2012-13 STAAR results; TPRI /DRA results; TELPAS results; attendance and discipline data.
- Campus generated K-2 DRA data based on college ready standards and student populations.
- Results from 2012-13 staff survey, parent survey, student survey.

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

- Academic progress for Reading, Writing, Math and Science, especially for our Hispanic, ELL, Economically Disadvantaged, and Special Education students.
- Increase the number of students at grades K-5 who are showing a year (or more) academic growth in Reading and Math.
- Increase our campus attendance.

### 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					
<b>Objective: Reading Achievement gaps for all student groups will narrow based on results of campus level, district and state mandated assessments (including DRA, TPRI, AIMSWEB, district benchmarks and STAAR.)</b>					
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
1. Decrease % of K-2 students scoring Below Level on DRA – based on College and Career Ready Standards. (For 2012-13, 18% of Kinder, 36% of 1 <sup>st</sup> graders and 40% of 2 <sup>nd</sup> graders scored below College and Career Ready Standards.)	K-2 teaching staff; Literacy Specialist; Special ed staff; Administration;	LSIP funds to support Tier 2 and 3 interventions; BTO funding to purchase appropriate resources (based on district recommendations.)	DRA administered for BOY, MOY, and EOY; Data entered into Schoolnet; Administration disaggregates data based on Student groups; Participate in grade level data meetings (PAPP meetings) to problem solve interventions based on assessment results. Interventions are put in place, progress monitored for effectiveness.	Follow district BOY, MOY, and EOY test administration and data entry deadlines; disaggregation occurs within 1 week of data deadline; Data meetings to share results are scheduled within 1 week of data disaggregation. Interventions are in	

				place and progress monitored through CST within 1 week of data meeting being held. Interventions are reviewed and revised 6-8 weeks after implementation.	
2. For students in grades K-2, implement Raz kids (Learning A-Z) as one individualized reading resource program that students may access at school or at home.	K-2 teachers; special ed staff; Marlene O'Keefe ( technology support staff)	PTA funded program; Staff time for refresher training on use of Raz Kids program.	Class lists entered; Parents are provided with login information as well as grade level expectations for use of this resource. Grade levels share implementation tracking data at grade level data meetings.	Class lists entered by September 15, 2013; Share information with parents, including login and expectations at grade level Curriculum Nights ( Aug 29, or Sept.4, 2013.) Tracking results shared at grade level scheduled PAPP meetings during the school year.	
3 For students in grades 3-5, implement Accelerated Reader or Achieve 3000 as an individualized reading resource program that students may access at school or at home. Program used will be based on student individual needs.	3-5 reading teachers; Special ed staff; Marlene O'Keefe ( technology support staff); Administration	PTA funds AR program; Staff time for refresher training on use of Accelerated Reader program. Grant received for Achieve 3000; our portion funded through BTO funds. Training time – paid through grant. Staff training stipends to be funded through BTO.	For AR - class lists entered; Parents are provided with login information as well as grade level expectations for use of this resource. Grade levels share implementation tracking data at grade level data meetings. For Achieve 3000, identified staff complete training; Students identified to participate are given baseline assessment to determine starting Lexile levels.	For AR class lists entered by September 15, 2013; Share information with parents, including login and expectations at grade level Curriculum Nights (Aug 28, or Aug. 29, 2013.) For Achieve 3000 training on campus will be Nov. 13, 2013. Baseline testing will occur on	

				Nov. 13, also. Implementation begins as of Nov. 14, 2013. Tracking results shared at grade level scheduled PAPP meetings during the school year.	
4. Hire campus funded Instructional Support staff to support Tier 2 and 3 interventions for students in grades 2-5.	Administration	Use BTO funds available based on a .5 AP trade.	Acquire permission from HR and Area 1 Supt. to trade .5 AP position for .66 Instructional Support staff member.	Permission granted June 2013. Instructional Support staff hired-June 2013.	Implemented.
5. Continue implementation of CST process to identify struggling students in grades K-5, adjust teaching strategies being used and plan quality and effective interventions (during the day and after school, if needed.) Progress monitor interventions to ensure effectiveness.	K-5 Classroom teachers; instructional support staff; CST coordinator	LSIP funding for after school interventions; funding for resources	Grade level minutes documenting concerns noted and suggestions given; Parent Conference notes; Progress monitoring for goals set; Campus level CST meeting notes.	August 2013 through May 2014.	
6. For students at grades 3-5, increase % of students, in all student groups, scoring at level 2 and level 3 passing standards on STAAR, (For 2013-14, 3 <sup>rd</sup> graders passing standards are 65% Level 2 and 59% Level 3. For 4 <sup>th</sup> graders it is 66% Level 2 and 86% Level 3. For 5 <sup>th</sup> graders passing standards are 67% for Level 2 and 87% for Level 3.)	Grade 3-5 reading teachers; Special ed teaching staff; Special ed TAs; Instructional Support Staff; Administration; LANGUAGE ARTS Cadre members.	LSIP funds for Tier 2 and 3 interventions; LSIP funding for district approved resources.	Plan and teach rigorous lessons based on the nouns and verbs and specific language of the SEs. Use assessment results BOY and MOY 1 and 2 to monitor student progress. Implement Tier 2 and 3 interventions based on various assessments and class work results; Progress monitor for effectiveness and student skill acquisition.	On-going classroom walkthroughs documentation tracking rigorous lesson implementation beginning mid September. BOY classroom assessments – September 2013. MOY 1 assessments in November and early December 2013; MOY 2 assessments administered in late February and early March 2014.	



				Interventions implemented one week after assessment data is disaggregated; Progress Monitor every two weeks during Tier 2 and Tier 3 interventions.	
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Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Math Achievement gaps for all student groups will narrow based on results of campus level, district and state mandated assessments (including TEMI, AIMSWEB, district benchmarks and STAAR.)</b>					
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
1. Continue use of common problem-solving plan for all grade levels K-5 for all students.	MATH Cadre members; K-5 Classroom Teachers, Special education resource and inclusion teaching staff; Administration	None	Classroom walkthroughs will show evidence of teaching and student use of common problem-solving plan at all grade levels.	On-going from August 26, 2013 through June 5, 2014.	
2. Plan daily, weekly, and unit math instruction that incorporates new mathematical comprehension training information and that follows the language of the Student Expectations, and addresses the rigor of the grade level TEKS for grades K-5 for all students.	K-5 classroom math teachers; Special ed support staff; MATH Cadre ; Administration	Building Mathematical Comprehension training.	Instructional planning minutes; Walkthroughs and review of lesson plans; STAAR and TEMI results.	On-going from August 26, 2013 through June 5, 2014.	
3. Implement use of Pre-Teach Math lessons for grades 3, 4, and 5 to support students who are struggling with new concepts, including at risk students, special ed students, and ELL students.	Grade 3,4,5 math teachers Special ed support staff Administration	Pre-Teach math lessons provided by Central Office,	Presence of pre-teach lessons noted in grade level lesson plans. Walk throughs; STAAR results; TEMI results.	On-going from August 26, 2013 through June 5, 2014.	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
4. Implement best practice teaching strategies in math ( K-5) which will ensure we continue to meet AYP in all student groups, including special ed.	K-5 Classroom Teachers, Special education resource and inclusion teaching staff, MATH Cadre members; Administration	Continuation of last year's PD using book, <u>Guided Math</u> and " Planning Quality First Teach Opportunities."	Instructional planning minutes; monthly MATH Cadre meeting minutes; Classroom walk throughs; Analysis of student progress after campus level and district assessments.	August 26, 2013 through June 5, 2014.	
5.Increase student proficiency in correctly using content specific academic vocabulary	MATH Cadre members; K-5 Classroom Teachers, Special Ed teaching staff, Administration	<u>Building Mathematical Comprehension</u> staff training	Instructional planning minutes; monthly MATH Cadre meeting minutes; Classroom walk throughs;	August 26, 2013 through June 5, 2014.	

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

**Objective: Writing Achievement gaps for all student groups will narrow based on results of campus level, district and state mandated assessments (including district benchmarks and STAAR.)**

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
1. K-5 teachers will consistently implement use of grade level writing rubrics that address grade appropriate use of conventions for narrative writing and central idea and appropriate structure, as well as conventions, for expository writing.	K-5 classroom teachers; Special education support staff; instructional support staff; administration; LANGUAGE ARTS Cadre	None	LANGUAGE ARTS Cadre will share rubrics with grade level staff; K-5 teachers plan lessons using given rubrics; Administration completes classroom walkthroughs.	On-going from August 26, 2013 through June 5, 2014.	
2. Plan for and implement quality written responses in all content areas across all grades K-5 for all students.	K-5 classroom teachers; Special education support staff; instructional support staff; Administration; LANGUAGE ARTS Cadre	None	Grade level lesson planning notes; Classroom walkthroughs by administration.	August 26, 2013 through June 5, 2014.	
3. Teach and use the writing process at all grade levels (K-5) for all students.	K-5 classroom teachers; Special education support staff; instructional support staff; administration; LANGUAGE ARTS Cadre	None	Grade level lesson planning notes; Classroom walkthroughs by administration.	August 26, 2013 through June 5, 2014.	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
4. Implement (K-5) district identified best practice resources including Write Source and Empowering Writers.	K-5 classroom teachers; Special education support staff; instructional support staff; administration; LANGUAGE ARTS Cadre	None	Grade level lesson planning notes; Classroom walkthroughs by administration.	August 26, 2013 through June 5, 2014.	

Table #CI-4 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: Science Achievement gaps for all student groups will narrow based on results of district and state mandated assessments (including district benchmarks and STAAR.)**

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
1. Increase K-5 student application of knowledge attained from hands-on experiments to formal assessments, and ensure consistent use of Science Interactive Notebooks for grades K-5.	SCIENCE Cadre members; K-5 Classroom Teachers, special ed support staff; Administration	None	Instructional planning minutes; monthly SCIENCE Cadre meeting minutes; Classroom walk throughs;	August 26, 2013 through June 5, 2014.	
2. Use district benchmarks, prior year's STAAR data, and TEKS analysis to identify areas of instructional need.	4 <sup>th</sup> and 5 <sup>th</sup> grade science teachers; special ed support staff; Administration	BTO funds for Tier 3 interventions; Tier 2 and 3 resources;	Analysis of STAAR results from 2012-13 and Item Analysis as well as district benchmark results; Intervention plans created to support Tier 2 and Tier 3 struggling students; Progress monitoring for effectiveness and decrease of instructional gaps.	Analysis of STAAR August 2013; Data meetings held after MOY 1 and 2; interventions put in place 1 week after data meetings are held; progress monitoring occurs every two weeks during intervention sessions.	
3. Increase student proficiency in correctly using content specific academic vocabulary	SCIENCE Cadre members; K-5 Classroom Teachers, Special Ed teaching staff, Administration	District provided science pre-teach lessons for grades 3,4,5	Instructional planning minutes; monthly MATH Cadre meeting minutes; Classroom walk throughs;	August 26, 2013 through June 5, 2014.	

## DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

### REQUIRED FOR ALL CAMPUSES

Table #DR-1					
<b>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.</b>					
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
1. Create a Wellness Cadre that meets 6 times a year to create a healthy school environment that promotes physical activity, good nutrition, and increased student attendance.	Principal; WELLNESS Cadre	none	Wellness Cadre established; Plan of work created; Cadre meeting minutes	Established – August 2013; Plan of work completed – September 2013; Cadre meetings held as noted on school wide calendar	
2. Implement the CATCH coordination kit	Teaching staff K-5; WELLNESS Cadre; Administration	Time for CATCH coordination kit training; Online access to CATCH coordination kit	Training noted on staff agenda; Wellness Cadre meeting minutes tracking implementation by grade levels; planned lessons noted in lesson plans	August CATCH training; Cadre meetings held as noted on school wide calendar; lesson plan reviews by administration	
3. Plan events, activities, and announcements to be implemented, by the WELLNESS Cadre, for students, parents, and staff throughout the year.	WELLNESS Cadre	CATCH coordination kit; funding from BTO to support cost associated with family events; use of one hall bulletin board	Cadre meeting minutes; Family events planned, implemented and posted on school wide calendar (one for fall and one for spring.) Events publicized on the WELLNESS bulletin board; weekly e-blasts	Cadre meetings held as noted on school wide calendar; Events – October 15 2013; January 2014.	
4. Schedule and implement 10 minutes of daily Flex time in addition to daily 20 minutes of WOW time on campus.	Administration; teaching staff K-5	None	Teachers daily schedules	August 2013	implemented
5. Choose 3 events to be excluded from the Texas Public School Nutrition Policy. Our three dates are Dec. 19	Administration	Calendar	School calendar shows 3 events; Staff training – August; Parent Handbook	Staff training – August 20, 2013; Calendar published	Implemented

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
(Winter celebration); Feb. 14 (Valentine's Day) and June 4 (end of year celebrations.)			notes 3 exception days;	– September 2, 2013; Parents received Handbook as of Sept. 5, 2013.	
6. Increase the percent of students in the Healthy Zone for BMI, Aerobic Capacity, Curl-ups, Push-ups, Sit and Reach and Trunk Lift by 5%.	PE teaching staff;	PE lesson plans that include 50% of moderate to vigorous activity weekly.	PE lesson plan review by administration; FitnessGram test results	Lesson plan review – on going; FitnessGram administered to all 3-5 <sup>th</sup> graders in fall and spring.	

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
1. Provide campus discipline data to CAC, CLIMATE Cadre and Counselors for analysis and goal setting.	Assistant Principal; CLIMATE Cadre members; Counselors; Principal	2012-13 campus discipline data including our pink slips	Data compiled and reviewed by CAC, Counselors, and CLIMATE Cadre. Plan of Work revised by CLIMATE Cadre based on this data; Counselors goals for 2013-14 are adjusted based on data analysis.	CAC review May 2013. CLIMATE Cadre plan of work completed by September 26, 2013. Counselors' goal setting completed by October 15, 2013. 2013-14 data will be compiled for CAC review in May 2014.	
2. Continue implementation of consistent school wide management system that is structured around Positive Behavior Supports, uses consistent common area expectations such as the cafeteria, playground, and special area classrooms. System also	Administration; all campus staff – teachers, TAs, office staff, support instructional staff, cafeteria monitors; CLIMATE Cadre	Training materials for new staff; Time for current grade level group staff to revise and clarify the management plan that they will implement. Copy paper so that	New staff training agenda; Grade level/ group/ special area content area management plans submitted to administration for approval; CLIMATE Cadre will review, revise as	New staff training – August 15; Grade level/ group/ special area plans approved by administration by August 28, 2013;	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
includes consistent classroom expectations and language for grade levels.		parents of students at all grade levels receive campus expectations as well as grade level and special areas expectations.	needed during their Cadre meetings – with minutes provided.	Plans shared with all parents by September 5, 2013. Cadre meetings held as noted on school wide calendar.	
3. Apply for and, once again, achieve No Place for Hate status for our campus.	Administration CLIMATE Cadre; all teaching staff and students	Instructional time will be impacted for students to implement the identified activities.	Cadre completed Plan of Work noting activities to be implemented for No Place for Hate status.	Cadre Plan of Work completed by September 26, 2013. No Place for Hate application completed and submitted by October 15, 2013. Completion of all activities and necessary paperwork submitted before April 15, 2014. Cadre meetings held as noted on school wide calendar.	
4. Continue implementation of Peer Mediation program as a peer led intervention to assist students with learning problem solving in social settings.	Peer Mediation sponsors; classroom teachers	Time for Peer Mediation refresher in September; time for sponsors to supervise Peer Mediation sessions	Peer Mediation refresher agenda; End of year tracking of the use of Peer Mediators to resolve peer issues.	Peer Mediation refresher held Sept. 17, 2013; End of year report due May 30, 2014.	
5. Peer Mediators will present 3 different student created skits at morning assembly that portray appropriate ways for students to interact with peers in a way that exemplifies tolerance and acceptance of others.	Peer Mediation sponsors; Peer Mediators	Time to plan and practice the skits;	Skits presented before student body.	Schedule skits for late October 2013, early January 2014, and the end of March 2014.	
6. Counselors will plan and teach	Baranoff Counseling	Counseling training	Counselors create plan of	Plan of work	

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
lessons at each grade level that help students learn ways to solve problems with peers, and increases awareness of differences, tolerance and acceptance of others.	staff	materials; tools needed for classroom presentations	work for the year; Counselors will provide a year-end summary of lessons taught.	created by mid September 2013;	
7.Provide parent training session on what to watch for related to hazards of social media and Cyberbullying	Administration; Counselors; AISD SRO staff	Building use for evening presentation; publicity for parents of the event and why they need to attend.	Fliers created for evening presentation.	Presentation is on the school wide calendar for January 30, 2014	

Table #DR-3

**Objective: Parental involvement will be encouraged.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Establish and maintain two way communication vehicles at the school, grade, and classroom level.	Administration; grade level staff; classroom teachers	865 Funding to maintain service provider for campus website.	New campus website is launched, maintained, and tracked for hits. Monthly school wide newsletters as well as weekly parent communications are sent. Host 2 Principal Coffees – one in the evening in September, and one in the morning in February. Grade levels will provide administration with a copy of their monthly newsletters. Staff will update class websites on a biweekly basis.	Website displays current campus information including staff updates by August 26, 2013. Monthly newsletters are sent by end of first week of month. Weekly parent blasts are sent on Thursdays. Coffees are on parent school wide calendar. Grade level newsletter copies received monthly. Periodic review of individual staff web pages.	
2. Plan and implement multiple events intended to foster parent awareness	Administration; classroom teachers;	PTA/865 Funding for materials needed to	Communication publicizing Curriculum Nights.	Curriculum Nights – August 28 and 29	



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
and involvement.	SCIENCE and MATH Cadre members; LANGUAGE ARTS Cadre members; TECHNOLOGY Cadre members	support activities used for Math/Science Family Night. PTA / 865 funding for materials needed for Poetry Slam.	Flyers advertising Family Math/Science Night. Flyers advertising the Poetry Slam and Technology Showcase.	and Sept. 4. Math/Science Night – November 2013; poetry Slam. Technology Showcase – April 2014.	
3. Continue fostering the WATCHDOGS program – year three.	John Fisher, Assistant Principal; parent Top Dog; K-5 classroom teachers	PTA funding for WATCHDOG resources – paid by PTA.	WATCHDOG program publicized during Curriculum Nights. WATCHDOG sign up night in September. Tracking form to monitor WATCHDOG presence on campus.	Curriculum Nights – August 28, 29; Sept. 4; Kickoff Night – September 30, 2013; Tracking form checked in December, March and early June.	
4. Continue implementation of parent volunteer reading program – Stamped Reading Readers – to work with K-2 students.	Stamped Reading coordinator; Megan Counihan; K-2 team leaders	PTA funding to hire coordinator	Coordinator hired; Volunteers in place Reading program; scheduling created and implemented; List of students being supported is revised based on classroom teacher assessments	Hiring by end of September; Volunteer schedule in place and reading support begun by mid October; Revisions are based on assessments per district timelines.	
5. Implement Math Pentathlon after school program to be facilitated by parent volunteers.	Grade level teacher volunteers; Megan Counihan	Math Pentathlon games	Parent training of volunteers; After school student program participation; Student participation in tournaments.	End of September 2013; Program runs October 2013 through May 2014; Tournaments held in March, April, and May 2014.	



Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Attend No Place For Hate Summer Institute and implement suggestions into campus No Place For Hate activities for the 2013-14 school year.	Assistant Principal; SAFETY Cadre members.	None	Certificate for attendance; CADRE meeting held September 26, 2013. October 15, 2013 No Place For Hate application is completed and includes at least one activity from summer institute.	Summer Institute was held June 12-14. Lesson Plans shared with members of the SAFETY Cadre; No Place For Hate application completed by October 15, 2013.	completed
2. Campus staff will complete 6 hour GT updates during summer 2013 or after hours during the 2013-14 school year.	All grade/ content area teaching staff	Individual staff time	GT update certificates are being turned in to administration upon completion	Summer training certificates due to administration by September 30, 2013; Staff update must be completed by May 30, 2014.	
3. Campus staff committed to attend technology training during the summer of 2013.	All grade/ content area teaching staff	Individual staff time	Technology PD certificates are being turned in to administration upon completion.	Turn in certificates by September 30, 2013.	completed
4. Staff will be brought back one day early to provide quality time for facilitated whole staff and grade level analysis of effective vs ineffective instructional practices used last year.	Administration; All teaching staff	BTO funds to pay for 1 day stipend for all staff.	Data analysis Grade level identification of 2 areas of focus and plans to address.	August 19, 2013	completed
5. Provide staff training on strategies to deliberately teach comprehension in math.	Administration	Layne Sammon book <u>Building Mathematical Comprehension</u>	Monthly staff meeting agendas beginning in October	7 staff meetings held between Oct 2013 and May 2014.	
6. Staff will participate in Professional Learning Community opportunities through their various Cadre work.	All teaching staff through their work with their Cadre: Inclusion, Language Arts, Math, Science, Wellness, Climate, and Technology.	Unsure of needs – will be determined by Cadres' Plans of Work.	7 Cadres will each create a Plan of Work. Cadres will provide meeting minutes to track progress with Plan of Work. Cadres update CAC members at monthly meetings during the	Plan of Work due September 30, 2013. Monthly meeting minutes due 1 week after Cadre meets; Monthly CADRE	

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
			CIP review process; Cadres' presentations at end of year staff meeting.	review during CAC meetings as well as end of year sharing meeting to be held in May 2014. .	
7. Grade level members will participate in 3 or 4 extended instructional planning sessions during the year. Planning sessions are opportunities for in depth instructional conversation related to what is working well and what is not, with an ultimate outcome of consistent grade level implementation of best practice, effective instructional practices.	K-5 Grade level staff and special ed staff; administration	Release time three to four times a year for grade/group extended planning. Parent classroom coverage.	Planning sessions are scheduled and on the school wide calendar. Notes are provided after planning sessions; Administration holds follow-up conversations with individual staff.	All planning sessions need to be scheduled and held between September 10, 2013 and the end of the week of May 19, 2014.	
8. Staff, who support identified Gifted and Talented students, will participate in and implement lessons based on two instructional planning meetings.	Campus GT coordinator; Campus GT co-advocate; Campus level K-5 teachers of GT students; administration.	GT resources from campus professional library; BTO funds for after school stipends.	Planning meeting minutes; GT extension lessons are present in lesson plans turned in to the GT coordinator and documented during classroom walkthroughs. Differentiated Education Plans. Effectiveness measured through feedback from GT Teacher, parent and student surveys.	Fall planning session is October 2013; Spring session is January 2014. Differentiated Education Plans are sent to parents with 9 weeks report cards. Surveys completed in April 2014.	

## 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):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

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

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
Condition: If rate > 1 percentage point above Hispanic enrollment rate				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (YES or No):					
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
1. Continue implementation of CST process to identify struggling students, adjust teaching strategies being used and plan quality and effective interventions (during the day and after school, if needed.) Progress monitor	Classroom teachers; instructional support staff; CST coordinator	LSIP funding for after school interventions; funding for resources	Grade level minutes documenting concerns noted and suggestions given; Parent Conference notes; Progress monitoring for goals set; Campus level CST meeting notes	August 2013 through May 2014	
2. Ensure core curriculum is being taught with consistency and fidelity.	Administration; Instructional teaching staff	Instructional planning time to facilitate quality conversations	Team instructional planning minutes; classroom walk throughs; lesson plan review	August 2013 through May 2014	
3. Utilize universal screeners, such as AIMSWEB and TPRI to provide a	Grade level teachers; instructional support	Copies of screenings	Enter screening results by district deadlines for BOY,	District implemented	

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):					
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
consistent baseline of performance and for progress monitoring.	staff		MOY and EOY	deadlines	
4. Ensure that all students receiving special education services who are also identified as ELL/LEP students, have a completed ARD LPAC document on file by their 3 <sup>rd</sup> grade school year. Document should be set up with appropriate exit criteria	LPAC chair; Special Education folder manager	None	Exit criteria document is on file by November 25, 2013 for all third – fifth graders who meet special ed/ELL criteria. .	November 25, 2013 check for document status.	
5. Ensure students, who meet the pre-established ARD/LPAC exit criteria set up in the informal ARD/LPAC, are appropriated exited within the required timeline.	LPAC chair; Special Education folder manager.	None	Exit criteria document is on file by November 25, 2013 for all third – fifth graders who meet special ed/ELL criteria.	Complete by the date of the Annual ARD meeting, held during the 2013-14 school year for all students who meet criteria.	

### 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 <b>No</b> ):					
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 <b>No</b> ):					
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 <b>No</b> ):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

### Special Education Service in LRE – All Levels

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

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

Table #DR-12						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).</b>							
<b>Condition: If rate &lt; 50%</b>						Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):							
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-13						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).</b>							
<b>Condition: If rate &gt; 20%</b>						Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):							
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					
<b>Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.</b>					
Condition: If ARD rate < 100%					Source: SPED C-IEP (N)
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):					
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					
<b>Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).</b>					
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 <b>No</b> ):					
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					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the special education annual dropout rate.</b>					
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 <b>No</b> ):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-17					
<input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the ELL annual dropout rate.</b>					
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 <b>No</b> ):					
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 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the rate of special education students who graduate within four years.</b>					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-19 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase the rate of ELLs who graduate within four years.</b>					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or <b>No</b> ):					
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					
<b>Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.</b>					
Condition: If special education student rate < 20%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

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

Table #DR-21

**Objective: Increase the rate of ELLs who graduate on RHSP or DAP high school plans.**

**Condition: If LEP student rate < 70%**

Source: AISD Acct/PEIMS Report

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

Applicable Strategic Plan Goal(s): 1,2,3,4

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



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

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

<b>Programs/Services</b>	<b>Use</b>
After-School Tutorials	LSIP funds allow for Tier 3 interventions and resources for students identified as at risk in grades K-5 in reading and math.
General Supplies for at-risk students	State Comp ED funds are used for TIER 2 resources for identified at risk student use in grades K-5.
Reading specialists	The district assigned us a .5 Literacy specialist funded through the BTO, who works with identified at risk students in grades K-2. She also receives BTO funding for resources to use with these students.
Elementary Counselors	We are funding 1.5 Counselors to support the emotional needs of our 1000+ students with specific focus on students identified as at-risk and needing additional social, emotional, and behavior supports to accelerate academic achievement. Our Counselors also provide support for parents and teachers. They facilitate the Career planning component for 5 <sup>th</sup> grade.
<b>TOTAL</b>	<b>\$145,476.00</b>

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):

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:

<b>Components</b>	<b>Pages</b>
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:

<b>Components</b>	<b>Pages</b>
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		
<b>Personnel</b>				
			\$	
			\$	
			\$	
<b>Instructional Supplies, Materials, and Equipment</b>				
			\$	
			\$	
			\$	
<b>Professional Development/Staff Training</b>				
			\$	
			\$	
			\$	
<b>Community Services (Function 61)</b>				
			\$	
			\$	
			\$	
<b>Other Requests</b>				
			\$	
			\$	
			\$	
<b>TOTAL (Must Match BTO Total)</b>			\$	

**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		
<b>Personnel</b>				
			\$	
			\$	
			\$	
<b>Instructional Supplies, Materials, and Equipment</b>				
			\$	
			\$	
			\$	
<b>Professional Development/Staff Training</b>				
			\$	
			\$	
			\$	
<b>Community Services (Function 61)</b>				
			\$	
			\$	
			\$	
<b>Other Requests</b>				
			\$	
			\$	
			\$	
<b>TOTAL (Must Match BTO Total)</b>			\$	

## **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	74	74	83.00	79
Asian	90	87	90.00	90
AA	*	*	80.00	*
Hispanic	65	70	80.00	76
White	79	76	83.00	81
2 or More	81	85	90.00	88
EcD	56	67	78.00	73
ELL	*	60	75.00	68
Spec Ed	60	49	70.00	59
3rd English	75	74	83.00	79
4th English	74	77	83.00	82
5th English	74	72	80.00	77

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	62	69	80.00	75
Asian	93	96	97.00	97
AA	*	*	75.00	*
Hispanic	50	62	75.00	70
White	68	70	80.00	76
2 or More	62	75	85.00	80
EcD	41	65	78.00	72
ELL	*	80	86.00	84
Spec Ed	33	51	70.00	61
3rd English	64	66	78.00	73
4th English	59	68	80.00	74
5th English	63	72	80.00	77

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	58	60	73.00	68
Asian	83	*	80.00	*
AA	*	>99	100.00	>99
Hispanic	54	49	70.00	59
White	59	65	75.00	72
2 or More	*	*	80.00	*
EcD	42	41	65.00	53
ELL	*	*	68.00	*
Spec Ed	*	50	68.00	60
4th English	58	60	73.00	68

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	71	68	77.00	75
Asian	>99	64	75.00	71
AA	>99	*	85.00	*
Hispanic	56	53	68.00	63
White	78	78	83.00	82
2 or More	*	67	76.00	73
EcD	50	52	68.00	62
ELL	*	*	55.00	*
Spec Ed	*	*	55.00	*
5th English	71	68	78.00	75

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	45	49	55.00	54
Asian	73	70	73.00	73
AA	*	*	25.00	*
Hispanic	35	41	50.00	47
White	49	53	60.00	58
2 or More	48	55	60.00	60
EcD	30	32	45.00	39
ELL	*	*	45.00	*
Spec Ed	*	23	40.00	31

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	35	40	47.00	46
Asian	63	78	82.00	80
AA	*	*	24.00	*
Hispanic	27	30	40.00	37
White	38	43	50.00	49
2 or More	38	45	51.00	51
EcD	11	33	42.00	40
ELL	<1	*	42.00	*
Spec Ed	*	*	20.00	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

**STAAR/EOC Writing at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	21	13	22.00	22
Asian	50	*	49.00	*
AA	*	<1	12.00	10
Hispanic	*	10	20.00	19
White	24	13	23.00	21
2 or More	*	*	23.00	*
EcD	*	*	23.00	*
ELL	*	*	41.00	*
Spec Ed	*	*	27.00	*

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	32	34	42.00	41
Asian	57	64	68.00	67
AA	>99	*	29.00	*
Hispanic	20	26	34.00	33
White	37	36	43.00	42
2 or More	*	*	51.00	*
EcD	*	*	29.00	*
ELL	<1	<1	15.00	10
Spec Ed	*	*	23.00	*

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%	97%	94%	95.00	>=90%
Kinder DRA Spanish	n/a	*	*	75.00	>=90%
1st DRA English	90%	91%	91%	95.00	>=90%
1st DRA Spanish	n/a	*	n/a	75.00	>=90%
2nd DRA English	85%	93%	96%	98.00	>=90%
2nd DRA Spanish	*	*	14%	50.00	>=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	97%	97.3%	96.6%	96.7%	97%	96.7%	97.00
African American	96.7%	96.7%	96%	96.1%	98.2%	98.3%	98.40
Asian	97.7%	98%	97.9%	97.8%	97.7%	98.4%	98.50
Hispanic	97.4%	97.2%	96.6%	96.4%	97%	96.7%	97.00
Native American	95.7%	99.7%	98.2%	97.1%	97.1%	99.3%	99.40
White	96.8%	97.3%	96.5%	96.7%	96.8%	96.5%	97.00
2 or More				97%	97.1%	96.7%	97.00
EcD	97.5%	97.3%	96.2%	96%	96.4%	96.7%	97.00

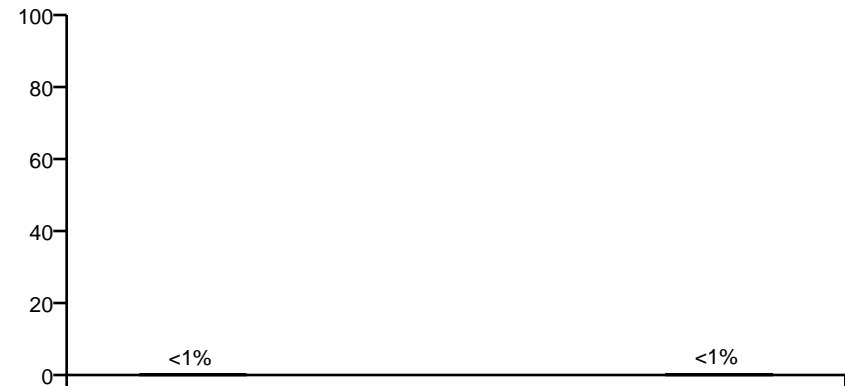
Data Source: AISD Student Information System

### Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1008
African American	23
Asian	72
Hispanic	344
Native American	2
White	527

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	<1%	-	-	-	<1%

### 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							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 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	.44%	5	.5%	1	.1%	0.05
African American							0.00
Asian							0.00
Hispanic	3	.96%	2	.57%			0.00
Native American							0.00
White			3	.6%	1	.19%	0.05

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	1	.11%					0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	1	.21%					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	855	854	878	954	975
African American	29	35	17	22	22
Asian	66	75	64	75	68
Hispanic	253	247	273	311	315
Native American	4	6	2	1	2
White	503	491	449	479	508
2 or More			73	65	59

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%	36	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	14	0	<1%	20	0	<1%	0.00	
White	*	*	*	*	*	*	0.00	
EcD	8	0	<1%	14	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	6	2	33%	*	*	*	6	2	33%	5	3	60%	5	2	40%	*	*	*
F	Hispanic	79	60	76%	47	36	77%	86	62	72%	52	41	79%	74	53	72%	38	31	82%
F	White	91	65	71%	51	41	80%	102	77	75%	55	45	82%	103	81	79%	51	42	82%
F		176	127	72%	100	79	79%	194	141	73%	112	89	79%	182	136	75%	93	75	81%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	68	37	54%	33	30	91%	80	41	51%	46	35	76%	72	38	53%	41	31	76%
M	White	107	77	72%	62	59	95%	117	74	63%	66	60	91%	119	70	59%	62	54	87%
M		179	116	65%	98	91	93%	200	117	59%	114	97	85%	195	110	56%	106	87	82%
total		355	243	68%	198	170	86%	394	258	65%	226	186	82%	377	246	65%	199	162	81%

Data Source: AISD Fitnessgram