



John C. Blazier Elementary School

2013-2014

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information ...

Position	Name	Date
Principal	Leti Peña	09/12/2013
Co-Chair	Chereeta Wilson	09/12/2013
Co-Chair	Christina Adcock-Azbill	09/12/2013



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	Leti Peña

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Michelle Rodriguez			✓			
Parent	Christina Adcock-Azbill	✓					
Parent	Valerie Evans						
Parent	Sandy Wicken						
Parent	Ivan Aguayo						
Parent	Lorie Espresion						
Professional Staff Member	Natascha Barreto-Romero (non-voting)			✓			Asst. Principal
Professional Staff Member	Lupe Molina (non-voting)						Asst. Principal
Professional Staff Member #1	Lori Moon						PE Teacher
Professional Staff Member #2	Chereeta Wilson	✓			✓		Teacher
Professional Staff Member #3	Nancy Valdez-Gainer				✓		Teacher
Professional Staff Member #4	Ruby Martinez						Reading Specialist
Professional Staff Member #5	Genevieve Deas						ACE/21 st Century
Professional Staff Member #6	Amy Arredondo					✓	Sp. Ed. Teacher
Classified Staff Member	Wendy Estrada-Perez						PSS
Student (If Applicable)							
Business Representative	Brittany Swain						
Community Representative	Brea Marsh						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 nd Tuesday):	2 nd Thursday
Normal Time:	3:15 pm

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✓)	Method of Orientation
	Self-Orientation Using Materials on CAC Website
✓	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
6 hours	10 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- 2013 STAAR 3rd-5th Data (Reading, Writing, Math, and Science)
- DRA/ELD Primary Data
- Technology Benchmark, Student/Staff Survey

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

- Increase implementation of Writing TEKS through effective Writing Workshop across all grade levels.
- Increase the number of students performing at or above grade level by EOY in primary grades.
- Increase student access to technology, applications, and programs across grade levels and content areas.

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 “satisfactory” or “advanced” standards; and close STAAR State Assessment performance gaps between all student groups, including ELL students.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement a comprehensive science program in grades K-5	Administrators Classroom Teachers Math and Science Committee Tech. Committee Specialists K. Stella Special Areas	<ul style="list-style-type: none"> • Core instruction weekly assessments for K-5 students • Pre-teach vocabulary and skills to ELL students- • View Planet Earth with 5th Graders in the mornings or during lunch and utilize lessons provided • Utilize educational science apps on iPods and iPads. • Student creation of iMovies surrounding 	<ul style="list-style-type: none"> • Maintain State Assessment scores in all science subgroups at or above 90% passing. • 3rd, 4th & 5th participation in weekly discussions of science interactive notebooks. • iPads being used as a science center option in classrooms. • iMovies being made and presented for all students to view. 	Ongoing Weekly during grade level team planning Discussed monthly in committee meetings	

		important science vocabulary.			
Provide a two academic nights to encourage parents to become involved and support their students in the areas of reading, math, and science.	Administrators Classroom Teachers Math and Science Committee Tech. Committee Specialists Special Areas PTA Exec. Board	<ul style="list-style-type: none"> • Committee members to plan evening events • Grade levels provide activities for students to do at home with parents • Links and information for parents to access 	<ul style="list-style-type: none"> • Academic Night in the Fall • Science Showcase Night in the Spring • Increased participation at family academic nights 	Academic Night November 2013 Science Fair and Showcase January 2014	
Provide a Science Fair during the school day to keep students actively involved in science.	Administrators Classroom Teachers Math and Science Committee Tech. Committee Specialists Special Areas PTA Exec. Board	<ul style="list-style-type: none"> • Incorporate inquiry activities into lessons PreK-5th • Inquiry posters in all classrooms • Conduct Science Fair in the Spring Semester • PTA meeting for displaying Science Fair projects. • Organize Science Fair/Science Night • Link on websites/flyers for science fair resources 	<ul style="list-style-type: none"> • Projects successfully submitted: • PK-2nd grade class project • 3rd-5th Individual or group projects from every student • GT Mandatory Requirement • Provide a list of websites 	Science Fair Process begins in November and through December. Science Fair and Showcase January 2014 Regional Science Fair – February 2014	
Make Science equipment/materials accessible to all students and encourage frequent use of PK-5 equipment	Administrators Classroom Teachers Math and Science Committee Tech. Committee Specialists	<ul style="list-style-type: none"> • Ensure equipment and materials available for each grade level to use • Inventory and system created for easy access of materials for teachers. 	<ul style="list-style-type: none"> • Increased use of materials and resources • Evidence of use in classrooms during walks 	Ongoing throughout the year.	
Provide systematic support for team collaboration to assist teachers in using data to improve their core instructional practice and share the results with parents. (In all core content areas)	Administrators Classroom Teachers Various Academic Committees Specialists	<ul style="list-style-type: none"> • Grade level teacher learning communities will complete common lessons and weekly common assessments 	<ul style="list-style-type: none"> • Administration will attend team meetings • Weekly assessments 	Ongoing Weekly during grade level team planning	

		<ul style="list-style-type: none"> and adjust instruction based on data • Adjust instruction based on data and provide intervention as needed • Time to analyze student work from common assessment and to target students needing intervention. • Utilize SchoolNet to analyze student data on SCA's and Benchmarks 	<ul style="list-style-type: none"> • Increase percentage of students passing math by 10%. • BOY/MOY/STAAR data • Monthly planning sessions where teachers review and analyze SchoolNet data. 	Discussed monthly in committee meetings	
Implement a balanced, standards-based Math program that incorporates explicit instruction of concepts and skills, critical thinking and exploratory practice, problem solving, fluency building, small group instruction and utilizes technology to facilitate the delivery of instruction	<p>Administrators Classroom Teachers Various Academic Committees Specialists</p> <p>Technology Committee</p>	<ul style="list-style-type: none"> • Small group instruction, centers, and manipulatives • Incorporate math process skills within lessons • Incorporate real world situations into projects, problem solving skills, Learning.com, United Streaming, Brainpop, online math games • Organize Academic Reading/Math Family Night to keep students actively involved in math while encouraging parental involvement and support. • Utilize educational math apps with iPads. • Utilize available resources to increase numerical fluency. • Promote Texas Book Festival of Austin 	<ul style="list-style-type: none"> • Daily lessons and walk-throughs include small group instruction • 100% of weekly plans • 100% student participation in math hands on activities • Increased achievement on STAAR Math • Increased performance on weekly math assessments • Teachers will check out iPods and iPads monthly. • Teachers will use computer lab weekly. • Provide bus to transport parents to Texas Book Festival 	<p>Ongoing</p> <p>Weekly during grade level team planning</p> <p>Discussed monthly in committee meetings</p> <p>Texas Book Festival - October</p> <p>Academic Night - November</p>	

Provide support for all students, including Gifted/Talented students, to earn commended performance on STAAR reading, math, science and writing tests	Administrators Classroom Teachers Various Academic Committees Specialists	<ul style="list-style-type: none"> Group students with other G/T students Student Progress Monitoring – TITLE I G/T students will engage in project based learning assignments with technology. 	<ul style="list-style-type: none"> Ensure that 95% of G/T students will score commended in their identified area 40% of all students will score commended in reading and writing and 40% in math and science. 	Ongoing Weekly during grade level team planning Discussed monthly in committee meetings	
Integrate and address the reading/language arts and social studies TEKS and utilize technology to facilitate the delivery of other content areas in the language arts curriculum.	Administrators Classroom Teachers Various Academic Committees Specialists Technology Committee	<ul style="list-style-type: none"> Use of centers, projects, and cooperative learning PD on implementation of new reading curriculum Literacy Through Culture activities during the school day – ie.) Literacy Day, Black History Month, Hispanic Heritage Month, Family Literacy Day/Night, Door Decoration/Gallery Walk, Women’s History Month, etc. Use of science and math leveled readers. PD to staff on use of technology to support TEKS 	<ul style="list-style-type: none"> Increase MOY scores by 10% over last year’s scores Increased opportunities for students and families to engage during and after school in Language Arts. Teachers are using lesson with students in classrooms with COW carts, iPads, netbooks, and computer lab. Roll out Learning.com campus-wide for all teachers and classrooms. 	Ongoing Weekly during grade level team planning Discussed monthly in committee meetings	
Ensure all grade levels are teaching Writing TEKS through effective implementation of Writing Workshop in all classrooms.	Administrators Classroom Teachers Specialists	<ul style="list-style-type: none"> PD on readers and writers workshop Invite district support staff to provide PD on writer’s workshop Vertical Team focus on Writing Workshop Time devoted to grade level discussion on best practices in writing and setting grade level expectations 	<ul style="list-style-type: none"> Increase use of components of WW in all classrooms Evidence of WW in every classroom Increase teacher knowledge and capacity in Writing Workshop and TEKS alignment Increased achievement in Writing on benchmarks and STAAR 	Ongoing Weekly during grade level team planning Discussed monthly in committee meetings	

		<ul style="list-style-type: none"> Ensure teachers attend available PD in writing 			
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Table #CI-2 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase the number of students reading at or above grade level on DRA/EDL assessments. Now according to the College Readiness Standard at the primary levels (K-2nd).

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Utilize strategic targeted instructions in the 5 components of literacy (phonological awareness, phonics, vocabulary comprehension and fluency), as well as, the writing process model.	All Classroom Primary Teachers Administrators Specialists Lang. Arts Committee	Use of balanced literacy approach. Use of Daily Five strategies and structure in all primary classrooms. Student Learning Objectives at K-2 will focus on reading on level by the end of the school year Provide support in reading strategies to teachers in grades K-2 Professional development in reading and writing process	Increase performance of students at or above grade level and meeting College Readiness standards. 80% of 1 st graders will improve 6 reading levels 80% of 2 nd graders will improve 4 levels on the DRA Draft books of students writing Monitoring teacher implementation of WP in classrooms, percentage of students on grade level on reading assessments, and student grades.	Ongoing Discussed during grade level planning meetings. Daily/Weekly	
Implement a school-wide reading initiative to encourage all students to take part in Sustained Silent Reading at school and home.	All Classroom Primary Teachers Administrators Specialists Lang. Arts Committee	<ul style="list-style-type: none"> Reading Logs for every student Design interventions in grades K-2. Conduct an Academic Reading/Math Night. Provide opportunities for students to use Tumble Books in the classroom. Encourage students to use Tumble Books as part of nightly home reading. Treasures Resources Haggerty/Fountas and 	<ul style="list-style-type: none"> Increase performance of students at or above grade level and meeting College Readiness standards. At least 80% of 1st graders will improve 6 reading levels At least 80% of 2nd graders will improve 4 levels on the DRA Increased access to literature for students at home. 	Ongoing throughout the year. Discussed during grade level planning meetings. Daily/Weekly	

		Pinnell Resources			
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Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase student access to technology, applications, and programs across grade levels and content areas; and increase 5th grade students meeting proficiency in Technology Literacy Assessment at EOY.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Ensure all classrooms access the campus computer lab and provide more opportunities for students in the classroom to use technology with student tasks on a regular basis throughout the year.	Stella and Estupinan Technology Committee Classroom Teachers G. Deas Administrators Vanessa Jones (AISD support)	<ul style="list-style-type: none"> • Provide technology instruction to K-5 students in every classroom. • 5th graders will attend regularly scheduled computer classes on a weekly basis. • Utilize the computer lab and provide practice time to students. • Schedule time for students to use computer lab to work on diverse programs • Provide PD to teachers focused on computer lab use, iPad use with students, updated programs and apps. • Provide afterschool enrichment classes in the area of technology. • PD in Learning.com • PD in TechnoScience 	<ul style="list-style-type: none"> • 5th grade students will score 10% higher on the Technology Literacy Assessment than previous school year. • Lab schedule and sign up will increase. • All classrooms will use the computer lab on a regular basis. • Increased access to student products, presentations and projects using technology. • Increased student access and performance on Learning.com and across grade levels campus-wide • Increased student use of iPads and other technology 	<p>Ongoing throughout the year.</p> <p>Monthly PD</p> <p>Discussed during grade level planning sessions.</p>	

(add additional rows and tables as needed)

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
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	D. Schindler L. Moon CATCH Committee Classroom Teachers	<ul style="list-style-type: none"> Utilize the developed Health/CATCH curriculum per grade level, K-5. 1 out of 5 lessons will include a technology component 	<ul style="list-style-type: none"> Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught. Technology lessons will be on display at CATCH night. 	Weekly Monthly	
The campus will show evidence of an environmental change using Coordinated School Health materials.	D. Schindler L. Moon CATCH Committee Classroom Teachers	<ul style="list-style-type: none"> Utilize CATCH posters, flyers, materials. Utilize campus website as a means to distribute information on CATCH. 	<ul style="list-style-type: none"> Inclusion of CATCH and health information in newsletters, correspondence, classrooms, cafeteria, gym, and campus events. Info will be posted on website. 	Ongoing	
Elementary campuses will have FOUR family fitness fun events annually.	D. Schindler L. Moon W. Estrada (PSS) Classroom Teachers	<ul style="list-style-type: none"> Utilize various events throughout the school year to integrate a health message campus-wide. Marathon Kids Jump Rope for Heart Family CATCH Night Field Day Events Rotate CATCH wall Marathon Kids participation PE newsletter/website Blazier PE Brochure 	<ul style="list-style-type: none"> Flyers, email, school newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement. Increased parent involvement in Family Fitness Fun events. 	Fall/Spring Marathon Kids – Fall Kick-Off and ongoing Jump Rope for Heart – November CATCH Night – Spring Field Day Events – May	
90% of students in grades K-5 will pass	D. Schindler	<ul style="list-style-type: none"> Students complete 	<ul style="list-style-type: none"> Students' data will be entered 	Ongoing	

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
the identified health concept and social development assessments.	L. Moon	various assessments during a grading period.	in Grade Speed according to grade level and teacher.		
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	D. Schindler L. Moon	<ul style="list-style-type: none"> Tested once in Fall and Spring. 	<ul style="list-style-type: none"> All students' data will be entered in Fitnessgram according to teacher and campus. 	Fall/Spring	
Increase student and family health opportunities.	CATCH committee G. Deas (ACE) W. Estrada (PSS) Classroom Teachers	<ul style="list-style-type: none"> Nutrition and wellness classes at school Family Fitness opportunities weekly through ACE program Advertisement of fitness events at the school 	<ul style="list-style-type: none"> Increased participation of families at school during school day fitness events Increased participation of families at afterschool school fitness events 	Once in Fall and Spring Once a year Weekly	
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	D. Schindler L. Moon Classroom Teachers	<ul style="list-style-type: none"> Teachers follow the master schedule of the A, B, C rotation to identify days they can provide time to engage students in physical activity breaks. Teachers access the WOW Integrated Academic activities Monthly WOW refresher provided to teachers Implementation of a school-wide "Fitness Friday" 	<ul style="list-style-type: none"> Teachers and students being physically active during the school day. WOW lessons and materials provided to teachers' on a monthly basis. Announcements made to remind teachers of WOW games. 	Yearlong	

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
Campus-wide implementation of No Place for Hate throughout the school day and evening events.	Administration W. Bruck (Counselor) W. Estrada (PSS) Classroom Teachers Staff	<ul style="list-style-type: none"> No Place for Hate resources No Place for Hate campus-wide activities Events scheduled and advertised to school community. Campus-wide Guidelines for Success Campus-wide Pledge Red Ribbon Week events NPFH committee of students, staff, and parents. 	<ul style="list-style-type: none"> Increased confidence among students to resolve conflicts/problems among peers and in the community. Increased awareness campus-wide of No Place for Hate Increased involvement of families and community in anti-bullying efforts Decreased behavior referrals due to bullying. Activities successfully completed Committee meets routinely throughout the school-year 	<p>Ongoing</p> <p>Kick-Off in September and October</p> <p>Resolution signing in October and November</p>	
Implementation of No Place for Hate Committee that consists of Staff, Students, and Parents.	W. Bruck (counselor) W. Estrada (PSS) G. Deas (ACE) Teachers Students (selected) Parents (volunteer)	<ul style="list-style-type: none"> Meetings held monthly Opportunities for sub-committee to share updates Schedule "anti-bullying awareness" activities 	<ul style="list-style-type: none"> Increased confidence among students to resolve conflicts/problems among peers and in the community. Increased awareness campus-wide of No Place for Hate 	Ongoing monthly	
Implementation of Social and Emotional Learning campus-wide to help students learn strategies to resolve conflicts and problems among peers and in the community.	Administrators W. Bruck (counselor) SEL/PBS Committee Classroom Teachers All other support staff W. Estrada (PSS) G. Deas (ACE)	<ul style="list-style-type: none"> SEL curriculum SEL feedback from admin, counselor, and coordinator SEL posters evident on campus Common use of vocabulary and stems Provide follow up PD Provide PD to parents to support SEL Continued support to staff from admin, counselor, and district coordinator 	<ul style="list-style-type: none"> Increased confidence among students to resolve conflicts/problems among peers and in the community. Increased use of common vocabulary/stems Increased community/family awareness of SEL Decreased number of behavior referrals Decreased number of conflicts among peers Campus-wide commitment to implementation of lessons and skills. 	<p>Weekly on Mondays</p> <p>Follow up monthly with staff at faculty meetings</p> <p>Ongoing throughout the school-year</p>	
Continue with implementation of active,	Administrators	<ul style="list-style-type: none"> PBS strategies across 	<ul style="list-style-type: none"> Increased evidence of 	Ongoing	

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
positive monitoring and a Positive Behavior approach in the classroom and throughout the school campus.	W. Bruck (counselor) SEL/PBS Committee Classroom Teachers All other support staff	<ul style="list-style-type: none"> all grade levels. All classrooms implement a PBS Plan. Staff training on Tier 1-3 behavior interventions. Send code of conduct in English and Spanish to parents. PBS posters posted throughout school to model 5 Guidelines for Success Implementation of Blazier Pledge Caught Being Good Continued PD on scaffolding classroom behavior 	<ul style="list-style-type: none"> relationships built among students and teachers. Decrease in referrals to administration for behavior interventions. Discipline reports in DEEDS are monitored monthly. Decrease in discipline referrals and office visits for bullying. Provide opportunities for teachers/staff to attend district PD. Teacher/staff engagement in PD provided by other teachers. 	throughout the school-year Follow up monthly with staff at faculty meetings November PD	

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
Provide multiple opportunities for parents to learn ways to become involved in their child's school community.	W. Estrada (PSS) W. Bruck (counselor) G. Deas (ACE) Administrators	<ul style="list-style-type: none"> Title 1 Funds Parent Coffees Parent Classes 	<ul style="list-style-type: none"> Increased parent involvement Sign-In Sheets 	Monthly throughout the school year	
Provide TWO Parent/Community Involvement opportunities campus-wide during the school day that will promote involvement from the community and college/career awareness.	W. Estrada (PSS) Family/Community Involve. Committee Classroom Teachers	<ul style="list-style-type: none"> Parent Flyers w/ Weekly Involvement Events Teacher Newsletters Community members Business partners Parent volunteers 	<ul style="list-style-type: none"> Increased parent involvement during the school day Increased community involvement Increased college and career awareness 	Once in the Fall and in the Spring Texas Public Schools Week in March	
Encourage parents to access the	Administrators	<ul style="list-style-type: none"> Principal's Newsletter 	<ul style="list-style-type: none"> Increased parent involvement 	Ongoing	

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
Blazier website and provide them with PTA updates to encourage involvement in school activities and with outside of school activities.	W. Estrada (PSS) Family/Community Involve. Committee Classroom Teachers	<ul style="list-style-type: none"> Maintain Blazier Website Promote Texas Book Festival Promote Explore UT Promote Marathon Kids 	<ul style="list-style-type: none"> Increased PTA membership Increased access to websites Provide buses to various community events (ex: Texas Book Festival, Explore UT, Marathon Kids) 	throughout the school year Fall and Spring activities	
Continue to provide communication regarding academic progress and school/community resources, events, or opportunities in a language that parents understand and through various communication venues.	W. Estrada (PSS) Administration Counselor Classroom Teachers	<ul style="list-style-type: none"> Newsletters in both English and Spanish Notices/flyers in English and Spanish Website and Messenger calls in English/Spanish 	<ul style="list-style-type: none"> Equal access to information for families in both languages Increased parental participation Increased effectiveness of communication between home and school. 	Ongoing throughout the school year.	
Provide transition opportunities for parents of PK and EC students moving into Kindergarten.	W. Estrada (PSS) Administration Counselor PK/KG Classroom Teachers	<ul style="list-style-type: none"> Kinder Round-Up Parent Coffee Chats focused on transition to KG Counselor/PSS parent sessions KG classroom visits for parents 	<ul style="list-style-type: none"> Increased attendance of parents at information sessions regarding transition Increased attendance at KG round up event 	EOY (May) for families entering Kinder BOY (Aug/Sept) for current Kinder families	

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
Establish and ensure a campus-wide awareness of Blazier Goals based on needs decided by campus teachers.	Administrators Support Staff Classroom Teachers	<ul style="list-style-type: none"> Blazier Data (STAAR, Benchmarks, DRA/EDL) Grade Level discussions and reflections of data 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices 	Summer 2013 in August Ongoing throughout the school year	

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
			<ul style="list-style-type: none"> Increased knowledge of TEKS alignment 		
Establish a Teacher Leadership Professional Development PLC that meets to determine professional development needed campus-wide based on school data.	Administrators Support Staff TLPD Teachers Classroom Teachers	<ul style="list-style-type: none"> Time provided to plan for PD opportunities Representation from every grade level Blazier Data 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Increased knowledge of TEKS alignment 	Summer 2013 in August Ongoing throughout the school year	
Consistently meet with Vertical Teams to address professional development focused on campus-wide goals.	Administrators Support Staff Classroom Teachers	<ul style="list-style-type: none"> Writing Resources TEKS/CRMs Time allotted to meet with Vertical Teams Teacher professional dev. 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Increased knowledge of TEKS alignment 	Summer 2013 in August Ongoing throughout the school year	

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					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department.	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers	<ul style="list-style-type: none">Six Weeks Data Snapshots dataReview students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	<ul style="list-style-type: none">Data should accurately match students who are highly likely to qualify for special education services after implementing Tier 1-3 interventions.	Review campus level Sp Ed data every 6-9 weeks	
Continue developing and implementing new Child Study System.	Administrators Natascha Barreto Special Ed Teachers W. Bruck (counselor) Classroom Teachers Laurel Nelle	<ul style="list-style-type: none">Staff Refresher CoursesLaurel Nelle will provide an Overview of The Child Study Process Training, Effective Use of eCSTLaurel Nelle will be available monthly to classroom teachers to review/discuss students being entered and monitored in eCST.Spot check student interventions and review goals	<ul style="list-style-type: none">Increase teacher confidence and skill-set in identifying interventions and resources for struggling students.Decrease in office referrals and % of disengaged students as a direct result of PD in use of effective strategiesImplementation of strategies in classroom discussed by CS teamIncrease more effective use of Child Study System	Ongoing throughout the school year. Monthly	
Review campus level data on SPED representation provided by SPED department.	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers	<ul style="list-style-type: none">Share with the Special Education Team the Six Weeks Data Snapshots.Review students who are currently in the eCST	<ul style="list-style-type: none">Data should accurately match students who are highly likely to qualify for special education services after implementing Tier 1-3 interventions.	Review campus level Sp Ed data every 6-9 weeks	

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**

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
		system for academic and behavior interventions			

Table #DR-6

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

Source: SPED C-IEP (B)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department.	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers	<ul style="list-style-type: none"> Analyze data to determine specific areas of need for each individual student. 	<ul style="list-style-type: none"> Ensure students are appropriately identified and served in least restrict environments with increased opportunities for inclusive placements. 	September Every 9 weeks	
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers Laurel Nelle	<ul style="list-style-type: none"> Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and Tier 3 interventions 	<ul style="list-style-type: none"> Teachers trained on using interventions to better meet the need of individual students. 	September Monthly afterschool and during planning	
Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers Laurel Nelle	<ul style="list-style-type: none"> Ensure all staff members and students participate in professional development 	<ul style="list-style-type: none"> Staff and students will participate in PD activities. 	September Ongoing	

Table #DR-7

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

Source: SPED C-IEP (C)

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

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

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

Special Education Disciplinary Placements– All Levels

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

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

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

Special Education Service in LRE – All Levels

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

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

Table #DR-12					
<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): YES					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.	Sp Ed Teachers Case Manager Counselor Administrator Classroom Teacher	SPED reports IEPs Benchmarks Progress monitoring	Increase of percentage of special education students who take the regular STAAR test in various content areas.	Ongoing Every 9 weeks	
SPED case managers will progress monitor students' short cycle assessments/benchmarks and review with teachers to ensure modifications are still needed.	Sp Ed Teachers Case Manager Counselor Administrator Classroom Teacher	SPED reports IEPs Benchmarks Progress monitoring	Increase of percentage of special education students who take the regular STAAR test in various content areas.	Ongoing Every 9 weeks	
Each grading period, review benchmarks developed in ARD of student to consider continued need for modified testing.	Sp Ed Teachers Case Manager Counselor Administrator Classroom Teacher	SPED reports IEPs Benchmarks Progress monitoring	Increase of percentage of special education students who take the regular STAAR test in various content areas.	Ongoing Every 9 weeks	

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): YES							
Applicable Strategic Plan Goal(s): 1,2,4							
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status		
Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance.	Administrators Sp Ed Teachers Case Manager	SPED reports Progress monitoring	Decrease in percentage of Sp Ed students taking the modified test.	Ongoing throughout the school year			
Continue to have campus counselors and SPED department chairs use forms developed in SY 10-11 verifying that student schedules are based on the IEP schedules of services.	Administrators Sp Ed Teachers Case Manager W. Bruck (counselor)	SPED reports Benchmarks Progress monitoring	Decrease in percentage of Sp Ed students taking the modified test.	Ongoing throughout the school year			
SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.	Administrators Sp Ed Teachers Case Manager W. Bruck (counselor)	IEPs Progress monitoring	Decrease in percentage of Sp Ed students taking the modified test.	Ongoing throughout the school year			
SPED case managers will progress monitor students’ short cycle assessments/benchmarks and review with teachers to ensure modifications are still needed.	Sp Ed Teachers Case Manager Classroom Teachers	SPED Reports Benchmarks Progress monitoring	Decrease in percentage of Sp Ed students taking the modified test.	Ongoing throughout the school year Short-Cycle dates			
Each grading period, review benchmarks developed in ARD of student to consider continued need for modified testing.	Sp Ed Teachers Case Manager Classroom Teachers	Benchmarks Progress monitoring	Decrease in percentage of Sp Ed students taking the modified test.	Every 9 weeks			

ELL Proficiency Levels – All Levels

Table #DR-15					
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).					
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): YES					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	Administrators Lupe Molina Reading Specialists Dual Language Teachers	<ul style="list-style-type: none">DL teachers will continue to build upon the components implemented year to year. Strengthen our DL program every year with one-way dual language and two-way cohortsProvide support to DL teachers with regards to PD, resources, and instructional support.Meet with DL teachers on a monthly basis to discuss needs, review articles/chapters regarding PD on DL program implementation/best practices.	<ul style="list-style-type: none">Improvement on walkthrough data as indicated by Gomez and Gomez representatives.Evidence of Dual Language implementation on classroom walkthroughs of DL classes by administrators.	September and ongoing October DL visit Monthly visits from DL support team	
Ensure administrative staff and teachers attend all DL trainings	Administrators Lupe Molina Reading Specialists Dual Language Teachers	<ul style="list-style-type: none">Inform all staff of upcoming trainings provided by the district.Admin/support staff will attend DL trainings with DL teachers.	<ul style="list-style-type: none">Verify in HCP that staff members have complied with trainings.Increase of DL teachers having received PD	September and ongoing	
Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English	Administrators Lupe Molina Reading Specialists Dual Language Teachers	<ul style="list-style-type: none">Share schedules with DL teachersKeep teachers updated with schedule/program changes	<ul style="list-style-type: none">Campus walkthroughs in DL classroom will verify teachers are adhering to DL components and schedules.	September and ongoing	

Table #DR-15

Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).

Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
For 2 nd -4 th provide 2 reading periods, one in English and one in Spanish	Administrators Lupe Molina Reading Specialists Dual Language Teachers	<ul style="list-style-type: none"> Share schedules with DL teachers Provide follow up session to DL teachers to discuss any conflicts or areas of concern with regards to schedule or components 	<ul style="list-style-type: none"> Campus walkthroughs in 2nd-4th grade DL classroom will verify teacher are adhering to the two reading periods. 	September and ongoing	
Analyze data and research best practices to align reading instruction with strategies and interventions, including balanced literacy practices, to ensure the best program delivery for our English Language Learners in reading and writing.	Administrators Lupe Molina Reading Specialists Dual Language Teachers	<ul style="list-style-type: none"> Guided reading daily Conceptual Refinement daily Bilingual Pairs daily Provide PD on effective ESL strategies and formative assessment ideas Intervention materials 50 Strategies PD and resources 	<ul style="list-style-type: none"> ELPS reflected in weekly lesson plans Conduct classroom observations and provide feedback to DL teachers. Monitor progress to ensure 80% of students receive an 80 or better on weekly assessments administered in their L2 	September and ongoing	

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	\$10,033.00 Provide academic support to high needs students through extended day activities/tutorials.
General Supplies for at-risk students	\$31,000.00 (Title I) Purchase of student resources and materials to enhance the classroom, support learning, and provide additional reading resources.
Reading specialists	\$44,439.00 Provide academic support to high needs students in small group settings.
Elementary Counselors	\$51,853.00 Provide social and emotional support, skills, and resources to at risk or high needs students.
Parent Support Specialist	\$16,000.00 Provide support to families through workshops, conducting home visits; provide resources and transition services to help increase their academic achievement.
TOTAL	\$663,398.00

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):

	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
✓	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
✓	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

Area 3: Attract and retain HQ teachers. Strategies (check all that apply, but check at least one):

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

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

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

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

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

Components	Pages
Comprehensive needs assessment	6
School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research	6-9 and 23-24
Instruction by highly qualified staff	25
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	25
Strategies to attract highly qualified teachers to high-need schools	25
Strategies to increase parental involvement	15-16
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	16
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	6-11, 15-16
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-11, 15-16
Coordination and integration of federal, state, and local services and programs	28-29
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	15-16

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Professional Staff				
100% Reading/Math Specialist	Provide support to students and teachers during the school day that is focused on best practices and student academic needs.	STAAR Results DRA Results at College Readiness Strengthen independent reading program in all grade levels. Increase teacher capacity, knowledge, and skills to meet students' academic needs.	45,522 3,483 5,523 91 <u>+ 3,392</u> \$58,011	Increased STAAR results and DRA results. Increase achievement in core content areas.
Personnel				
Extra Duty Pay 211-11-6118-00	Planning and extended day learning.	STAAR Results DRA Results at College Readiness	\$5,000	Increased STAAR results and DRA results.
Staff Training/Prof. Dev.				
Substitutes 211-11-6112-00	Provide PD for core teacher teams during the school day.	Ongoing professional development.	\$8,000	Increased teacher capacity, knowledge and skills.
Library				
Reading Materials (library) 211-12-6329-00	Provide more access to books for independent reading.	Strengthen independent reading program in all grade levels	\$2,000	Increased STAAR results and DRA results. Increase achievement in core content areas.
Library Clerk	Provide more student access to reading/literature, focused lessons, and activities.	Increase capacity of librarian to work with teachers. Increased support to students to meet their academic needs.	\$5,500	Increased student access to reading materials and library lessons. Increased student achievement on reading assessments.
Instructional Supplies, Materials, and Equipment				
Employee Travel 211-11-6411-00	Purchase registration costs for professional staff to attend conferences that are aligned with our CIP goals.	Increase teacher capacity, knowledge, and skills to meet students' academic needs.	\$1,000	Increased student achievement.
General Supplies 211-11-6399-00	Purchase supplies & materials for classroom and student use. Purchase materials for school	Supplies & materials are needed for instruction during the day & after school.	\$30,538	Increased student achievement.

	programs (such as theatre, clubs, and other extra-curricular activities).	Supplies & materials also needed for enrichment opportunities for at-risk students after school.		
Buses/Entry Fees for Study Trips 211-11-6494-00	Provide study trips to correlate with TEKS at all grade levels.	Increase opportunities for hands on learning experiences and student achievement.	\$5,000	Increase in student achievement measured by increased assessment scores in core areas.
Refreshments 211-11-6497-00	Provide refreshments for parent/student meetings.	Light refreshments for parents while attending workshops/trainings that will help their students academically.	\$600	
Technology, Equipment, Software and Subscriptions 211-11-6396-00	Provide more opportunities/access to reading/math supports.	More access and materials to increase independent reading and practice.	\$2,000	Increased student achievement
Reading Material 211-11-6329-00	Purchase reading materials in order to support student achievement.	Increase access to a variety of texts to encourage interest, stamina, and purposes for reading.	\$4,000	Increased STAAR results and DRA results.
Community Services (Function 61)				
.50 Parent Support Specialist 199-61-6129-00	Provide full-time (100%) Parent Support Specialist to work with community stake-holders, partners, parents, teachers, and staff in an effort to support student achievement.	Increase support to our school community so that students and parents have more access to resources and opportunities for support in school content areas.	\$15,814	Increased student achievement.
Supplies 211-61-6399-00	Purchase supplies for trainings & make/take workshops. Purchase of curriculum to enhance parent engagement in child's school.	Parents need supplies when learning how to help their child at home. Curriculum materials for training modules.	\$1,700	Increased student achievement
Travel & Registration 211-61-6419-00	Provide registration for parent meetings.	Parents/parent specialist need training in best practice	\$300	Increased student achievement
Refreshments 211-61-6497-00	Provide refreshments for parent meetings.	Light refreshments for parents while attending workshops/trainings that will help their students academically	\$500	Increased student achievement
Other Requests				
Salary Cushion (5%)			0	Salary Cushion
TOTAL (Must Match BTO Total)			\$139,963	

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

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

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

APPENDIX G

Additional NCLB Requirements

Parent Notice

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

Support

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

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

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

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

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

Evaluation and Outcomes

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

APPENDIX H

Pregnancy Related Services

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

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

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

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:

- STAAR/EOC (including retesters)
- Attendance
- Discipline
- TELPAS
- Student Fitness

For the ELEMENTARY SCHOOL level, the following performance indicators are included:

- Primary Reading Assessment

For the MIDDLE SCHOOL and HIGH SCHOOL level, the following performance indicators are included:

- Annual Dropout Rate (9-12) (with exclusions)

For the HIGH SCHOOL level, the following performance indicators are included:

- Recommended or Distinguished Program Participation
- Graduation Rate (with exclusions)
- SAT/ACT Participation and Performance
- Advanced Placement/IB Exam Participation and Performance
- Advanced Course/Dual Enrollment

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

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

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	35	31	50.00	45
Asian	*	*	70.00	*
AA	36	19	50.00	35
Hispanic	35	31	50.00	44
White	33	43	60.00	54
2 or More	*	*	50.00	*
EcD	32	25	50.00	40
ELL	19	28	50.00	42
Spec Ed	41	39	60.00	52
3rd English	42	36	50.00	49
4th English	34	34	50.00	47
4th Spanish	*	*	50.00	*
5th English	38	27	50.00	42
5th Spanish	<1	*	70.00	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Reading, English II Reading, English I, and English II EOC tests

STAAR/EOC Math at Level 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	29	29	50.00	43
Asian	*	*	55.00	*
AA	24	25	50.00	40
Hispanic	30	26	50.00	41
White	23	60	70.00	68
2 or More	<1	<1	50.00	20
EcD	25	24	50.00	39
ELL	29	25	50.00	40
Spec Ed	19	21	50.00	37
3rd English	27	36	50.00	49
4th English	21	21	50.00	37
4th Spanish	*	<1	50.00	20
5th English	42	36	50.00	49

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	18	18	50.00	35
Asian	<1	<1	50.00	20
AA	*	*	50.00	*
Hispanic	13	18	50.00	34
White	*	*	50.00	*
2 or More	>99	<1	50.00	20
EcD	12	16	50.00	33
ELL	*	16	50.00	33
Spec Ed	*	*	50.00	*
4th English	18	20	50.00	36
4th Spanish	*	*	50.00	*

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 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	28	30	50.00	44
Asian	<1	<1	50.00	20
AA	<1	*	50.00	*
Hispanic	28	28	50.00	42
White	70	*	70.00	*
2 or More	n/a	<1	50.00	20
EcD	27	24	50.00	40
ELL	*	19	50.00	35
Spec Ed	*	*	50.00	*
5th English	28	30	50.00	44

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	11	15	30.00	23
Asian	<1	*	70.00	*
AA	*	*	20.00	*
Hispanic	11	13	25.00	21
White	*	29	40.00	36
2 or More	*	*	45.00	*
EcD	8	11	25.00	20
ELL	*	13	25.00	22
Spec Ed	*	*	20.00	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Reading, English II Reading, English I, and English II EOC tests

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	9	10	25.00	19
Asian	<1	*	55.00	*
AA	*	*	20.00	*
Hispanic	10	8	25.00	17
White	*	31	45.00	38
2 or More	<1	<1	20.00	10
EcD	9	7	25.00	17
ELL	*	*	20.00	*
Spec Ed	<1	<1	20.00	10

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	20.00	*
Asian	<1	<1	20.00	10
AA	<1	<1	20.00	10
Hispanic	*	*	20.00	*
White	*	<1	20.00	10
2 or More	<1	<1	20.00	10
EcD	*	*	20.00	*
ELL	*	*	20.00	*
Spec Ed	<1	<1	20.00	10

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	7	20.00	17
Asian	<1	<1	20.00	10
AA	<1	*	20.00	*
Hispanic	*	7	20.00	16
White	*	*	20.00	*
2 or More	n/a	<1	20.00	10
EcD	*	7	20.00	16
ELL	<1	*	20.00	*
Spec Ed	<1	<1	20.00	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	86%	89%	81%	90.00	>=90%
Kinder DRA Spanish	85%	88%	90%	95.00	>=90%
1st DRA English	72%	71%	63%	90.00	>=90%
1st DRA Spanish	90%	75%	64%	90.00	>=90%
2nd DRA English	64%	68%	69%	90.00	>=90%
2nd DRA Spanish	51%	71%	58%	90.00	>=90%

Data Source: AIMS, EOY Assessment

On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96.2%	96.4%	96.1%	96.6%	96.6%	96.2%	97.00
African American	96.8%	96.4%	95.9%	96.1%	95.2%	95.5%	97.00
Asian	97%	96.8%	97.2%	98.4%	98.5%	98%	98.50
Hispanic	96.2%	96.6%	96.2%	96.7%	96.8%	96.3%	97.00
Native American	95.4%	94.2%	97.5%	97.2%	98.8%	96.8%	97.00
White	95.7%	94.9%	95.4%	95.9%	96%	96.4%	97.00
2 or More				96.4%	95.6%	95.4%	97.00
EcD	96.2%	96.4%	96.1%	96.6%	96.5%	96.1%	97.00

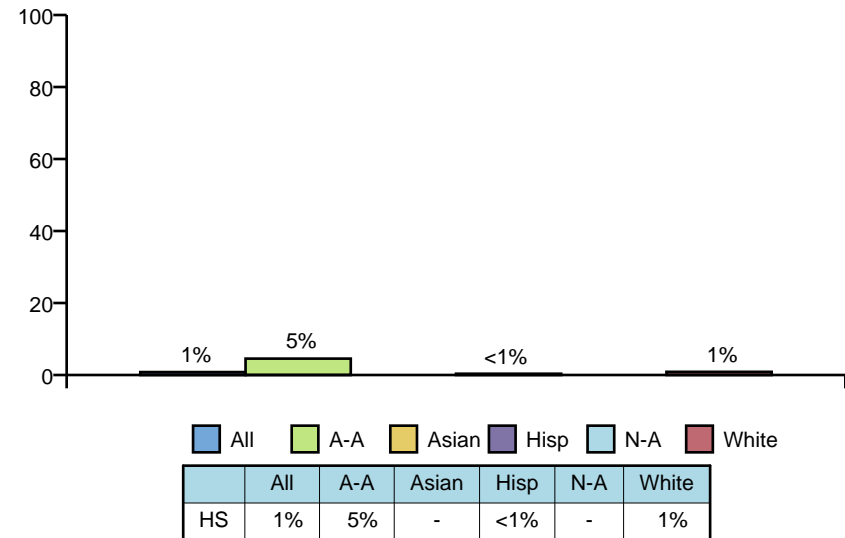
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1111
African American	88
Asian	16
Hispanic	862
Native American	6
White	114

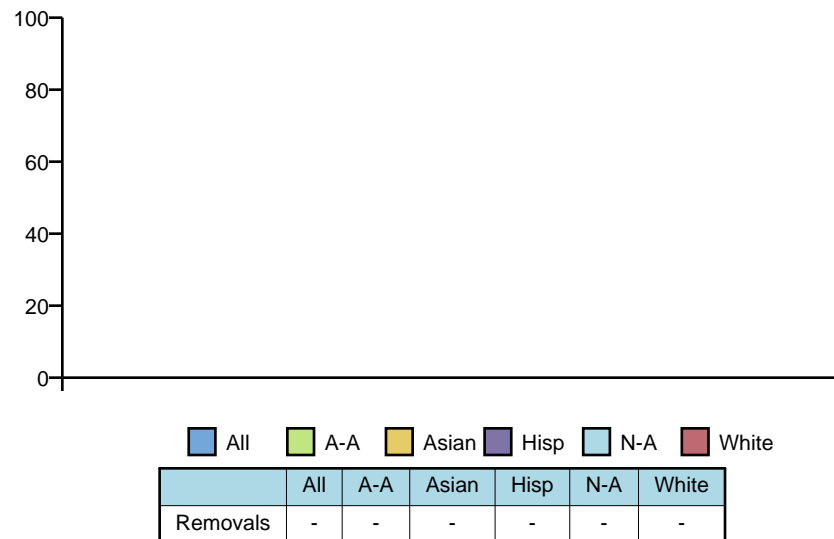
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



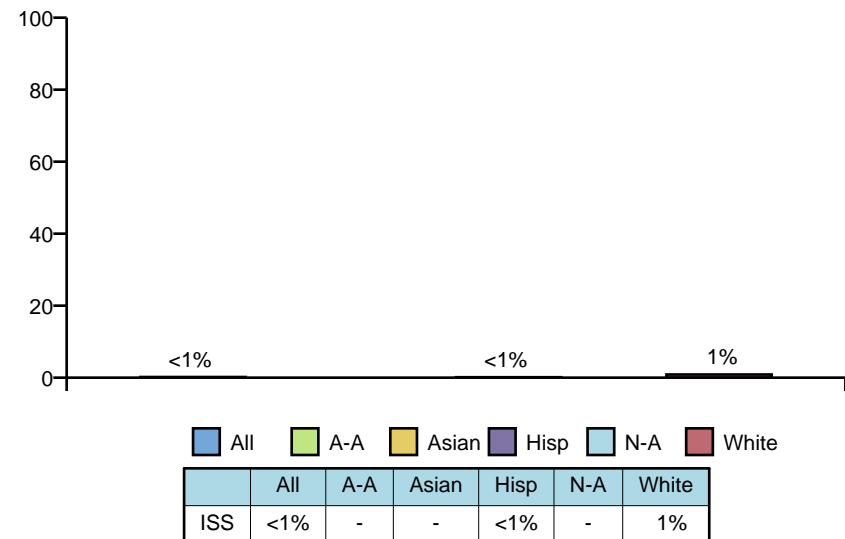
	All	A-A	Asian	Hisp	N-A	White
HS	1%	5%	-	<1%	-	1%

Campus Discretionary Removals



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

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	<1%	-	-	<1%	-	1%

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	2	.24%	1	.1%			0.00
African American	1	1.32%					0.00
Asian							0.00
Hispanic	1	.15%	1	.13%			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	5	.59%	9	.93%	9	.81%	0.50
African American	1	1.32%	5	6.02%	4	4.55%	0.00
Asian							0.00
Hispanic	2	.31%	3	.4%	3	.35%	0.00
Native American							0.00
White	2	2.27%	1	1.02%	1	.88%	0.00

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

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	8	.94%	8	.83%	2	.18%	0.10
African American	3	3.95%	2	2.41%			0.00
Asian							0.00
Hispanic	5	.77%	3	.4%	1	.12%	0.00
Native American							0.00
White			3	3.06%	1	.88%	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	607	731	778	864	978
African American	66	79	62	67	81
Asian	23	26	18	15	15
Hispanic	450	544	588	653	743
Native American	1	3	5	4	3
White	67	79	77	88	94
2 or More			28	37	42

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	164	14	9%	182	12	7%	6.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	155	13	8%	168	12	7%	7.00	
White	*	*	*	*	*	*	0.00	
EcD	150	13	9%	166	11	7%	6.00	
Special Ed	6	3	50%	8	1	13%	12.00	

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	14	6	43%	10	4	40%	14	5	36%	12	5	42%	14	5	36%	7	4	57%
F	Hispanic	121	62	51%	56	35	63%	137	77	56%	76	47	62%	170	101	59%	79	53	67%
F	White	14	10	71%	7	4	57%	16	12	75%	5	3	60%	19	14	74%	10	9	90%
F		149	78	52%	73	43	59%	167	94	56%	93	55	59%	203	120	59%	96	66	69%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	17	10	59%	8	7	88%	23	16	70%	11	8	73%	20	15	75%	11	9	82%
M	Hispanic	110	55	50%	55	39	71%	149	68	46%	74	65	88%	169	80	47%	80	63	79%
M	White	14	10	71%	10	8	80%	17	13	76%	11	8	73%	20	16	80%	9	8	89%
M		141	75	53%	73	54	74%	189	97	51%	96	81	84%	209	111	53%	100	80	80%
total		290	153	53%	146	97	66%	356	191	54%	189	136	72%	412	231	56%	196	146	74%

Data Source: AISD Fitnessgram