



Clayton 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. (Spring 2013 on the 13-14 budget)

We Confirm the Above Information ...

Position	Name	Date
Principal	Dru Robinett	9-16-13
Co-Chair	Melinda McKenna	9-16-13
Co-Chair	Adam Miller	9-16-13



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.

Note that several acronyms are used in this Campus Improvement Plan (CIP). Definitions of these acronyms as well as others frequently used in Austin ISD can be found in the district's glossary of acronyms/terms on the AISD website at:

https://www.austinisd.org/sites/default/files/dept/advisory-bodies/docs/advbodies_Glossary_2013.pdf

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Dru Robinett

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Christie Behrens		X	X			
Parent	Jim Farrell						
Parent	Kasey Rhodes						
Parent	Thomas Cook						
Parent	Barbara Weisberg						
Parent	Carlos Martinez						
Professional Staff Member	Susan Kruger				X		
Professional Staff Member	Janice Vieira						
Professional Staff Member	Lisa Brewer				X		
Professional Staff Member	Jill Robillard				X		
Professional Staff Member	Clara Herrera				X		
Professional Staff Member	Catherine Lehman				X		
Professional Staff Member	Adam Miller	X			X	X	
Professional Staff Member	Nancy Hallmark				X		
Classified Staff Member	Julie Loera						
Business Representative	Melinda McKenna	X					
Community Representative	Nan Clayton						

CAMPUS ADVISORY COUNCIL: CAC Database Information

Email Addresses of CAC Co-Chairs	
Staff Co-Chair	Adam Miller
Non Staff Co-Chair	Melinda McKenna

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 nd Tuesday):	Mondays (once/month)
Normal Time:	3:15 p.m.—Clayton Library

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
XX	Self-Orientation Using Materials on CAC Website
X- overview	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. 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:

- STAAR Results
- Attendance Rates
- Relevant Discipline Data
- Student Fitness Data
- Primary Reading Assessment Information
- School Data by Identification Category

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

1. Student achievement at Phase 2 level II satisfactory standards and Phase III advanced standards across all content areas, particularly those assessed by the STAAR exam.
 - Improve Mathematics performance of all students with new phase-in level 2 standards so that >92% of students meet the Level II Phase-in 2 standard and >50% of students meet the Level III advanced level for mathematics
 - Improve Writing performance, particularly on expository writing, on the STAAR exam so that >90% of students meet the Level II Phase-in 2 standard and >25% of students meet the Level III advanced level for writing
 - Improve Science performance so that >90% of students meet the new phase-in level 2 standard and >27% of students meet the Level III advanced level for science
 - Maintain or increase achievement levels in reading at K-2 (per reading assessments) and 3-5 (per STAAR assessments) with rising college ready standards on the DRA and more rigorous level II Phase In 2 standards per the STAAR
 - Increase 3rd-5th grade students meeting STAAR passing standards in all subjects tested (Level II-Phase In-2 as well as Level III advanced).
2. Improve overall campus attendance rates to >97.5%

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 students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups.					
1. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. 2. Increase 3rd-5th grade students meeting STAAR passing standards in all subjects tested (Level II-Phase In-2 as well as Level III advanced).					
Applicable Strategic Plan Goal(s): 1, 2, 3, and 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in reading by highly qualified staff	Principal, Asst. Principals and Classroom Teachers	1. Utilize the AISD Curriculum Road Maps and TEKS to plan and deliver instruction in reading to ensure vertical and horizontal alignment.	>93% of students in each subgroup passing STAAR, benchmarks, and district/teacher-made assessments.	Provide checkpoints each 9 week period.	
	Principal, Asst. Principals, Classroom Teachers	2. DRA, TPRI, and/or MAZE and Progress Monitoring Growth will be performed on all students to assess reading levels of all students, including those identified for G/T, Special Education, and Dyslexia.	>93% of students reading on grade level as measured by DRA, MAZE and Progress Monitoring Growth, TPRI and other reading inventories.	BOY, MOY, and EOY timelines as dictated by the benchmark calendar	
	Principal, Asst. Principals, Classroom Teachers	3. Implement Balanced Literacy and/or Literature Circles and the TEKS framework in Grades K-5.	100% of faculty using the TEKS to guide instruction as documented in lesson plans and annual plans.	Commencing September 2013-May 2014.	
	Principal Literacy teacher Classroom Teachers Counselor	4. Administer and analyze district benchmarks and required district and state reading assessments. Use information gathered to assess student progress and target assistance. Assistance provided for differentiation in the classroom for students on, below, and above grade level as well as those identified with dyslexia. Utilize BOY, MOY, and EOY timelines for assessment.	>93% of students in each subgroup passing STAAR, benchmarks, and district/teacher-made assessments. >93% of students reading on grade level as measured by DRA, MAZE and Progress Monitoring Growth, TPRI/Tejas Lee and other reading inventories at various assessment intervals (BOY, MOY, EOY)	September 2013-May 2014.	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. (continued) Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in reading by highly qualified staff	Principal SOAR parent coordinator Literacy Teacher (Implement small groups, grades 3-5 and consult with classroom teachers, grades K-2)	5. Students needing additional support in reading instruction will be identified to participate in interventions with: Classroom T. (Tiers I and II) The SOAR Program (Students on Adventures in Reading) (Grades 2-5) (Tier II) Literacy Groups with campus literacy teacher (Tier III)	Status reports on SOAR and Literacy group students will indicate growth on reading inventories, benchmarks, and/or STAAR in >95% of cases	Implementation timelines follow BOY, MOY, and EOY schedules. Status reports in December 2013, March 2014, and May 2014	
	Principal; Asst. Principals; Identified Teacher Tutors; Classroom Teachers	6. Provide after-school tutoring and Tiered Interventions for Students via LSIP (ARI/AMI) Funding for 3-5th and 1 st -2 nd in Reading is LSIP funds are made available	Listing of student groups and attendance developed and maintained in the CST system with progress monitoring data >80% of all student groups performing on level for MOY benchmarks; >93% of all student groups meeting the Reading standards for the STAAR >94% of students will meet the Satisfactory standards for the DRA in Reading at benchmark and EOY windows;	Commence no later than January 2014 (pending LSIP (ARI/AMI) funds)	
b. Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in writing by highly qualified staff	Principal/Asst. Principals Counselor Classroom Teachers	1. Administer and analyze district benchmarks and required district/ state writing assessments. Use information gathered to assess student progress and target assistance. Assistance provided for differentiation in the classroom for students on, below, and above grade level as well as those identified with dyslexia/dysgraphia.	>90% of students in each subgroup passing the "objective" part of STAAR, benchmarks, and district/teacher-made assessments	September 2013-May 2014.	
	Principal/Asst. Principals Classroom Teachers	2. Utilize the AISD Curriculum Road Maps and TEKS to guide in the planning and delivering of instruction in writing to ensure alignment.	>90% of students in each subgroup passing STAAR, benchmarks, and district/teacher-made assessments	-Provide checkpoints each 9 week period.	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
b. Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in writing by highly qualified staff (continued)	Principal/Asst. Principals Classroom Teachers 4 th Grade Writing teachers	3. Provide staff development in writing workshop strategies with emphasis on STAAR expository and narrative formats for horizontal and vertical alignment; responding to a prompt, elaborating, and revising-	> 70% of students scoring at least a "5" on the STAAR personal narrative and expository compositions/EOY benchmark	PD days or after school sessions/fall 2013	
		4. Provide parents and students samples of writing provided by the state (scores-2-8) for narrative and expository pieces to review and understand the writing criteria and expectations	> 70% of students scoring at least a "5" on the STAAR personal narrative and expository compositions/EOY benchmark	Fall semester, 2013/Spring Semester 2014	
		5. Classroom teachers will organize lessons to include opportunities weekly to write across the curriculum (via math problem solving journals, science notebooks, general writing opportunities for narrative and expository styles).	Evidence of student writing samples in all content areas, especially math and science, in both narrative and expository forms in 100% of classes in grades 1-5 th and, as appropriate, for Kindergarten.	Ongoing September 2013-June 2014	
c. Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in Mathematics by highly qualified staff	Principal Classroom Teachers Instructional Team Leaders	1. Teachers will participate in the implementation of campus-wide CGI math initiative and a combination of multiple recommended math resources including but not limited to: Investigations, Van der Walle, and the EnVision Math series. In Grades K-2, the campus participated in a pilot for Investigations II to supplement CGI and guide math instruction in 12-13. Although copies of student materials will no longer be provided by AISD for 13-14, teacher lessons and activities will include effective aspects of Investigations II materials this year	Lesson plans and agendas from team meetings indicate the implementation of said mathematical strategies and instructional approaches >75% of all student groups performing on level for MOY benchmarks; >92% of all student groups meeting the Math standards for the STAAR	Ongoing September 2013-May 2014	

	Principal; Asst. Principals; Identified Teacher Tutors; Classroom Teachers	2. Provide after-school tutoring and Tiered Interventions for Students via LSIP (ARI/AMI) Funding for 3-5th	Listing of student groups and attendance developed and maintained in the CST system with progress monitoring data >80% of all student groups performing on level for MOY benchmarks; >92% of all student groups meeting the Math standards for the STAAR	Commence no later than January 2014 (pending LSIP (ARI/AMI) funds)	
d. Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in Science by highly qualified staff	Principal, Asst. Principals Literacy Teacher	1. Maintain a catalog science content books/expository texts and primary fiction for school & library, literacy library	>90% of students reading expository texts/ fiction (60%/40%) on grade level as measured by DRA, MAZE and Progress Monitoring Growth, TPRI and other reading inventories.	September 2013-May 2014; ongoing	
	Principal, Asst. Principals, Science Cadre and teachers	2. Implement Science Curricular materials, the STEMScopes materials, and utilize the 5 E model to deliver instruction in science	100% of faculty using the Science TEKS to guide instruction per lesson plans Team Meetings to align and plan for TEKS	Sept.-May, 2013-2014	
	Principal, Asst. Principals Classroom teachers Science Cadre	3. Provide a school-wide science program for student inquiry using the 5 E model The science curriculum will be consistently implemented with science journals/interactive notebooks and the 5 E Inquiry Based Learning model (and supplemented by books, paired activities, internet searches, research projects, etc)	Lesson plans indicate use of 5 E model for science inquiry 100% of teachers implement 5 E model with the use of STEMscopes, FOSS, and other materials >90% of students passing science benchmarks and STAAR Science at 5 th grade	September 2013, May 2014	
	Principal, Asst. Principals, teachers	4. Campus faculty will incorporate TEKS based outdoor learning activities. Students will have access to hands-on science and exploration outdoors and in the classroom in accordance with recommended percentages for hands-on science learning per week-- K: 80%; 1-3: 60%; 4-5: 50%	Teacher lesson plans and annual plans will indicate direct alignment of student work products in science with the specified SEs and TEKS as well as outdoor and hands-on learning opportunities.	Ongoing September 2013-June 2014	

Objective:**3. Increase student annual attendance rate to >97.5%.**Applicable Strategic Plan Goal(s): **1, 2, 3, and 4**

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Target improvement in student attendance levels with incentives and intervention planning protocols for each grading period.	Administration; Counselor; Classroom teachers	1. Review attendance requirements and needs with parents annually at BTS Night with follow up each nine weeks	Agendas and PPT materials indicate the review of attendance guidelines > 97% student attendance for each six weeks.	Ongoing September 2013-June 2014	
	Campus administration, classroom teachers, PTA	2. Attendance incentives will be provided to students each reporting period (ribbons, etc.)/PTA incentives/dog tags provided for attendance	> 97% student attendance for each six weeks.	Ongoing September 2013-June 2014	
	Child Study (CST) Team Attendance Clerk Administrators Counselor Classroom teachers School Community Liaison	3. The campus Child Study (CST) team will convene to provide support and/or intervention for families of students having excessive tardies or absences. The Child Study Facilitator and/or counselor will follow-up with intervention meetings and/or home visits with specific parents as needed.	Documentation of Intervention with 100% of families with children having excessive tardies and/or absence (with the exception of students having medically fragile needs as documented by the IEP). Improvement in attendance of said students in >50% of cases (post-intervention and contact)	Ongoing September 2013-June 2014	

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

Objective:

4. Increase by 5% ELLs who make progress from beginning proficiency level to intermediate proficiency level on TELPAS Reading grades 2-6.

5. Increase by 10% ELLs who meet passing standard on STAAR.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Utilize proper intervention for our ELL students, such as multisensory approach, peer tutoring, multimodality, scaffolding, exposure to vocabulary, and proper interventions.	Principal LPAC Chair Grade level teachers Administration	1. Develop lesson plans that include strategies to address the needs of English Language Learners	Classroom observations of strategies incorporated into teachers' daily instruction. Documented strategies evident in 100% of ESL teacher lesson plans. Walk-through data indicate evidence of implementation of strategies for ELLs. ELLs reading on grade level in English as indicated by the DRA, MAZE and Progress Monitoring Growth, and/or STAAR increasing by 25% over the previous year.	Ongoing, September 2013-June 2014	
		2. Ensure at least two or more persons per grade level are trained and certified to teach ELLs in grades 3-5 and >50% of teachers in grades K-2 (increasing annually). All new AISD hires to campus will be required to hold ESL certification (per AISD Human Resources)	ELL Endorsements on teacher certifications on 100% of all grade levels (minimum 2) with no waivers required. -Sign in rosters and e-campus registration. -Walk-through data indicate evidence of implementation of strategies for ELLs.	Ongoing, September 2013-June 2014	
b. Utilize resources to improve support and instruction for ELL students.	Principal LPAC Chair Grade level teachers Administration	1. Provide Teacher training throughout the school year in ELL strategies – including release time to attend professional development opportunities at the district level for ELLs.	Documentation of attendance at professional development on and off campus 100% of ESL identified teachers will participate in staff development for ELLs annually (including TELPAS training).	Ongoing, September 2013-June 2014	
		2. Provide instructional materials to support ELL students in classrooms.	ESL Materials in use in all classrooms supporting ELLs. REACH ESL resources secured and provided as needed to 100% of ESL teachers for use.	Ongoing, September 2013-June 2014	

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
c. Utilize the English Language Proficiency Standards to increase student progress in development of academic language.	LPAC Chair ESL teachers	1. Meet each semester with a newly formed LPAC to support each other in the implementation of the ELPS.	Documentation of formation, membership of LPAC and attendance at LPAC meetings. 100% of ESL teacher lesson plans indicate ELPS implementation.	September 2013 and Spring 2014	
		2. Identify and address professional development needs of ESL teachers through the use of AISD PD, campus resource/article study, etc.	Minutes of LPAC meetings.	Ongoing, September 2013-June 2014	
d. Ensure that 100% of teachers serving ELLs have ESL training and certification provided by the State.	Campus principal, ESL teachers, Human Resources	Work with HR to review all certification standards for teachers and updates for training.	100% compliance and matching of teachers with students. Sign in rosters and e-campus registration. Walk-through data indicate evidence of implementation of strategies for ELLs.	Checkpoints with HR each semester	
e. Provide TELPAS training and support annually for 100% of teachers serving identified ELL students.	Assistant Principal, LPAC chair	Provide training and access to online modules for all ESL teachers each spring to ensure proper support, data collection, and success for students.	Agendas and TELPAS data indicate 100% participation and success on modules.	Ongoing, September 2013-June 2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Marybeth Gordon, Shay Wilkerson, Team Leaders	Utilize the developed Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Ongoing September 2013-June 2014	
b. Elementary campuses will have two family fitness fun events annually.	Marybeth Gordon, Shay Wilkerson, Special Areas Team, Campus Admin. (Note: Includes Fun Run and Special Areas Family Fun Night)	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	March 2014 and May 2014	
c. >85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments.	PE teachers	Students will complete various assessments during a grading period. Progress will be tracked and reported by PE teachers.	Students' data will be entered in Gradespeed according to grade level and teacher.	Ongoing September 2013-June 2014 per 9 weeks	
d. 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.	PE teachers	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	This will occur once in the Fall and once in the Spring	
e. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	PE teachers	The PE teacher will assess each student's BMI in grades 3-5 using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile as well as any next steps in accordance with AISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 90 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	Ongoing September 2013-June 2014	
f. Principal will provide campus staff, teachers, and parents the annual campus Fitnessgram report/results. Parent results upon request.	PE teachers, campus admin.	Include data update in school communication for grades 3-5 and information for parent access to Fitnessgram data.	Communication to the community noted in Clayton Weekly and Fitnessgram data on file for spot check access.	Per semester windows	

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
g. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	All staff, confirmed by team leaders and campus admin.	Teachers may follow the master schedule of the A, B, and C rotation for special areas. To compensate for time when additional PE is not provided, staff will identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	Ongoing September 2013-June 2014	
h. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Campus administration	Principal will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents in the beginning of school packets. Principal will identify <u>the two exempted days</u> and email the information to AISD Health Coordinator. (Two Days before the Winter holiday split PK-2 and 3-5, last two days of school also by designated grade level, Valentine's day card exchange, as appropriate)	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Commencing September 2013-June 2014	
i. The campus administration and designated team members will conduct annual reviews of campus safety and crisis procedures with all staff and will include updates based on new safety information and/or relevant feedback from data provided by AISD emergency management team members to the campus.	Campus administration	Principal will share relevant safety information, audit details, and appropriate district information and feedback relevant to the campus and its safety procedures. Training/review of safety plans and procedures will be conducted annually and as needed.	Agendas and/or meeting notes indicate safety reviews. Safety reviews and/or audit feedback from AISD Emergency Management will inform improvements as necessary and as evidenced in the crisis plan and/or related campus procedures.	Commencing September 2013-June 2014	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Promote a secure, orderly, and nurturing school for all students, parents, and staff to promote a climate that fosters academic achievement and a culture that prevents violence and decreases the need for disciplinary intervention across student groups.	Asst. Principals, PBS team, Counselor	1. Maintain a PBS Team for School-wide expectations in common and classroom areas: Flight Plan, Provide reinforcement and incentives for common areas and classrooms, (SEL initial implementation and bucket filling;	Flight plan posted and reviewed with all students. Behavioral expectations shared and established in alignment with the flight plan in 100% of the classroom and common areas	September 2013; Checkpoint Dec. 2013- May 2014	
	Principal, Asst. Principals, Classroom Teachers	2. All students will participate in three-way conferences with their parents and teachers annually at the spring conference day	>98% of Parents attending parent conferences with students	October 2013 and February 2014 (Kinder/1 st - choice of two way and/or optional 3 way conf. in the fall)	
	Asst. Principals, PBS team, Counselor, PE teachers	3. Safety patrol will be organized for all 4 th and 5 th grade students based on a classroom and cross grade level rotation.	Weekly schedules and 100% of the students will arrive safely	Ongoing September 2013-May 2014	
	Asst. Principals, PBS team, Counselor	4. Character Education will be reinforced daily within assemblies and/or morning announcements September 2013-May 2014	Calendar of the Character Focus traits and topics maintained per district strands and counseling lessons Discipline referral rates will be at least 75% less than the district average.	Ongoing September 2013-May 2014	
	Counselor, Principal	5. The Counselor will establish Lunch Bunch and Specialty Support Groups for identified students	Counselor will provide a list of identified students with a schedule that represents >95% follow-up with all noted children	Ongoing September 2013-May 2014	

Table #DR-3

Objective: Parental involvement will be encouraged and supported.

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
Maintain and/or broaden opportunities for positive contact with parents and parental participation in activities that support academic progress and student attendance in school	Volunteer Coordinator, SOAR liaison VIP coordinator Principal Classroom teachers	1. School-wide volunteer opportunities will be offered for parents to be involved in the educational process;	Over 10,000 Volunteer hours and contacts will be documented annually >90% Positive responses on district parent climate surveys	Ongoing September 2013-June 2014	
	Admin., counselor, classroom teachers, and PTA	2. Parent Outreach around academics will be addressed through: Academic Parent Coffee/PTA Meeting(s) Academic Nights per Grade Level (BTS, Spring Confs., and grade level events) Clayton website and/or Clayton Weekly A minimum of 2 school-wide parent academic events annually (TBD-Einstein Night and/or Math Night);	At least 70% of parents involved in parent training activities such as academic parent nights and school-wide family programs >90% attendance by parents at BTS Nights and conferences	December 2013 and April 2014	
	Campus administration; PTA Executive Board and VP of Communications; Classroom teachers	3. A campus website will be maintained and timely information regarding campus events, participation opportunities, and units of study, etc. will be provided at least weekly through the Clayton Weekly googlegroup blasts	An archive of messages will be maintained for review; campus website up and running; Classroom teachers/grade levels will communicate with parents regarding classroom events, units of study, etc. at least every other week using available technologies Updates ongoing September 2013-June 2014	Ongoing September 2013-June 2014	
	Administration; PTA designee;	4. A parent ambassador program will be established (piloted) as a form of outreach and communication to new Clayton families	Establishment of PA directory; contact logs and outreach for new and incoming families (assisting with FAQs, serving as a welcoming liaison for the campus, etc.	Ongoing September 2013-June 2014	

Table #DR-4

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

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
Professional development will be provided and layered into campus learning sessions based on student achievement data, areas of campus focus/needs, and, as appropriate, district initiatives.	Campus Administration; Team Leaders; Teachers	<p>Professional Development and Ongoing Training Provided in the Following Areas per Campus PD Days:</p> <p><u>(August)</u></p> <ul style="list-style-type: none"> o Achievement Data Review and Progress Planning o Team Building and Grade Level Planning o Initial Steps in Fostering Social, Emotional Learning (SEL) <p><u>(September 26th)</u> Social and Emotional Learning Update-Peace Paths and Conflict Resolution in the Classroom</p> <p><u>(September 19th-May)</u></p> <ul style="list-style-type: none"> o Campus Based PLC –GT Update for all staff on Technology Tools and Strategies for Advanced Learners (This includes a portion of the January 2014 PD day) <p><u>November 2013</u> Vertical Team Learning-Teaching with the Brain in Mind; Writing Across the Curriculum (final details TBD)</p> <p><u>January 2014</u> Continuation of GT Update and Technology Tools/Strategies for Advanced Learners; Also Data Analysis and Instructional Planning Around Writing and Science</p>	<p>Agendas and PPTs maintained; Positive Feedback from Session Surveys</p> <p>Submission of GT Update Rosters; Certificates</p> <p>Improvement in campus performance levels for writing; science</p>	<p>Ongoing; Beginning August 2013</p> <p>Includes Learning Sessions and Professional Development after-school as well as designated PD days</p>	

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): Yes— (Note that our campus is a vertical team feeder for specific specialized programs thereby impacting our identification rate of students in SPED who have been transferred to our campus from other schools for specialized support/programs.)					
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
a. Ensure the district's Child Study (CST) process is used appropriately and with progress monitoring prior to referral for special education among all student groups.	Counselor; Asst. Principals; Child Study (CST) Team, Classroom Teachers	Review training on Child Study (CST) process by end of Sept. 2013; Ongoing checklists and data reviews each nine weeks	>90% of all LSTs for Clayton will result in appropriate referrals; Child Study (CST) process data will indicate appropriate and successful Response to Intervention in >60% of cases.	Ongoing September 2013-June 2014 -October 2013; December 2013; March 2014; May 2014	
b. Promote the success of students needing dyslexia and/or and 504 services	Child Study (CST) team, classroom teachers, Literacy Specialist, campus dyslexia designee	1. Identify and cluster students needing dyslexia and/or 504 services to include them in tiered intervention models.	Rosters of identified students indicate specific measureable interventions for each 9 week period. DRA and MAZE and Progress Monitoring Growth noted for all benchmark periods.	Ongoing September 2013-June 2014 Ongoing September 2013-June 2014	
		2. Utilize approved multi-sensory materials for designated staff to provide intervention for students with dyslexia (within the classroom, or as appropriate, with the reading interventionist)	Rosters of identified students indicate specific measureable interventions for each 9 week period. DRA and MAZE and Progress Monitoring Growth noted for all benchmark periods.		
c. Implement 3-Tier Intervention Model for students at risk of academic failure prior to referral consideration	Administration Child Study (CST) Team Classroom Teachers 504/Child Study (CST) coordinator	1. Identify students needing Tier II interventions based on universal screening measures (e.g. benchmarks, TPRI)	Increased rates of academic success within regular education –Reduction in the pursuit of identification of students for special education across student groups.	Ongoing September 2013-June 2014	
		2. Design and implement interventions for individual students based on specific area(s) of need			
		3. Monitor progress of individual students towards specific intervention objs.			

Table #DR-5

Objective: Reduce special education identification rate.**Condition: If rate > 8.5%**

Source: SPED C-IEP (A)

Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes— (Note that our campus is a vertical team feeder for specific specialized programs thereby impacting our identification rate of students in SPED who have been transferred to our campus from other schools for specialized support/programs.)

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
		4. Assess individual student's response to Tier II intervention in order to make decisions regarding whether to continue, change, or discontinue Tier II intervention; or refer for Tier III intervention			
		5. Design and implement Tier III interventions based on diagnostic assessment			
d. Review campus level data on SPED representation provided by SPED department.	Campus principal(s), SPED department chairs	Analyze special education identification for students not previously slated for specific campus based programming provided for all students identified in the Bowie Feeder Pattern.	CST documents, Form 2 and 3s analyzed to maximize student participation and support outside of the SPED umbrella.	Ongoing September 2013-June 2014	
e. Continue developing and implementing Child Study System to identify supports and strategies for students.	Campus Principal, school counselor, CST vertical team lead	Annual training update provided by Assistant Principal and/or Child Study Team Facilitator for the Bowie vertical team	CST logs and notes analyzed per semester; dates and agendas of CST meetings/training on file	Ongoing September 2013-June 2014	
f. Continue to train staff and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD models not limited to but including AIMSWEB, TPRI Progress Monitoring, etc.	Campus administration, CST facilitator for the Bowie vertical team.	Training and analysis regarding specific cases provided as needed and tracked.	Training dates on AIMSWEB and the MAZE for grades 3-5 provided in the fall. Relevant data linked to 100% of identified cases, agendas, CST data analysis snapshots reviewed and on file for tracking.	Ongoing September 2013-June 2014	

Table #DR-6

Objective: Reduce the rate of African American students identified for special education.

Condition: If rate > 1 percentage point above African American enrollment rate

Source: SPED C-IEP (B)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (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): **Yes (Note that our campus is a vertical team feeder for specific specialized programs thereby impacting our identification rate of students in SPED who have been transferred to our campus from other schools for specialized support. In this case the rate of Hispanic students identified for said support and transferred to our campus has impacted the identification rate for the campus, although these students were previously identified and served at other campuses and additional support/specialized programming was deemed necessary)**

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
See all improvement strategies noted in #DR-5—reduction of the SPED identification rate					
1. Review all relevant CST data and provide Tiered Interventions in the classroom and/or with campus specialist. Review said intervention data with respect to Hispanic students to target intervention prior to pursuit of any additional assessment initiated by the campus.	Campus administration; CST Team Members; 504/CST coordinator; Classroom teachers; Campus SPED Dept. Chairs	CST Tracking logs reviewed per nine weeks; PD on Progress monitoring and three tier implementation of intervention strategies	Monitoring of home campus identification rates for Hispanic students referred to and/or identified for special education will meet and exceed district comparisons to campus enrollment rates (reviewed per six weeks based on C-IEP target data)	Each 6-9 weeks	

Special Education Disciplinary Placements– All Levels

Table #DR-8					
Objective: Reduce the rate of special education students in discretionary DAEP settings.					
Condition: If rate > 1 percentage point above rate for all students				Source: SPED C-IEP (E)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Special Education Service in LRE – All Levels

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes—(Note that this objective is directly related to the campus serving as a vertical team elementary feeder for specialized programming/units. IEPs will be effectively implemented for all students with inclusion being offered to the extent possible. Students who meet said criteria for inclusion would not be identified for Clayton’s specialized units and would instead remain at the home campus with resource/inclusion support. Their identification and transfer to our campus is based on their need for specific programming that is more restrictive than the LRE that can be provided on the home campus).					
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 student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	Campus Principal/SPED Teachers	Analysis regarding specific cases provided as needed and tracked.	Evidence of data review and analysis per all ARDs, IEPs, and staffing notes to ensure maximum success at meeting LRE targets.	Each 6 weeks per C-IEP	

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

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			

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): NA					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

ELL Proficiency Levels – All Levels

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Dropout Rates – MS and HS Levels Only

Table #DR-16						<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): NA							
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		
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): NA										
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
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): NA							
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
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): NA							
Applicable Strategic Plan Goal(s): 1,2,3,4							
Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status	

Graduation Plans – HS Level Only

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

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

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

Programs/Services	Use
After-School Tutorials	After school instruction for students in targeted areas; includes limited summer programming as appropriate as well
General Supplies for at-risk students & Reading Materials	Supplies and reading materials for after-school instruction and intervention
Reading Intervention Teacher (.5)	One half-time teacher servicing identified students per performance and benchmark data and who are not meeting grade level or state performance standards in reading
Elementary Counselors	One counselor for 920+ students; counseling for students to address social, emotional, and behavioral needs for effective learning
TOTAL	\$124, 698.00

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

NA	Work with staffing coordinator, identify staff not meeting HQ standards
	Notify staff of deficit area(s)
	Agree with staff on appropriate ways to meet the standard
XX	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
XX	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):

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

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

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

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 I

Strategic Performance Measures and Improvement Targets

In addition to the strategic performance measures and improvement targets outlined in this plan, additional measures and targets were submitted to the Associate Superintendent for Area I via the CIPG portal for review.

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	78	78	83.00	83
Asian	81	85	89.00	88
AA	*	*	80.00	*
Hispanic	66	65	80.00	72
White	80	81	85.00	85
2 or More	83	79	85.00	83
EcD	67	93	95.00	94
ELL	*	86	89.00	89
Spec Ed	23	35	60.00	48
3rd English	75	84	89.00	87
4th English	73	74	80.00	79
5th English	86	78	84.00	82

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	66	70	80.00	76
Asian	74	87	90.00	90
AA	*	*	60.00	*
Hispanic	58	61	70.00	69
White	68	70	80.00	76
2 or More	61	64	75.00	71
EcD	44	71	80.00	77
ELL	*	*	80.00	*
Spec Ed	35	46	60.00	57
3rd English	58	68	75.00	75
4th English	58	58	70.00	67
5th English	83	85	89.00	88

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	68	68	76.00	75
Asian	80	78	84.00	82
AA	n/a	>99	100.00	>99
Hispanic	55	55	70.00	64
White	68	67	76.00	74
2 or More	*	*	85.00	*
EcD	*	*	88.00	*
ELL	>99	*	61.00	*
Spec Ed	*	33	50.00	47
4th English	68	68	75.00	75

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	57	58	70.00	66
Asian	73	60	70.00	68
AA	*	n/a	70.00	n/a
Hispanic	55	43	60.00	54
White	55	60	70.00	68
2 or More	*	*	81.00	*
EcD	*	*	65.00	*
ELL	n/a	>99	100.00	>99
Spec Ed	<1	*	50.00	*
5th English	57	58	70.00	66

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	52	54	60.00	59
Asian	55	66	70.00	69
AA	*	*	50.00	*
Hispanic	39	38	50.00	44
White	53	57	61.00	61
2 or More	67	57	63.00	61
EcD	33	50	60.00	55
ELL	<1	*	50.00	*
Spec Ed	*	17	30.00	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	42	48	58.00	53
Asian	55	77	80.00	79
AA	*	<1	25.00	10
Hispanic	39	33	41.00	40
White	41	48	53.00	53
2 or More	44	43	50.00	49
EcD	*	*	36.00	*
ELL	<1	*	36.00	*
Spec Ed	*	19	30.00	27

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	25	19	35.00	27
Asian	60	26	35.00	33
AA	n/a	*	41.00	*
Hispanic	*	*	30.00	*
White	21	18	30.00	27
2 or More	*	<1	25.00	10
EcD	<1	*	30.00	*
ELL	<1	*	41.00	*
Spec Ed	<1	*	20.00	*

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	20	22	35.00	30
Asian	*	*	60.00	*
AA	<1	n/a	100.00	n/a
Hispanic	*	*	25.00	*
White	18	22	30.00	29
2 or More	*	*	56.00	*
EcD	*	<1	25.00	10
ELL	n/a	<1	25.00	10
Spec Ed	<1	<1	25.00	10

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

Primary Reading Assessment EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	96%	98%	94%	94.00	>=90%
Kinder DRA Spanish	n/a	n/a	n/a	100.00	>=90%
1st DRA English	90%	92%	92%	92.50	>=90%
1st DRA Spanish	*	n/a	n/a	100.00	>=90%
2nd DRA English	90%	94%	94%	94.00	>=90%
2nd DRA Spanish	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	96.7%	96.6%	96.5%	96.8%	97.4%	97.3%	97.50
African American	97.5%	98.3%	98%	98.3%	98.9%	96.8%	97.00
Asian	97.1%	96.6%	96.5%	97.2%	97.6%	97.6%	97.61
Hispanic	97%	96.9%	96.8%	96.8%	97.3%	97.5%	97.51
Native American	95.8%	97.4%	93.7%	95.7%	98.4%	99.1%	99.20
White	96.5%	96.5%	96.4%	96.7%	97.4%	97.3%	97.50
2 or More				96.6%	97.1%	96.6%	97.00
EcD	95.1%	94.9%	94.9%	94.8%	95.5%	96.2%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	912
African American	7
Asian	122
Hispanic	140
Native American	3
White	608

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							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							2.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White							2.00

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

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	3	.33%	2	.22%			1.00
African American	1	7.69%					0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	2	.32%	1	.16%			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	986	973	876	889	891
African American	27	27	12	7	7
Asian	105	110	84	102	110
Hispanic	156	148	112	115	121
Native American	2	1	4	4	3
White	696	687	605	604	602
2 or More			59	57	48

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	30	0	<1%	20	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	*	*	*	*	*	*	0.00	
White	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	30	26	87%	18	16	89%	32	27	84%	15	14	93%	33	25	76%	14	12	86%
F	White	142	116	82%	77	67	87%	147	127	86%	69	63	91%	135	108	80%	78	70	90%
F		175	144	82%	96	84	88%	181	156	86%	84	77	92%	170	134	79%	93	83	89%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	30	21	70%	15	11	73%	31	20	65%	17	15	88%	36	25	69%	17	17	>99%
M	White	137	101	74%	63	60	95%	148	118	80%	80	76	95%	140	113	81%	79	78	99%
M		170	125	74%	81	74	91%	182	141	77%	98	92	94%	177	139	79%	97	96	99%
total		345	269	78%	177	158	89%	363	297	82%	182	169	93%	347	273	79%	190	179	94%

Data Source: AISD Fitnessgram