

LCPL Nicholas S. Perez 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 | David Kauffman, Ed.D. | October 3, 2013 |
| Co-Chair | Heather Cords | October 3, 2013 |
| Co-Chair | Carmela Valdez | October 3, 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.



LCPL Nicholas S. Perez Elementary School

Home of the Perez Pythons

“Healthier, Happier, Smarter”

School Mission

LCPL Nicholas S. Perez Elementary exists to teach all students to value effort, achievement, community, and service.

School Vision

LCPL Nicholas S. Perez Elementary will achieve recognition as an exemplary school, where all students excel academically regardless of their background.

Belief Statements

1. Effort creates ability. All students will learn at high standards if they are given clear expectations, taught using best practices adapted to their unique needs, and provided extra time and resources as needed.
2. Effective teaching and extra effort are the keys to school-wide academic success.
3. Professional collaboration is an essential mechanism for lasting school improvement.
4. Educators must reach out to develop collaborative relationships with families.
5. Schools must consider the whole child, including their artistic, musical, physical, emotional, and civic development.
6. Encouraging students to serve their communities is an important outcome of a balanced education, but also a powerful way to motivate students to learn and to apply what they learn to real situations.

Goals

1. All students will perform at or above grade level.
2. All students will develop 21st century skills – including work ethic, oral and written communication, teamwork and collaboration, critical thinking and problem solving – that prepare them for college, career, and life in a globally competitive economy.
3. All students will develop healthy habits related to nutrition, exercise, and time spent outdoors.
4. The school will receive the highest state accountability rating and meet federal standards.

CAMPUS ADVISORY COUNCIL: Current Membership

| Non-Voting Members | Name |
|---------------------------|----------------|
| Principal | David Kauffman |

| Voting Members | Name | CAC Co-Chair (✓) | CAC Sec. (✓) | PTA Pres. (✓) | Classroom Teacher (✓) | SpEd Expertise (✓) | Other Prof. Staff Member (Give Title) |
|---------------------------|------------------------------|---------------------------------|-----------------------------|------------------------------|--------------------------------------|-----------------------------------|--|
| Parent | Laura Polio | | | | | | |
| Parent | Nu Chanpheng | | | ✓ | | | |
| Parent | Heather Cords | ✓ | | | | | |
| Parent | Shellie Dinius-Hix | | | | | | |
| Parent | Christine Gutierrez | | | | | | |
| Parent | Isabel Rios | | | | | | |
| Parent | Jennifer Sanchez | | | | | | |
| Parent | Vacant | | | | | | |
| Professional Staff Member | Natalie Peacock | | ✓ | | ✓ | ✓ | |
| Professional Staff Member | Angie Lamb | | | | ✓ | | |
| Professional Staff Member | Carmela Valdez | ✓ | | | ✓ | | |
| Professional Staff Member | Jessica Cavazos | | | | ✓ | | |
| Professional Staff Member | Stefanie Torres | | | | ✓ | | |
| Professional Staff Member | Marco Villegas | | | | ✓ | | |
| Professional Staff Member | Ana Montoya | | | | ✓ | | |
| Classified Staff Member | Rosalinda Rivera | | | | | | |
| Business Representative | Alma McElroy, GSC Architects | | | | | | |
| Community Representative | Yolanda Valdez | | | | | | |

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

| Schedule for Regular CAC meetings: | |
|--|------------------------------|
| Normal Day of the Month (e.g., 2 nd Tuesday): | First Thursday of each month |
| Normal Time: | 4:30-6:00 p.m. |

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 | 9 Hours |

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- 2012-13 STAAR Results for 3-5
- DRA/EDL Reading Levels for K-2
- Special Education Data
- TELPAS Results
- Student Survey Results
- TELL Survey Results
- Parent Survey Results
- Discipline Data
- Fitnessgram
- Technology Assessment Data for 5th

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

- Although we met the state requirements for STAAR results, we are below our own goals for all four tested subject areas.
- Although we meet the state standard for attendance, we have students with excessive absences and tardies and want to see improvement.
- For our students to enter 3rd grade prepared for STAAR, our primary reading data needs to improve.
- Our special education data shows some areas that need improvement.

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: 1. At least 90% of all students will perform at or above grade level on STAAR Reading, Math, Writing, and Science. Additionally, at least 90% of students will be reading at or above grade level on the DRA/EDL by the end of kindergarten, first, and second grades. Achievement gaps among all student groups will be eliminated. | | | | | |
| Applicable Strategic Plan Goal(s): 1, 2 | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| A. Plan collaboratively in grade level teams. | Academic Team Facilitators Literacy and Math Coaches | CRMs Treasure/Tesoros Math resources Envision Stemscopes Model lessons developed by district Mentor texts Lucky Calkins Mechanics of Writing | All teams complete team lesson plans at weekly meetings. All K-5 teams develop long-term plans at data analysis meetings. All Academic Team Leaders report progress toward team improvement. 100% of teachers observe another teacher teach at least once during the school year. Hold teacher-led data analysis meetings to review STAAR and benchmark data. | Weekly starting August 27 and continuing for the whole year. | |
| B. Provide rigorous and differentiated TEKS-based instruction to all students. | Classroom teachers Literacy and Math Coaches Principal and AP | CRMs Treasures/Tesoros Math resources Envision Stemscopes Model lessons developed by district Mentor texts Lucy Calkins Mechanics of Writing | Data for 100% of students entered on AIMS. Data analysis meetings reflect analysis. Teachers regularly use AIMSweb reports to determine instructional needs. 100% of teachers progress monitor students through AIMSweb and TPRI tool. 100% of teachers document that they use the instructional strategies identified on campus. | 2013-2014 | |

| | | | | | |
|---|--|--|--|-----------|--|
| C. Provide Tier I, II, and/or III interventions for students who failed STAAR the previous year and those performing significantly below grade level on benchmarks in reading and math. | Math/Science Coach Literacy Coaches ACE Tutors Teachers | LETRS Passports/ <i>Pasaportes</i> Triumphs Words Their Way AIMsWEB | Intervention group lists will include 100% of students in need determined by data. Attendance Progress monitoring will be consistently utilized to track student progress. 100% of teachers participate in daily math computational fluency program. | 2013-2014 | |
| D. Provide ongoing professional development to meet identified teacher and student needs. | Principal Math/Science Coach Literacy Coaches | LETRS Kagan Cooperative Learning training Dual Language training Genre Study Others as needed | Coaches' logs will indicate that at least one coach was in attendance at 75% or more of team meetings during the first semester. Coaches' logs will indicate that 100% of K-5 teachers were observed at least once. Coaches' logs will indicate additional coaching for all teachers requesting support or identified as needing support. 100% of K-5 teachers will participate in external LETRS coaching. 100% of teachers new to Perez will participate in Day One of Kagan training. | 2013-2014 | |
| E. Encourage independent reading through tracking and incentive programs. | Librarian Literacy coaches Teachers | Classroom library books AR | 100% of students in 1st-5th grades will have AR accounts. 90% of students in PK-5th grades will achieve their | 2013-2014 | |

| | | | | | |
|--|---|--|--|-------------|--|
| | | | independent reading goals. | | |
| F. Provide effective early interventions by teachers and staff members for students experiencing academic, social, and behavioral difficulties, thereby reducing grade level retention and referrals for special education services. | Principal Assistant Principal Counselor | SEL LETRS AIMSweb access K-5 Moving With Math TEMI | Teachers will use the three-level intervention model and the eCST system. Intervention group lists will include 100% of students in need. CST meeting logs will include 100% of students being considered for retention or placement. Teachers will have retention checklists signed by parents for 100% of students being considered for retention or placement. | 2013-2014 | |
| G. Increase the number of Gifted & Talented teachers' and parents' awareness of GT criteria and increase the number of nominations. | GT Advocate Counselor | None | 90% of 1 st -5 th grade teachers will nominate at least one student for GT in the fall and/or spring. | 2013-2014 | |
| H. Assist EC and pre-k students to transition to kindergarten. | Pre-k and Kinder Academic Team Leaders | | 100% of PK and K teachers will attend a transition meeting. At least 30% of pre-k parents will attend a transition meeting. | Spring 2014 | |
| I. Provide support to ELLs to ensure that they are academically successful. | Assistant Principal Teachers | Dual Language Resources | Professional development certificates. Classroom observations. Lesson plans and planning meeting notes. | 2013-2014 | |

Table #CI-2

☐ State: Below safeguard target ☐ AYP: Area of low performance
Objective: Increase attendance rates.

Applicable Strategic Plan Goal(s): 3

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|--|---------------------------------------|--|--------------------------|--------|
| A. Communicate with parents and students regarding the importance of regular and on-time attendance. | Classroom teachers Principal | Compulsory Attendance Law Training | At least 3 reminders regarding on-time attendance will be sent home in writing. Evidence of recognizing daily perfect attendance will be observed in all K-5 classrooms. The attendance bulletin board will be posted in the cafeteria. 100% of eligible K-5 students will receive ribbons and/or certificates. Teacher and office staff will document communication with parents of 100% of students who exceed 3 tardies or absences. | 2013-2014 school year | |
| B. Refer students with ten or more absences or tardies to the CST team and implement recommendations. | Classroom teachers Parent Support Specialist Assistant Principal | Campus attendance flow chart | CST logs will include 100% of students who have 10 or more unexcused absences or tardies. | 2013-2014 school year | |

| Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|--|-------------------------------|--|--|--------------------------|--------|
| Objective: Increase 5 th grade students meeting proficiency in Technology Literacy Assessment. | | | | | |
| Applicable Strategic Plan Goal(s): 3 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| A. Provide all students the opportunity to complete the grade level lessons on learning.com. | Technology specialist ITRC | Time in computer lab and with computer carts. Set up of classes in the learning.com system. | Learning.com rosters will include all K-5 students by October and all new students thereafter. All K-5 students will have the opportunity to use computers for TEKS-based learning opportunities. All classes will demonstrate progress on learning.com in December, March, and May. | May 31 | |

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

| Table #DR-1 | | | | | |
|---|------------------------|---|--|---------------------------|--------|
| Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12. | | | | | |
| Applicable Strategic Plan Goal(s): 1,2 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| A. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks. | Teachers CSH Team | Teachers health lessons | Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught. | June 4th | |
| B. The campus will show evidence of an environmental change using Coordinated School Health materials. | CSH Team | Time with staff during a faculty meeting to discuss CATCH | Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events. | October 31 st | |
| D. 85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments. | P.E. Teachers | PE Materials located on School Net | Students' data will be entered in Grade Speed according to grade level and teacher. | August 26 th | |
| E. 100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram. | P.E. Teachers | Fitnessgram CD Rom | All students' data will be entered in Fitnessgram according to teacher and campus. | October 30 th | |
| F. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity. | P.E. Teachers Nurse | AISD access | Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity. | December 13 th | |

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------|---|---|--|--------|
| G. Annually Principals will ensure that campus staff, teachers, and parents receive the campuses Fitnessgram report/results. | P.E. Teachers Principal | I can share this information at the end of each semester. | Spot checks to see if data were received. | December 20 th & June 4 th | |
| H. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly. | P.E. Teachers Teachers | Equipment | Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans. | May 5 th | |
| I. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local). | Principal | N/A | No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services. | August 26th | |

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|---|--|--|--------------------------|--------|
| A. Promote a safe, secure, and positive school climate for students, staff, and parents. | Principal Assistant Principal Counselor PBS team | Preventative Resources (programs that focus on anti-bigotry, anti-hate, empathy) for all grade levels. | Morning assembly will be held daily. PBS minutes will reflect planning for next steps. 100% of required staff will turn in completion certificates for the TBSI. "No Bully" information will be sent to parents and visible in the school. No Place for | 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 |
|--|-----------------------------|---|---|--------------------------|--------|
| | | | <p>Hate programming continues in morning assembly and campus-wide.</p> <p>At least three service activities will be implemented.</p> <p>SEL lessons are delivered in all classrooms and school-wide reinforcement of SEL skills and strategies is observed in interactions between staff and students.</p> <p>At least 15 5th grade students will be on the safety patrol roster.</p> | | |
| B. Intervene to support students who receive multiple referrals. | AP PBS team Counselor | PD to differentiate between a referral and sending someone to the office. | <p>CST logs and notes from Student Support Team meetings will document support and planning for 100% of students with identified behavior challenges.</p> <p>School staff will collaborate with CIS to support students and families.</p> <p>SEL: provide strategic, intensive interventions to students who are referred repeatedly.</p> <p>Active collaboration with parents for students who are in need: administration, teachers, and parents meet to discuss behavior and strategies to improve</p> | 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 |
|--|--|---|--|--------------------------|--------|
| | | | behavior. | | |
| C. Continue to effectively implement Social Emotional Learning throughout the campus in order to encourage and teach skills needed for students to relate to others and handle emotions. | Administration Counselor Teachers TAs | SEL Training 2 nd Step Curriculum | <p>100% of teachers implementing weekly SEL lessons.</p> <p>100% of teachers effectively use a Peace Zone in their classrooms.</p> <p>Students exhibiting the following behaviors:</p> <ol style="list-style-type: none"> 1. Manage emotions and behavior 2. Show understanding and empathy 3. Make ethical, constructive choices about behavior 4. Form positive relationships, work in teams, deal with conflict | 2013-2014 school year | |

Table #DR-3

Objective: Parent engagement will increase.

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 |
|--|--|---|--|--------------------------|--------|
| A. Communicate with parents about the state testing requirements and how they can help their children achieve. | Parent Support Specialist Math Coach Literacy Coaches Teachers | District/state informational packet | Teachers will discuss STAAR testing requirements at parent conferences with 100% of 3 rd , 4 th , and 5 th graders. | February 2014 | |
| B. Host events to increase the family-school connection regarding academics. | Literacy committee Math committee CATCH committee | Funds, data, continued professional development | At least 200 people will attend the family literacy night. At least 200 people will attend the family math/science night. At least 200 people will attend the Family Fitness Night. | 2013-2014 school year | |
| C. Promote parent engagement to support student academic success. | Parent Support Specialist Office admin staff Teachers CIS | Data, continued professional development Funds for buses | 1. Provide assessment results to parents in English and/or Spanish along with explanatory guides. Provide translation services for families speaking other languages if needed. 2. At least 250 people will join the PTA. 3. PTA agendas and minutes will reflect the school mission and goals. 4. A newsletter will go home each month from September to May. 5. At least 4 different parent classes will be offered. 6. At least 30 Perez parents will enroll in adult ESL classes. 7. Parent volunteer hours will | 2013-2014 school year | |

Table #DR-3

Objective: Parent engagement will increase.

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 |
|-------------------------------|-----------------------|---------------------------------------|---|--------------------------|--------|
| | | | <p>match or exceed the hours from the previous year.</p> <p>8. CAC minutes will reflect student and parent concerns.</p> <p>9. Parent involvement policy and home/school compact will be sent to 100% of parents.</p> <p>10. At least 10 parent meetings will be held during the year.</p> <p>11. CIS will meet or exceed target for families served (see CIS plan).</p> <p>12. Volunteers will be recognized at an annual celebration.</p> <p>13. At least 6 family field trips will take place. Sign-in sheets will show increased attendance compared to the previous year.</p> <p>14. Staff development agendas will show the value and contributions of parents.</p> | | |
| | | | | | |

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 |
|--|---|--|---|--|--|
| Provide deep foundational knowledge of how students learn to read, write and spell. | Principal AP Literacy Coach Reading Specialist | Continued Coaching Support with National LETRS Trainer-Dr. Danielle Thompson AIMSWeb access for Grades K-5 LETRS Modules 1-3 Training for Coach and 6 Primary teachers. | PA and Phonics Components specifically designated on teacher schedules Evidence of PA and Phonics components observed in classroom Progress monitoring in AIMSweb and ATVS completed as scheduled | Ongoing | Initial LETRS Training provided for K-2 Teachers in Spring 2013 Data input complete for AIMSWeb Training of Modules 1-3 tentative for Fall Semester. Continued training scheduled for Summer 2014 |
| Provide training on effective use of cooperative learning structures. | Principal | Travel and registration funds for Kagan training. | New-to-Perez staff will all receive Day #1 of Kagan Cooperative Learning training. (All returning staff attended days #1 and #2 last year.) If funds permit, send additional teachers to five-day summer institute. | October 17 | |
| Provide ongoing training on effective implementation of the district's Dual Language (DL) enrichment instructional model | Lead DL Teacher Principal | District training Release days for campus lead DL teacher | 100% of DL classrooms in grades K-4 will reflect effective implementation of the district DL model, both in environment and instruction. October visit by Gómez and Gómez will result in an exemplary implementation rating. | Classrooms set up for implementation visit at the end of October. Continued coaching and professional development all 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 |
|---|---|---|--|--------------------------|--------|
| Provide teachers with coaching, including feedback, modeling, on the job professional development, etc. | Principal APs Instructional specialists | Funding for Title I funded instructional specialists BTEN coaching support for teachers in first 3 years | All teachers will have opportunities for professional growth through coaching. 100% of teachers in their first three years will receive regular coaching on a two-week cycle of observation and feedback. | Ongoing | |
| Provide ongoing professional development to meet identified teacher and student needs, e.g., genre study, vertical alignment of writing, math problem solving, 800-word challenge, math computational fluency program, etc. | Principal Math Coach Literacy Coaches | | Attendance sign-in sheets will show attendance by all targeted teachers at professional development events. Coaches' logs will document participation at team planning meetings and coaching of teachers. | Ongoing | |

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% 6.9%

Source: SPED C-IEP (A)

Does Campus Performance Require Inclusion of This Objective (Yes or No): No, but still working toward improvement.

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 |
|--|---|--|---|--------------------------|--------|
| Provide interventions during the day or after school for students who need additional instructional support. | Instructional specialists | Intervention materials Professional development | Documentation through eCST of goals, intervention strategies, and progress monitoring | Ongoing | |
| Continue to strengthen effective implementation RTI (Response to Intervention) | Principal Special education teachers Inclusion teachers | RTI Training Tutors | Teachers will use eCST to document the three-tiered intervention model of RTI | 2013-2014 school year | |
| | | | | | |

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 |
|--|---|---|---|--------------------------|--------|
| A. Reduce the 3.8% rate of identified special education African American students. | Principal Special education teachers Inclusion teachers | RTI Training Cultural Proficiency Training | Rate decrease Data Dismiss African American Students from Sped status | 2013-2014 school year | |

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): 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 |
|--|--|---|---|--------------------------|--------|
| A. Provide interventions and support for the sped students to remain on campus and not be removed to DAEP. | Principal Special education teachers Inclusion teachers | Cultural Proficiency Training | Reduce time in alternate schedules | 2013-2014 school year | |
| B. Reduce 1.2% of special education students sent to DAEP. | Principal Special education teachers Inclusion teachers | Cultural Proficiency Training | More campus based interventions Proactive Greater focus on TIER III interventions & support | 2013-2014 school year | |
| C. Support from District Behavior Specialist | District personal Principal Special education teachers Inclusion teachers | Strategies, trainings, model Specific resources for behavior interventions | Reduce time in alternate schedules | 2013-2014 school year | |

Special Education Service in LRE – All Levels

| Table #DR-11 | | | | | |
|--|---|---|--|--------------------------|--------|
| Objective: Maintain 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 |
| Provide inclusion support. | Principal Special education teachers Inclusion teachers | Co-Teach Model Training TAs | Data Parent surveys | 2013-2014 school year | |
| Implement inclusive practices so that special education students receive instruction in the general education classroom to the maximum extent possible and plan collaboratively so that special education students receiving pull-out services receive instruction aligned to that of grade level peers. | Principal Special education teachers Inclusion teachers | More TAs Differentiation Instruction Power of Two Training (Co-Teach Model Training for general & Sped Teachers) | Special education IEPs, teacher schedules, and lesson plans. | 2013-2014 school year | |
| | | | | | |

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 |
| Monitor benchmark results and provide appropriate interventions. Use allowable accommodations to support students' success on the STAAR. | Principal Special education teachers Inclusion teachers Reading/Math Coach ACE Tutors Literacy Specialist | Differentiation Training STAAR allowable accommodations training | Increased benchmark scores More students taking STAAR | 2013-2014 school year | |
| Make testing decisions based on the PLAAFP and use instructional support and appropriate testing accommodations to enable more students in special education to take the regular STAAR test. | Principal Special education teachers Inclusion teachers | TA support in classes | | 2013-2014 school year | |

| 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 | |
| Monitor benchmark results and provide appropriate interventions. | | Principal Special education teachers Inclusion teachers Reading/Math Coach ACE Tutors Literacy Specialist | Differentiation Training | Increased benchmark scores | 2013-2014 school year | | |
| Use allowable accommodations to support students' success on the STAAR. | | | STAAR allowable accommodations training | More students taking STAAR | | | |

ELL Proficiency Levels – All Levels

| | |
|---|-------------------------|
| Table #DR-15 | |
| Objective: Maintain 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 |
|--|-----------------------------|---------------------------------------|--|--------------------------|--------|
| A. Implement dual-language model for all ELLs in PK-4 th grade. Implement dual language light program and/or provide effective English as a Second Language instruction daily to all ELL students in 5 th grade, based on their present TELPAS levels. | Assistant Principal Coaches | Dual Language Training | <p>Observation of dual language and ESL classes.</p> <p>Schedules showing the appropriate Language of Instruction according to the district's dual language model.</p> <p>100% of bilingual teachers will provide an appropriate, data-driven balance of English and Spanish instruction.</p> <p>100% of Perez classroom teachers will be ESL or bilingual certified.</p> <p>Observed use of bilingual pair and Kagan structures in classrooms to increase speaking and listening skills.</p> <p>Lesson plans and team planning meetings reflect the use of district-provided dual language CRMs.</p> <p>Student work displays evidence of writing across the content areas and genres in language of instruction.</p> | 2013-2014 school year | |

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

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

| Programs/Services | Use |
|---------------------------------------|--|
| After-School Tutorials | After-school and Saturday classes for students identified as at risk of not meeting state standards in core content areas on STAAR. |
| General Supplies for at-risk students | Supplies as needed to support the instructional program of the school. Support for materials and programs for identified student at risk of not meeting state academic standard on STAAR. |
| Reading specialists | To provide reading interventions. Services provided to students performing below state standard on STAAR. (at-risk) |
| Elementary Counselors | To provide counseling services, specifically to students in need of additional social, emotional, behavioral, and academic supports to promote effective learning (at-risk). |
| Parent Support Specialist | To support parent involvement and serve students at risk and in need of additional social, emotional, behavioral, and academic supports to promote effective learning. Serves families in short term, temporary and long term crisis with community referral and school based supports. Promotes family stabilization and effective learning environments. |
| TOTAL | \$520,023.00 |

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 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 | 7 |
| 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 | 8-10 |
| Instruction by highly qualified staff | 29 |
| High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards | 9, 19, 20, 32, 33, 34 |
| Strategies to attract highly qualified teachers to high-need schools | 29 |
| Strategies to increase parental involvement | 17, 18, 34 |
| <i>For Elementary:</i> Transition to K assistance to Pre-K/EC students | 10 |
| Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) | 8 |
| Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards | 8, 9, 28 |
| Coordination and integration of federal, state, and local services and programs | 28 |
| Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results | 17 |

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 | | |
| Personnel | | | | |
| Literacy Specialist (Func. 13) | Provide professional development to improve teacher knowledge and skills and provide direct support to students. | Analysis of student performance data and observations and appraisals of teachers. | \$55,742 | Analysis of student performance data and observations and appraisals of teachers. |
| Math Specialist (Func. 13) | Provide professional development to improve teacher knowledge and skills and provide direct support to students. | Analysis of student performance data and observations and appraisals of teachers. | \$60,990 | Analysis of student performance data and observations and appraisals of teachers. |
| Intervention Teacher - .6 FTE (Func. 11) | Provide direct support to students in reading and math. | Analysis of student performance data. | \$35,850 | Analysis of student performance data. |
| Bilingual Reading TA (Func. 11) | Provide direct support to students in Spanish reading. | Analysis of student performance data. | \$36,755 | Analysis of student performance data. |
| Technology Specialist - .5 FTE (Func. 53) | Assist in setting up and maintaining instructional technology that supports student learning. | Technology assessment results. | \$21,996 | Technology assessment results. |
| Assistant Principal .5 FTE (Func. 23) | Provide instructional leadership and support academic program. | Student performance data shows high academic need. | \$35,335 | Analysis of student performance data and appraisal of assistant principal. |
| ACE Americorps reading tutors (Func. 11) | Provide 4 trained reading tutors to assist students | Analysis of student performance data. | \$10,000 | Analysis of student performance data. |

| | | | | |
|---|---|---|----------|---|
| | with reading in English and Spanish. | | | |
| Parent Support Specialist - .5 FTE (Func. 61) | Support parent engagement and education. | Analysis of school climate survey and review of parent involvement data. | \$21,053 | Analysis of school climate survey and review of parent involvement data. |
| Reading/math tutors during the day (part-time totaling 40 hours/wk) | Provide direct support to students in English and Spanish reading and math. | Analysis of student performance data. | \$15,000 | Analysis of student performance data. |
| Extra duty pay for interventions. | Provide interventions to students in English and Spanish reading, writing, math, and science, including students in special education. | Analysis of student performance data. | \$0 | Analysis of student performance data. |
| Instructional Supplies, Materials, and Equipment | | | | |
| Paper and other instructional supplies | To create materials for use in instruction and in the library. | Materials are required for delivering instruction. | \$16,608 | Analysis of student performance data. |
| Reading materials | Increase the reading materials, including science and Spanish, available in the school library, literacy library, and classroom libraries, including materials for special education. | Analysis of student performance data and inventory of reading materials. | \$12,512 | Analysis of book collections and student performance data. |
| Site licenses for Accelerated Reader (AR) and BrainPop | Web-based applications to support student learning in reading, math, and science. | Analysis of student performance data and AR data. | \$0 | Analysis of student performance data. |
| Computer equipment | Computers and printers to support student learning through instructional applications. | Review of availability of computers for students. | \$0 | Review of availability of computers for students. Analysis of student performance data. |
| Professional Development/Staff Training | | | | |
| Extra duty pay for professional development. | Provide stipends for teachers to attend trainings during the summer and other off-duty times. | Analysis of student performance data and observations and appraisals of teachers. | \$0 | Analysis of student performance data and observations and appraisals of teachers. |
| Consulting fees for | Contract with external | Analysis of student | \$0 | Satisfaction surveys of |

| | | | | |
|--|--|--|------------------|--|
| professional development | providers to provide professional development. | performance data and observations and appraisals of teachers. | | PD participants, analysis of student performance data and observations and appraisals of teachers. |
| Travel and registration to attend professional development conferences | Build skills and knowledge of our reading specialists. | Analysis of student performance. Needs assessment of current skills and knowledge. | \$0 | Review of new knowledge and skills. |
| Community Services (Function 61) | | | | |
| Bus transportation to family field trips (Texas Book Festival, Austin PowWow, Introduce a Girl to Engineering Day, Explore UT, etc.) | Provide educational experiences to students and their families in order to develop important background knowledge. | Questioning parents where they have or have not been to visit. | \$2,000 | Review attendance at events and participants' responses to attending. |
| Risograph lease | For lease of a Risograph machine for use in preparing parent communication and education materials. | Copies are required for parent communication and education. | \$888 | Archives of parent communications. |
| Supplies and materials for parent meetings, classes, and communications. | Hold parent meetings and classes and send written materials to inform parents and to engage them in school improvement work. | Review of past parent involvement. | \$1,168 | Review attendance at meetings. |
| Refreshments at parent involvement activities. | To support parent involvement and education. | Review of past parent involvement. | \$500 | Review attendance at meetings. |
| Registration and travel costs for parent training. | To develop parent leadership by sending parent support specialist and/or parents to training and/or conferences. | Review of parent engagement. | \$300 | Review attendance at meetings and parent activity in leadership positions. |
| Other Requests | | | | |
| 5% salary cushion | | | \$13,386 | |
| | | | \$ | |
| TOTAL (Must Match BTO Total) | | | \$340,083 | |

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 | 28 | 29 | 43.00 | 43 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | * | * | 38.00 | * |
| Hispanic | 26 | 27 | 42.00 | 42 |
| White | 53 | 53 | 63.00 | 63 |
| 2 or More | <1 | <1 | 38.00 | 20 |
| EcD | 26 | 26 | 42.00 | 41 |
| ELL | 20 | 21 | 37.00 | 37 |
| Spec Ed | 54 | * | 42.00 | * |
| | | | | |
| 3rd English | 38 | 34 | 48.00 | 47 |
| 3rd Spanish | * | * | 52.00 | * |
| 4th English | 34 | 29 | 44.00 | 43 |
| 4th Spanish | * | * | 30.00 | * |
| 5th English | 26 | 34 | 48.00 | 47 |
| 5th Spanish | <1 | * | 36.00 | * |

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 | 17 | 25 | 40.00 | 40 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | * | * | 43.00 | * |
| Hispanic | 16 | 24 | 39.00 | 39 |
| White | * | * | 47.00 | * |
| 2 or More | <1 | <1 | 43.00 | 20 |
| EcD | 14 | 24 | 40.00 | 39 |
| ELL | 14 | 19 | 36.00 | 35 |
| Spec Ed | * | * | 47.00 | * |
| | | | | |
| 3rd English | 26 | 28 | 43.00 | 43 |
| 3rd Spanish | <1 | <1 | 43.00 | 20 |
| 4th English | 22 | 28 | 43.00 | 42 |
| 4th Spanish | <1 | <1 | 43.00 | 20 |
| 5th English | 14 | 23 | 39.00 | 38 |
| 5th Spanish | <1 | <1 | 39.00 | 20 |

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 | 27 | 15 | 32.00 | 32 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | <1 | * | 36.00 | * |
| Hispanic | 24 | 15 | 32.00 | 32 |
| White | * | <1 | 40.00 | 20 |
| 2 or More | >99 | n/a | 36.00 | n/a |
| EcD | 26 | 14 | 31.00 | 31 |
| ELL | 25 | 16 | 33.00 | 33 |
| Spec Ed | * | <1 | 20.00 | 20 |
| | | | | |
| 4th English | 30 | 14 | 32.00 | 31 |
| 4th Spanish | 23 | 17 | 34.00 | 33 |

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 | 16 | 23 | 39.00 | 38 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | * | * | 60.00 | * |
| Hispanic | 15 | 20 | 37.00 | 36 |
| White | * | * | 52.00 | * |
| 2 or More | n/a | <1 | 60.00 | 20 |
| EcD | 14 | 20 | 37.00 | 36 |
| ELL | * | 20 | 36.00 | 36 |
| Spec Ed | <1 | <1 | 20.00 | 20 |
| | | | | |
| 5th English | 16 | 24 | 40.00 | 39 |
| 5th Spanish | | <1 | 20.00 | 20 |

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 | 16 | 10 | 19.00 | 19 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | * | <1 | 10.00 | 10 |
| Hispanic | 15 | 9 | 18.00 | 18 |
| White | 40 | * | 34.00 | * |
| 2 or More | <1 | <1 | 10.00 | 10 |
| EcD | 15 | 8 | 18.00 | 17 |
| ELL | 13 | 5 | 15.00 | 15 |
| Spec Ed | * | <1 | 10.00 | 10 |

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 | 4 | 7 | 16.00 | 16 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | <1 | <1 | 10.00 | 10 |
| Hispanic | 4 | 6 | 16.00 | 15 |
| White | * | * | 28.00 | * |
| 2 or More | <1 | <1 | 10.00 | 10 |
| EcD | 3 | 6 | 16.00 | 15 |
| ELL | * | * | 14.00 | * |
| Spec Ed | <1 | <1 | 10.00 | 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 | * | * | 13.00 | * |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | <1 | <1 | 10.00 | 10 |
| Hispanic | <1 | * | 13.00 | * |
| White | * | <1 | 10.00 | 10 |
| 2 or More | <1 | n/a | 10.00 | n/a |
| EcD | * | * | 13.00 | * |
| ELL | <1 | * | 15.00 | * |
| Spec Ed | * | <1 | 10.00 | 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 | 17.00 | 16 |
| Asian | n/a | >99 | 100.00 | >99 |
| AA | <1 | <1 | 10.00 | 10 |
| Hispanic | * | * | 15.00 | * |
| White | * | * | 28.00 | * |
| 2 or More | n/a | <1 | 10.00 | 10 |
| EcD | * | * | 14.00 | * |
| ELL | <1 | * | 14.00 | * |
| Spec Ed | <1 | <1 | 10.00 | 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 | 79% | 83% | 76% | 85.00 | >=90% |
| Kinder DRA Spanish | 93% | 84% | 72% | 85.00 | >=90% |
| 1st DRA English | 47% | 38% | 46% | 85.00 | >=90% |
| 1st DRA Spanish | 75% | 73% | 55% | 85.00 | >=90% |
| 2nd DRA English | 40% | 28% | 32% | 65.00 | >=90% |
| 2nd DRA Spanish | 66% | 44% | 50% | 70.00 | >=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% | 95.9% | 95.7% | 95.8% | 96.3% | 96.1% | 97.20 |
| African American | 95.5% | 95.7% | 95% | 95.2% | 94.6% | 95.8% | 97.20 |
| Asian | 92.2% | 95.1% | 96.7% | 98.9% | 98.2% | 99.7% | 99.80 |
| Hispanic | 96.4% | 96.1% | 95.9% | 96% | 96.5% | 96.3% | 97.20 |
| Native American | | | | 96% | 99.4% | | 0.00 |
| White | 93.9% | 94.3% | 93.2% | 93.8% | 93.9% | 93.6% | 95.00 |
| 2 or More | | | | 95.4% | 91.1% | 91.8% | 93.00 |
| EcD | 96.2% | 95.9% | 95.7% | 95.9% | 96.2% | 96.1% | 97.20 |

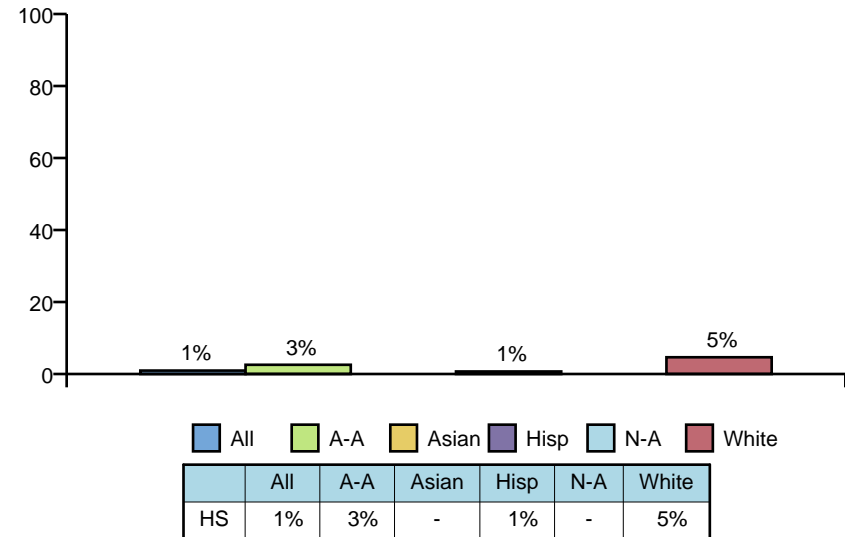
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

| Student Group | Enrollment 2012-13 |
|------------------|--------------------|
| All Students | 950 |
| African American | 39 |
| Asian | 4 |
| Hispanic | 857 |
| Native American | |
| White | 43 |

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

Campus Suspension to Home



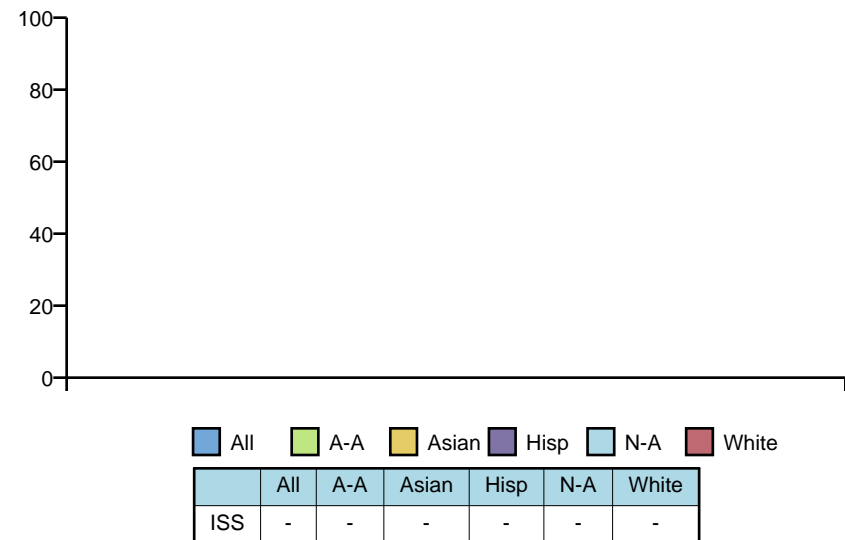
| | All | A-A | Asian | Hisp | N-A | White |
|----|-----|-----|-------|------|-----|-------|
| HS | 1% | 3% | - | 1% | - | 5% |

Campus Discretionary Removals



| | All | A-A | Asian | Hisp | N-A | White |
|----------|-----|-----|-------|------|-----|-------|
| Removals | <1% | - | - | <1% | - | 2% |

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 | 2 | .21% | 3 | .29% | 3 | .32% | 0.00 |
| African American | | | 1 | 1.79% | | | 0.00 |
| Asian | | | | | | | 0.00 |
| Hispanic | 1 | .12% | 2 | .22% | 2 | .23% | 0.00 |
| Native American | | | | | | | 0.00 |
| White | 1 | 1.82% | | | 1 | 2.33% | 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 | 10 | 1.05% | 18 | 1.73% | 9 | .95% | 0.53 |
| African American | 1 | 2.04% | 2 | 3.57% | 1 | 2.56% | 2.56 |
| Asian | | | | | | | 0.00 |
| Hispanic | 7 | .84% | 15 | 1.63% | 6 | .7% | 0.35 |
| Native American | | | | | | | 0.00 |
| White | 1 | 1.82% | 1 | 1.72% | 2 | 4.65% | 2.32 |

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 | 12 | 1.26% | 12 | 1.15% | | | 0.00 |
| African American | 2 | 4.08% | 4 | 7.14% | | | 0.00 |
| Asian | | | | | | | 0.00 |
| Hispanic | 8 | .95% | 7 | .76% | | | 0.00 |
| Native American | | | | | | | 0.00 |
| White | | | 1 | 1.72% | | | 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 | 703 | 803 | 888 | 900 | 847 |
| African American | 55 | 62 | 53 | 38 | 35 |
| Asian | 3 | 4 | 2 | 2 | 4 |
| Hispanic | 608 | 694 | 760 | 795 | 752 |
| Native American | | | 2 | 1 | |
| White | 37 | 43 | 41 | 43 | 37 |
| 2 or More | | | 30 | 21 | 19 |

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 | 235 | 16 | 7% | 239 | 13 | 5% | 4.00 | Decrease % ELL students scoring at beginning level on TELPAS Reading |
| African American | - | - | - | - | - | - | 0.00 | |
| Hispanic | 233 | 15 | 6% | 235 | 12 | 5% | 4.00 | |
| White | * | * | * | * | * | * | 0.00 | |
| EcD | 231 | 16 | 7% | 233 | 12 | 5% | 4.00 | |
| Special Ed | * | * | * | 6 | 3 | 50% | 40.00 | |

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 | 10 | 4 | 40% | 8 | 4 | 50% | 8 | 5 | 63% | * | * | * | * | * | * | * | * | * |
| F | Hispanic | 141 | 82 | 58% | 66 | 39 | 59% | 160 | 75 | 47% | 73 | 38 | 52% | 176 | 100 | 57% | 101 | 61 | 60% |
| F | White | 12 | 4 | 33% | 7 | 3 | 43% | 6 | 1 | 17% | 6 | 2 | 33% | 8 | 5 | 63% | * | * | * |
| F | | 163 | 90 | 55% | 81 | 46 | 57% | 174 | 81 | 47% | 83 | 43 | 52% | 188 | 106 | 56% | 106 | 63 | 59% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | African American | 8 | 6 | 75% | 7 | 7 | >99% | 11 | 5 | 45% | 7 | 5 | 71% | 10 | 4 | 40% | 5 | 3 | 60% |
| M | Hispanic | 143 | 64 | 45% | 86 | 66 | 77% | 137 | 55 | 40% | 76 | 53 | 70% | 149 | 88 | 59% | 75 | 61 | 81% |
| M | White | 14 | 8 | 57% | 10 | 10 | >99% | 8 | 5 | 63% | 7 | 5 | 71% | 9 | 9 | >99% | * | * | * |
| M | | 165 | 78 | 47% | 103 | 83 | 81% | 156 | 65 | 42% | 90 | 63 | 70% | 168 | 101 | 60% | 84 | 68 | 81% |
| total | | 328 | 168 | 51% | 184 | 129 | 70% | 330 | 146 | 44% | 173 | 106 | 61% | 356 | 207 | 58% | 190 | 131 | 69% |

Data Source: AISD Fitnessgram