Ross F. Baldwin Elementary School

2013-2014
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information …

Position	Name	Date
Principal	Rosa M. Peña	09/27/13
Co-Chair	Renae Donus	09/27/13
Co-Chair	Mechele Dorsey	09/27/13

Austin Independent School District
Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

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

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

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

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	**Rosa M. Peña**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member *(Give Title)*
Parent	Kelsey Friedman			X			
Parent	Renae Donus	X					
Parent	Edward Taylor						
Parent	Dawn Bowes						
Parent	Allison Gerold						
Parent	Paul Hart						
Parent	Therese James						
Parent	Lori Seeds						
Parent	Julie Gualandri						
Professional Staff Member	Linda Elkins-Classen				X		
Professional Staff Member	Mechele Dorsey	X			X		
Professional Staff Member	Jenni Grumbles/Elisabeth Jackson		X		X		
Professional Staff Member	Maggie Murphy				X		
Professional Staff Member	Abbey Smart				X		
Professional Staff Member	Raven Reaves				X		
Professional Staff Member	Jennifer Beeler				X		
Professional Staff Member	Susan Stevens						Special Areas Teacher
Professional Staff Member	Ana Cox					X	
Classified Staff Member	Betty Johnson						
Business Representative	Marina Flores						
Community Representative	John Guerrero						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2nd Tuesday):	2nd Monday
Normal Time:	3:10-4:10

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✔)	Method of Orientation
	Self-Orientation Using Materials on CAC Website
X	Orientation at CAC Meeting (Provided by Campus)
	Orientation at CAC Meeting (Provided by Central Office)
	District-Wide Orientation Session

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
2 hours	6 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- STAAR; TELPAS ;DRA;TPRI; Fitness Tracking;
- Staff and Parent Surveys

Based on review of the above data, the following areas of needed improvement were identified:
- Close STAAR performance gaps between all student groups.
- Improve STARR achievement levels of Economically Disadvantaged and Hispanic students.
- Improve STAAR achievement levels of English Language Learners.
- Prepare all K-2 students to read at or above college readiness standards.

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase students meeting or exceeding STAAR passing standards in order to close STAAR performance gaps between all student groups.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Promote and accelerate the academic achievement of all students through the delivery of a scientific research based rigorous and enriched curriculum in **reading, writing, Mathematics, and Science** by highly qualified staff.	Classroom teachers, Principal, Asst. Principal, Support Staff	• Genre Study in grades 1-5 • 5E Inquiry Based Learning Model • CGI • RtI resources training-TPRI Monitoring, SRA reading, Rewards • Writer's workshop strategies with emphasis on STAAR-responding to a prompt, elaborating, and revising • Implement Take Flight-Grades 2-4	• >90% of students in each subgroup passing STAAR, benchmarks, and district/teacher-made assessments. • PD attendance sheets and teacher feedback • Administrator Walk through feedback of implementation of new strategies • Status reports will indicate growth on reading inventories, benchmarks, and/or STAAR in >95% of cases	• Every Mid-Nine weeks and End of Nine Weeks • BOY, MOY and EOY Benchmark Timelines • April-June STAAR Test Result Timelines	

			• Lesson plans indicate use of 5 E model for science inquiry 100% of teachers implement 5 E model • 100% of teachers implement the use of interactive science notebooks • 100% of teachers sharing and analyzing student work. • Take Flight Assessments and Individual Student Growth/Progress		
for identified students					

Table #CI-2	☐ State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase STARR achievement of Economically Disadvantaged and Hispanic students as compared to the 2013 results.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide differentiated instruction and academic vocabulary study for all students with a focus on Economically Disadvantaged students and Hispanic students.	Classroom Teachers, Principal, Asst. Principal and Support Staff	• STAAR DATA • Identified Eco. Dis. Student Data • Hispanic Student Data • RtI resources • Academic Vocabulary Study Training • Review of Differentiated instructional Strategies	• Daily RtI Implementation strategies-ROAR Intervention times • Tutoring Data • PD attendance sheets and feedback • Lesson Plans reflecting tutoring groups and lessons • Lesson plans indicating Voc. instruction	• Mid-Nine Weeks • End of each Nine weeks • Weekly Lesson Plans • Training completed by end of October	

Table #CI-3	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Ensure 100% of ELLs meeting or exceeding the passing standard on STAAR.					
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 implementation of linguistic instructional strategies for content advancement of ELLs.	ELL and ESL teachers, Principal, Assistant Principal, LPAC chair	• Training: ELPS at a Glance, Strategies for ELLs, Reading in the Content Areas, ELPS Academy	• PD attendance and Certificates • Daily Lesson Plans indicate linguistic implementation strategies	• PD-end of fall semester • Weekly Lesson Plans	
Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform us on meeting the needs of ELLs for instruction and accommodations	ELL and ESL teachers, Principal, Assistant Principal, LPAC chair	• TELPAS, STAAR, and Benchmark Data • Reports generated though SchoolNet • Funds for Before/After school tutoring	• Academic data such as benchmarks, classroom assessments, report cards and student work samples show 90% to 100% of students meeting expected standards • Individualized plans for ELL students in need of accelerated support	• Every mid-nine weeks and/or end of nine weeks	
Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and general ed classrooms	Classroom Teachers, Principal and Asst. Principal	• Extra Duty Pay for Curriculum Writing/planning • End of Semester Planning Days • Substitutes	• Planning documents • Lesson Plans	• End of Oct, Dec., Jan., March and April • End of Fall semester-December	
Campus Bilingual Vertical Team will host two ELL Parent Academic Night Meetings	Campus Bilingual Vertical Team and ESL teachers; Principal, Asst. Principal, Counselors	• Parent Meeting Resources-babysitting, materials and handouts, refreshments • Planning	• Parent Sign in sheets • Parent commitments • Parent survey/feedback • Increased ELL parent participation	• Early November 2013 • March 2014	

| | | meetings-Extra Duty pay for teachers
• District Parent Involvement Dept.. | with daily HW and student progress
• Parent Communication in both English and Spanish | | |

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

Objective: Prepare all K-2 students to read at or above college readiness levels.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase K-2 students reading at or above college readiness standards on end of year DRA/EDL assessments.	K-2 Classroom Teacher Principal Asst. Principal	• TPRI and DRA Assessment kits • TPRI Progress Monitoring Kits • TPRI Progress Monitoring Training • DRA Implementation Training • DRA College Readiness Continuum • Campus DRA Progress Parent Letter • Grade 1-Great Leaps Program Parent Volunteers • ROAR interventions	• Increase in reading levels from BOY to MOY to EOY Reading Data • At EOY, >95% of K, 1 and 2 students reading at college readiness levels • Intervention and Progress monitoring Data • Great Leaps Monitoring Data • Great Leaps Volunteers sign-in and volunteers hours	• October • December • January • April/May	
Increase level of reading readiness in English or Spanish in PreK as determined by C-PALLS assessment	PreK Teachers Principal Asst. Principal	• C-PALLS Assessment • Individual Student Intervention Plans • Progress Monitoring Data	• At EOY, >90% of Prek students demonstrating Early Reading Readiness	• End of October • End of January • End of May	

(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 3-5.

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
CSH team will meet 4 times a year to create a healthy school environment that promotes physical activity and nutrition.	Coach-Grumbles	• Extra Duty Pay for curriculum events planning	• CSH team school wide plan	• End of October	
Select class WOW leaders to lead daily WOW activities and Friday Fitness movement activities at morning assembly.	Classroom Teachers Coach Grumbles and 2 other assigned PE teachers	• Train WOW student leaders • Music • WOW and movement activities	• List of Class WOW leaders by Nine Weeks • Friday Fitness Activities log	• Beginning of each nine weeks	
Implement the CATCH Coordination Kit	Classroom Teachers Coach Grumbles and 2 other assigned PE teachers	• CATCH coordination Kits and online resources • CATCH Coordination Kit Training	• CATCH Lessons-Training and modeling of lessons at monthly Staff meetings	• Sign in sheets of training participation • Monthly Grade Level commitments	
Plan events, activities and announcements that the CSH team and the Student Wellness Team (SWT) can implement throughout the year (Family Fitness Night, Fruity Friday, Fitness Fridays, morning announcements)	Coach Grumbles CATCH Team	• District online resources for event and activity ideas • Time for CSH and Student Wellness Team to meet and develop monthly plans/calendars	• Monthly Calendar of Events, activities and announcements • Meeting Agendas and sign in sheets	• End of October	
Schedule and implement 10-15 minutes of daily recess in addition to WOW time.	Classroom Teachers Coach Grumbles and 2 other assigned PE teachers	• Daily classroom schedules • List of Recess Activities students can play • Access to play equipment	• Daily Classroom Schedules	• 2nd week of classes	
Implement Brain Breaks throughout the day.	Classroom Teachers Coach Grumbles	• Brain Break Website Training • HopSports website training	• Training sign-in sheets • Lesson Plans indicating Brain Breaks/HopSports website use	• End of November • Weekly Lesson Plans	

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 3-5.

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Healthy nutrition choices and information shall be shared with campus staff, parents and students to positively influence the health of student and community members through newsletters, email, school events, Weekly ROAR etc.	PE Coach-Grumbles Classroom Teachers Principal Asst. Principal	• Weekly ROAR • Morning Announcements • Accessible nutrition choices and information	• Parent/Student Monthly Calendar with nutrition choices and information	• Beginning of each month (October-June)	
Increase the percent of students in the Healthy Zone for BMI by 1% and Cardio by 5%.	PE teachers	• PE class lessons directly related to increasing BMI and Cardio	• Lesson Plans directly indicating BMI and Cardio support	• Monthly Lessons	
Share Fitnessgram Data with campus staff, parents and students	Coach Grumbles and other 2 assigned PE teachers Principal Asst. Principal	• Fitnessgram Data • Time for Coach to present information to all stakeholders	• Fitnessgram Data sharing calendar and meeting times • Increase in: BMI, Cardio, Pushups, and sit and reach areas of Fitnessgram	• Data sharing activities and lessons • Staff, student and parent feedback	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement "No Place for Hate" activities to create and sustain an inclusive school environment where all students feel valued and promote respect for individual differences.	Counselors No Place for Hate Committee Principal Asst. Principal	• Formation of new committee • Supplies/materials for No Place for Hate required activities • School wide event timeline • Reading materials to share with students	• Names of committee members • Dates and times of committee meetings • Calendar of No Place for Hate required activities and school choice events	• Oct. 15- commitment form signed • Oct. 15- intent form submitted • April 15- resolution of respect form submitted • April 15-3 activities completed	

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
Continue to provide parental involvement activities/events and parent volunteer opportunities so that parents are informed and involved in all aspects of our learning community.	Principal Asst. Principal Classroom Teachers Support Staff	• Time to plan events and volunteer opportunities • District Parent Involvement dept. • Grade Level Ideas for parental involvement • ELL parent academic nights • Family fitness nights • PTA volunteer committee/Lead person • Great Leaps • Career Day or an event similar to this that includes parent volunteers • Parent information about college admission requirements and financing options • PTA Sponsorship of Parent Learning events • Technology support for parents • GT Parent information meetings	• Calendar of Parent involvement events • List of Volunteer opportunities by grade levels and school wide • Parent survey and feedback • Sign-in sheets for all events	• Calendar by mid October • Volunteer List-by mid October • Parent feedback after every event and at end of year	

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
		• Special education COOP information			

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
Administrators and teachers will continue to improve their teaching craft for their specialized areas and provide high-quality instruction to all students.	Principal Asst. Principal Classroom Teachers Support Teachers	• Genre Study Training 1-5 • Genre Study Books • TPRI Progress monitoring • Best Practices for Reading and Writing instruction across content areas • DRA • ELL and ESL strategies • TIER II • Dyslexia and Dysgraphia • SRA and Rewards • Higher Level Questioning and Thinking Strategies • Understanding of Revised Math TEKS • School wide Math Problem Solving Process • 5E Inquiry Model • Academic Vocabulary instruction • GT Foundation and GT annual updates	• Certificates of completion • Progress monitoring data • Lesson Plans • Sharing of new ideas with staff • Increased implementation of new strategies and techniques by all teachers • Administrators' feedback • Teacher feedback	• October-February	

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
		• STAAR Released test analysis • Instructional Technology • Campus Wide Book studies • Differentiated Instruction • Accommodations and Modifications of Curriculum and Instruction • Substitute Funds • Conference/Training Registration Fee • Time for campus training sessions • Phonemic Awareness and instruction (Kinder)			

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
Ensure core curriculum (Tier I) is rigorous and being taught with fidelity so that there is a decrease in overall special education representation.	Principal Asst. Principal Classroom Teachers	• District Curriculum • State Standards • Campus level data on SPED representation provided by Sped.	• Grade Level planning minutes • Lesson Plans • Grade Level Assessments • Student work	• September-June-weekly walkthroughs and lesson plans • Monthly grade level meetings	

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**
		Department • Consistent CST Process • Differentiated, Individualized and Multi-level instruction • Parent information on progress and interventions provided	samples • Student progress • PD certificates • Administrator Instructional Feedback • Parent information packets	to discuss student work and assessments • PD-October-November-staff meetings • Parent information-October, December, March and May	
Review students in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	CST Coordinator CST Teacher Teams	• Consistent CST process implementation • Time for team reviews • Calendar to meeting dates • List of Interventions that teachers can refer to when creating goals and interventions	• Complete CST data • Calendar of meeting dates and meeting minutes	• CST meetings-ongoing September-May	
Analyze data to determine specific areas of need for each individual student.	CST Coordinator Individual referring teachers CST Teacher Teams	• List of Interventions that teachers can refer to when creating goals and interventions • TIER I, II and II training	• CST Student data • CST meeting minutes and recommendations • Implementation of TIER I, II, and III interventions	• Ongoing-September-May	
Ensure all staff members participate in professional development on tier 1, 2,	CST Coordinator Principal	• TIER I, II and II training	• Lesson Plans that include specific	• Ongoing-November-	

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**
and 3 interventions.	Special Ed. Staff CST Teacher Teams		TIER 1, 2, and 3 interventions and strategies	June	
Monitor use of interventions to better meet the need of individual students.	Principal Assistant Principal	• TIER 1, 2, and 3 training	• Lesson plans that include interventions levels and strategies • Teacher feedback	• Ongoing-November-June	

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.	Principal Asst. Principal Special ed. team	• Time for data reviews and plan development • Data from SPED dept.	• Data meeting minutes • Action plans	• Ongoing-October-June	
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Principal Asst. Principal Campus Special Ed. Team Classroom Teachers	• Consistent CST Process Implementation • Differentiated, Individualized, and Multi-level instructional strategies • Special Ed. Data	• >95% of all LSTs for Baldwin will result in appropriate referrals • CST process data will indicate appropriate and successful Response to Intervention in >99% of cases • Rosters of identified students indicate specific measureable interventions for each 9 week period. DRA, TPRI, and AIMSWEB growth noted for all benchmark periods.	• PD-October-January-staff meetings and Staff Dev. Days • Weekly CST meetings	
Analyze data to determine specific areas of need for each individual student.	CST Coordinator Individual referring	• List of Interventions that	• CST Student data • CST meeting	• Ongoing-September-	

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
	teachers CST Teacher Teams	teachers can refer to when creating goals and interventions • TIER I, II and II training	minutes and recommendations • Implementation of TIER I, II, and III interventions	May	
Ensure students are appropriately identified and served in least restrict environments with increased opportunities for inclusive placements.	Principal Asst. Principal Special Ed. Teachers	• Specific student data • Specific student IEPs	• Data showing more inclusive practices • Lesson plans indicating inclusive practices • Teacher feedback	• September-June	

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

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
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Principal Asst. Principal Campus Special Ed. Team Classroom Teachers	• Consistent CST Process Implementation • Differentiated, Individualized, and Multi-level instructional strategies • Special Ed. Data	• >95% of all LSTs for Baldwin will result in appropriate referrals • CST process data will indicate appropriate and successful Response to Intervention in >99% of cases • Rosters of identified students indicate specific measureable interventions for each 9 week period. DRA, TPRI, and AIMSWEB growth noted for all benchmark periods	• PD-October-January-staff meetings and Staff Dev. Days • Weekly CST meetings	

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					
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**
Ensure that all students that are receiving both special education services, and are also identified as ELL/LEP students, have a completed ARD LPAC document on file by their 3rd grade school year that has set up appropriate exit criteria.	Principal LPAC chair and Committee Special ed. teachers	• ARD/LPAC collaboration training • IEPs • LPAC data	• Completed ARD/LPAC collaboration form • Exit Criteria document	October-February	
Ensure that students who meet the pre-established ARD/LPAC exit criteria that were set up in the informal ARD/LPAC are appropriately exited within the required timeline.	Principal LPAC chair and committee Special ed. teacher	• ARD/LPAC collaboration training • IEPs • LPAC data including exit documentation	• Completed ARD/LPAC collaboration form • Exit Criteria document	October-June	

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, according to Accountability Dept. Baldwin's most current 2013 data indicates 0% of LEP students at beginning proficiency levels.					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
		•	•		
		•	•		

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

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

Programs/Services	Use
After-School Tutorials	Tutoring in reading and math for students not passing STAAR or grade level benchmarks and for students that are not meeting College/Career Reading Readiness standards
General Supplies for at-risk students	Supplies for classroom instruction and after school tutoring in reading and math
Transition Services	Transition to K and 1st grade programs for ELLs, target at-risk students, and parents
Reading specialists	Works with students who haven't passed STAAR reading or below reading level in 3rd grade. 4th and 5th grades
Elementary Counselors and AP	Completes classroom guidance lessons, 5th grade MS transition activities, No Place for Hate activities/events, conducts small group and individual counseling for students, 504 coordinator, and eCST member as needed
Prekindergarten	Students who qualify and ELL or ESL student, low income, and or parent in military.
TOTAL	**$378,089.00**

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):

X	Work with staffing coordinator, identify staff not meeting HQ standards
X	Notify staff of deficit area(s)
X	Agree with staff on appropriate ways to meet the standard
X	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

Area 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ. Strategies (check all that apply, but check at least one):

	Offer early-bird signing bonuses to teachers at Title I campuses
X	Provide bilingual and special education stipends
X	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

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

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

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

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

APPENDIX 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	77	80	90.00	84
Asian	73	79	90.00	83
AA	*	*	75.00	*
Hispanic	67	69	78.00	75
White	81	84	90.00	88
2 or More	*	78	90.00	82
EcD	40	44	70.00	55
ELL	*	*	70.00	*
Spec Ed	56	56	75.00	64
3rd English	81	82	90.00	85
4th English	72	80	90.00	84
5th English	76	79	90.00	83

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

STAAR/EOC Math at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	62	68	85.00	75
Asian	73	88	92.00	90
AA	*	*	70.00	*
Hispanic	55	50	75.00	60
White	63	73	80.00	78
2 or More	*	*	70.00	*
EcD	32	28	70.00	43
ELL	*	*	70.00	*
Spec Ed	32	48	70.00	59
3rd English	68	67	80.00	74
4th English	59	69	80.00	75
5th English	57	69	80.00	75

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	64	73	85.00	78
Asian	90	82	90.00	85
AA	n/a	<1	75.00	20
Hispanic	52	55	75.00	64
White	67	79	90.00	83
2 or More	<1	*	90.00	*
EcD	*	*	75.00	*
ELL	*	<1	75.00	20
Spec Ed	*	*	70.00	*
4th English	64	73	85.00	78

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	68	59	75.00	67
Asian	*	70	80.00	76
AA	>99	n/a	100.00	n/a
Hispanic	60	35	75.00	48
White	70	67	80.00	73
2 or More	*	*	75.00	*
EcD	*	*	75.00	*
ELL	<1	*	75.00	*
Spec Ed	*	*	75.00	*
5th English	68	59	75.00	67

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	49	53	65.00	58
Asian	36	63	70.00	66
AA	*	*	65.00	*
Hispanic	35	44	60.00	50
White	55	55	60.00	59
2 or More	*	*	70.00	*
EcD	*	19	50.00	27
ELL	*	*	50.00	*
Spec Ed	28	26	50.00	33

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	37	41	60.00	47
Asian	45	58	65.00	63
AA	*	<1	50.00	10
Hispanic	36	22	50.00	30
White	37	44	60.00	50
2 or More	*	*	60.00	*
EcD	*	*	50.00	*
ELL	*	*	50.00	*
Spec Ed	*	22	50.00	30

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

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	21	22	40.00	30
Asian	60	*	40.00	*
AA	n/a	<1	40.00	10
Hispanic	*	*	35.00	*
White	20	28	50.00	35
2 or More	<1	<1	40.00	10
EcD	<1	<1	40.00	10
ELL	*	<1	40.00	10
Spec Ed	*	*	35.00	*

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	38	26	40.00	34
Asian	*	*	40.00	*
AA	>99	n/a	100.00	n/a
Hispanic	40	*	40.00	*
White	36	31	45.00	38
2 or More	*	<1	30.00	10
EcD	*	*	30.00	*
ELL	<1	<1	30.00	10
Spec Ed	*	<1	30.00	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%	95%	96%	97.00	
Kinder DRA Spanish	*	n/a	n/a	0.00	
1st DRA English	92%	92%	91%	95.00	
1st DRA Spanish	n/a	*	n/a	90.00	
2nd DRA English	90%	96%	93%	95.00	
2nd DRA Spanish	*	n/a	n/a	100.00	

Data Source: AIMS, EOY Assessment
On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students				97%	97.3%	97%	98.00
African American				97.2%	98.6%	99.4%	99.50
Asian				97.3%	98.2%	97.9%	98.00
Hispanic				96.7%	97.3%	96.4%	97.00
Native American						100%	100.00
White				97.1%	97.2%	97%	98.00
2 or More				97.7%	97.5%	97.6%	98.00
EcD				95.9%	96.8%	95.7%	97.00

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	751
African American	7
Asian	63
Hispanic	180
Native American	3
White	479

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

Campus Suspension to Home

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

Campus Discretionary Removals

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

Campus ALC/EDAP or ISS

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

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students							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	1	.18%					0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	1	.28%					0.00

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

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	2	.36%	1	.15%			0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White	2	.56%	1	.22%			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			512	653	726
African American			7	7	7
Asian			39	53	61
Hispanic			105	133	154
Native American					
White			339	431	474
2 or More			22	29	29

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	38	3	8%	35	0	<1%	0.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	28	3	11%	23	0	<1%	0.00	
White	*	*	*	*	*	*	0.00	
EcD	25	3	12%	20	0	<1%	0.00	
Special Ed	9	0	<1%	7	0	<1%	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	<1%
F	Hispanic	27	14	52%	10	7	70%	32	22	69%	12	9	75%	36	18	50%	17	12	71%
F	White	62	50	81%	22	18	82%	88	72	82%	39	33	85%	87	73	84%	36	31	86%
F		90	65	72%	33	26	79%	121	95	79%	52	43	83%	125	93	74%	53	43	81%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	28	17	61%	17	15	88%	34	17	50%	20	16	80%	33	16	48%	14	10	71%
M	White	60	43	72%	20	17	85%	94	75	80%	42	39	93%	97	72	74%	35	32	91%
M		90	61	68%	39	34	87%	131	94	72%	63	56	89%	132	88	67%	50	43	86%
total		180	126	70%	72	60	83%	252	189	75%	115	99	86%	257	181	70%	103	86	83%

Data Source: AISD Fitnessgram