

Fulmore Middle School
2013-2015
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	Lisa A. Bush	9/30/13
Co-Chair	Elizabeth Martin	9/30/13
Co-Chair	Cindy Anderson	9/30/13



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	Lisa A. Bush

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Cindy Anderson	✓					Malinda Michaud, CAP
Parent	Kathryn Torres						Debi Price, Magnet AP
Parent	Elaine Martinez						
Parent	Robert Kimzey						
Parent	Sarah Blankenship			✓			
Parent	Varshna Narumanchi-Jackson						
Professional Staff Member	Kathryn Kaufman				✓	✓	
Professional Staff Member	Amy Martin				✓		
Professional Staff Member	Elizabeth Martin				✓		
Professional Staff Member	Kayan McKreith				✓		
Professional Staff Member	Shelly Buono				✓	✓	
Professional Staff Member	Terry Hiner						
Classified Staff Member	Lucy Rodriguez		✓				
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Tim Boswell						
Community Representative	Tim Boswell						

CAMPUS ADVISORY COUNCIL: CAC Database Information

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

Schedule for Regular CAC meetings:	
Normal Day of the Month (e.g., 2 nd Tuesday):	2 nd Monday of the month
Normal Time:	5:30-6:30 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
8	8

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- STAAR scores and reports, C-IEP report
- Climate survey

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

- Differentiated PD for teachers
- Student attendance
- Increased STAAR scores

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1					
Objective: Increase student attendance rates to meet the 98% campus goal.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
1) Attendance Meetings will be conducted every Tuesday including Administrators, Counselors, Parent Support Specialist, Drop Out Specialist, & Attendance Specialist	Assistant Principals, Counselors, Dropout Intervention Specialist, Parent Support Specialist, Attendance Specialist	1) Monitor weekly attendance lists and meet with students and parents 2) Begin the CST tracking process as soon as possible	1) Attendance data 2) Track student meetings and progress through eCST	Weekly	In Progress
2) Conduct Parent Attendance Forums for parents with students that have multiple unexcused absences. Parents will be given the opportunity to ask questions about attendance and truancy issues.	Dropout Intervention Specialist, Attendance Specialist, Parent Support Specialist	1) Pick dates for Parent Forums 2) Set topics for discussion 3) Arrange for food for forum	1) Increased attendance rates 2) Fewer students filed on for truancy.	Fall Semester	Not Yet Started
3) Implementation of GLAM girls support group, ACE Afterschool Program, and CIS	Assistant Principal and Counselor	1) Community funding through Grace United Methodist Church. 2) Guest speakers recommended by counseling staff	1) Monthly meeting scheduled and sign in sheets recording the number of students attending	Monthly	In Progress

Table #CI-1					
Objective: Increase student attendance rates to meet the 98% campus goal.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
4) Implementation of Launch Pad program.	Counselors and Drop Out Intervention Specialist	1) After School classes on Tuesdays	1) Classes scheduled and advertised on campus.	Weekly	Not Yet Started

Table #CI-2 1					
<input checked="" type="checkbox"/> State: Below safeguard target					
Objective: Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups by 10%.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
1) Analyze STAAR, and STAAR-M (from Spring 2013) data for each subject area tested to determine overall campus trends for the purpose of meeting AYP indicators.	Principal	1) During start of school professional development campus will review data to notice trends in each STAAR tested area, focusing on subpopulations. 2) Part of Monday PLC time will be reserved for on-going data analysis for common assessments and alignment to STAAR rigor.	1) Revisit data throughout the year and compare it to new benchmark and SCA data assessed	November Professional Development	Finished
2) Campus will use resources to staff content specialists in an effort to further support academic intervention.	Principal and Comprehensive Director	1) Principal will hire Math and Reading Specialists. In compliance of the TLI grant a literacy coach will also be added to campus staff.	1) Specialist and coaches will develop interventions for Tier 3 students. Specialists and coaches will also review data to identify target students and provide appropriate academic support to each child.	Beginning of school year	Finished
3) Every student (except Pre-Ap and Advanced) will have a block Math and ELA classes.	Comprehensive Director and Counselors	1) Ensure students are scheduled	1) Monitor student benchmarks & classroom assessments	Beginning of school year	Finished

Table #CI-2 1

☒ State: Below safeguard target**Objective:** Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups by 10%.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
4) Intervention for ELA takes place a Read 180 Program for students with the highest need and TLI reading intervention class.	Comprehensive Director, Counselors	1) Ensure students are scheduled	1) Monitor student benchmarks & classroom assessments	Beginning of school year	Finished
5) Develop and maintain individual student data tracking system binders containing STAAR, benchmark, and class scores that impacts instructional adjustments.	Principal, Administrative Team, Instructional Coaches; and Teachers	1) Assemble teacher binders 2) Update with ongoing assessments & data 3) Provide PD to support & train teacher on gathering & interpreting data from SchoolNet, AIMSweb. 4) Principal meets with each teacher twice a year to review data binder	1) SCA evidence 2) AIMSweb monitoring 3) Teachers use binders on a regular basis to keep up with students' status.	Weekly updates by teachers	In Progress
6) Design and implementation of intervention based tutorial program for all core STAAR tested subjects using available funds for the purposes of meeting state and federal accountability.	Comprehensive Director	1) Select target group for tutoring 2) Set tutoring schedule 3) Inform students & parents 4) Monitor program 5) Set academic goals for students in eCST	1) Monitor student group SCA, benchmarks & last year's STAAR data	Spring Semester	Not Yet Started
7) Teachers use district PLC planning process to collaboratively create rigorous instruction. Teachers will include in their lesson plans detail instructional strategies to address LEP, SPED and GT students' needs.	Principal and Administrative Team	1) Ensure that teachers are using their teaming time effectively by having admin meet with them on a regular basis to provide support	1) Walk through observations 2) PDAS 3) Lesson Plans 4) eCST documentation	Weekly	In Progress
8) Administrators will attend and	Principal, Assistant	1) All administrative team	1) Alignment of student task	Weekly	In Progress

Table #CI-2 1		☑State: Below safeguard target			
Objective: Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups by 10%.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
monitor PLC lesson planning sessions and give feedback to the group	Principals, and Instructional Coach	review lessons and attend meetings while instructional coaches facilitate and offer feedback	to the STAAR standards		
9) Increase high level engagement of students and academic talk	Principal and Administrative Team	1) Learning walks with staff 2) Bloom's training 3) Questioning Strategies 4) Sheltered Instruction strategies (SIOP) 5) Inclusion of ELPS	1) Walk through observations 2) Writing out questions for each day in lesson plans 3) Ensure alignment of ELPS to TEKS and activities in lesson plans	Weekly	In Progress
10) Create, implement and review a RTI structure through CST for high need students.	Principal and Administrative Team	1) Tier 1, 2, & 3 defined for each core content area: Tier 1: Classroom – Monitor all students in general education progress monitoring. Tier 2: Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes. Tier 3: Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.	1) Teacher implementation of the three tiers 2) Student participation in the three tiers 3) Student successes in the three tiers based on common assessments 4) Use of AIMSweb to monitor progress in Math and ELA 5) Specialists and Coaches will monitor, assess, and revise intervention strategies for each identified student	Weekly	In Progress
11) The school will provide specialized professional development to staff	Principal and Administrative Team	1) School will send core teachers to receive	1) Teachers will use strategies learned to inform	October	In Progress

Table #CI-2 1		<input checked="" type="checkbox"/> State: Below safeguard target			
Objective: Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups by 10%.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
throughout the school year.		Margret Kilgo training 2) Any Given Child curriculum support materials.	instruction and make instructional adjustments based on STAAR data. 2) Any Given Child activities present in professional development sessions.		
12) Texas Literacy Initiative (TLI) Grant provides a reading specialist to work with students and teachers to support our literacy initiative.	TLI Grant Funded Coach	1) Identify and schedule student group using Lexile and STAAR scores	1) Professional Development provided by Reading Specialists	Beginning of school year	In Progress
13) Implement Numerical Fluency program through block Math class with elective support.	Principal, Comprehensive Director, Math Instructional Coach	1) Math Fluency binder for teachers and graders 2) CSI notebooks for all students	1) Progress and monitoring will be evident in campus google doc. Math teachers will be setting time in class to dedicate time to initiative	September	In Progress
14) Implement 1300 Word Challenge in block ELA classrooms.	Principal, Comprehensive Director, ELA Instructional Coach	1) Word list and monitoring sheets	1) Student's word lists will be progressing over time. ELA teachers will be setting time in class to dedicate time to initiative	September	In Progress
15) Implement interactive notebooks in Math, English, Social Studies, and Science	Comprehensive Director and Instructional Coaches	1) District created journals and teacher created journals.	1) Evidence of implementation will be documented in walkthroughs.	September	In Progress
16) Faculty Book Studies	Principal	1) Book Titles: <i>38 Academic Language Builders, Marzano, & Teach Like A Champion</i>	1) Increase student academic performance through benchmarks and passing rates for each six-week grading period. 2) Decrease the number of referrals 3) Increase in the number of ELLs and SPED students	Ongoing	In Progress

Table #CI-2 1 <input checked="" type="checkbox"/> State: Below safeguard target					
Objective: Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups by 10%.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
			passing STAAR		
17) Implement Any Given Child strategies in all classrooms and subjects.	Principal, Comprehensive Director, and Instructional Coaches	1) Any Given Child materials and professional development	1) Activities listed and planned for in lesson.	Ongoing	In Progress
18) Improve missed safeguards: a. Reading and Writing: ELL, Hispanic, Eco Dis, and SPED b. Math: ELL c. Science: SPED and ELL d. Social Studies: Hispanic, Eco Dis, SPED, and ELL	Instructional Leadership Team	Specialized intervention during class time and outside the school day that target missed safeguards demographics	1) ELL specialized Math and ELA classes 2) Writing camp 3) Saturday Math camp 4) Professional development using research on ELL best practices 5) SPED progress and intervention monitoring through eCST	Ongoing	In Progress

Table #CI-3					
Objective: Increase Gifted & Talented Program participation by students in under-represented groups by 10%.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
1) Campus wide GT nomination process implemented with fidelity to district and state expectations.	Magnet Director, GT Advocate	1) Nomination process initiated by Magnet Director and GT Advocate 2) Students are tested 3) Portfolio samples collected 4) GT Committee determines student GT status upon review of test scores, parent/teacher surveys, and portfolio samples	1) Increase in overall number of GT students tested and identified concentrating on underrepresented groups 2) Increased of communication between parents and GT advocate.	Fall Semester	In Progress
2) GT Innovative After School Club-focus on the environment, civics, and community service offered to GT students.	Magnet Director, Magnet Teachers	1) Recruit teacher leaders 2) Establish meeting times 3) Create lessons & activities	1) Increase in overall number of fall GT students and newly identified spring GT students participating in after school	September	In Progress

Table #CI-3

Objective: Increase Gifted & Talented Program participation by students in under-represented groups by 10%.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
			programs and field trips		
3) Academic competitions and showcase opportunities provided and supported by staff to enable students to begin to build their academic resumes.	Magnet Director	Activities include: 1) Duke Tip – Valerie Garcia and Ann Marquez 2) Math counts- Shaun Sikes 3) Falcon Cry Journalism – Goldbarth 4) Mock Trial – Johnny Galan 5) Evening of Law – Johnny Galan 6) Austin Film Festival – Alejandro Gonzalez 7) Quiz Bowl – Sean Murray 8) National French Exam – Hannah Ames 9) Model UN – Neal Cawlfild 10) National Spanish and AP Exam – Federico Pisano 11) Robotics – Amy Martin 12) Future Problem Solvers- Elsbeth Clarson	1) Students participating in one or more academic competitions	Throughout school year	In Progress
4) Provide 3 to 4 informational GT parent meetings centered on topics of interest.	Magnet Director and counselors	1) Outside presenters as requested	1) Parent sign-in sheets verifying attendance at meetings	Fall and Spring Semester	In Progress

Table #CI-4

Objective: Increase number of college ready students as evident in Level III STAAR Scores by 5%

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
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Table #CI-4

Objective: Increase number of college ready students as evident in Level III STAAR Scores by 5%

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
1) In planning, focus on academic questioning and level of rigor to be implemented during instruction	Assistant Principals, Instructional Coaches, and Magnet Director	1) Lesson plans will include pre-planning higher order thinking questions according to Bloom's Taxonomy; rigor will be identified during student engagement and informal assessment; both academic vocabulary and rigor must align to the TEKS standards, ELPS will be incorporated into lesson plans and aligned with TEKS.	1) PLC schedule 2) Lesson Plans 3) Staff Development 4) Walkthrough observation and feedback	Weekly	In Progress
2) AVID classes & Strategies implemented	Comprehensive Director, AVID Coordinator, AVID Elective Teacher	1) Team of teachers trained 2) Six AVID classes offered 3) Target students to participate in class 4) Progress monitoring with regular notebook checks and eCST	1) AVID in Master Schedule 2) Increase in number of student who identify AVID on choice sheets and are enrolled.	Beginning of the year and ongoing	In Progress
3) Building a culture of reading to increase fluency.	Principal, Comprehensive Director, ELA Instructional Coaches, Language Arts Department Chair, ELAR Teachers	1) Literacy Night, "You Gotta Be the Book!" Costume Contest, Annual Campus Visit by an Author, Literacy Magazine, Book Fair, Fulmore READS Passport. 2) Advertise to students and parents 3) Teachers are provided reading materials such as: <i>The Light in Their Eyes</i> ,	1) Participation of students, parents, teachers and community members in all events. 2) Literacy electives included on master schedule such as: Heroes and Monsters, Dystopia Novel, Shakespeare, and Blank Page	Ongoing	In Progress

Table #CI-4

Objective: Increase number of college ready students as evident in Level III STAAR Scores by 5%

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
		<i>Teach Like A Champion, 38 Academic Language Builders, Marzano, & Lost at School</i>			
4) Literacy Night implementation.	Reading Instructional Coach, ELA Department Chair, ELA Teachers, Literacy Coach	1) Establishment of activities 2) Advertise to students and parents. 3) Building a culture of literacy by students and parents 4) Promote components of TLI grant.	1) Increase the participation of students and parents.	End of October	In Progress
5) Monitored walk through observations by instructional leaders, instructional coaches, and staff through learning walks.	Principal, Administrative Team, Instructional Coaches	1) Schedule learning walks with department chairs 2) Monitor administrator, instructional coach walk-throughs 3) Have one-on-one walk-through time with administrators and instructional coaches.	1) Written feedback Collaborative conversation	Weekly	In Progress
6) Use authentic, real-life problems and issues to construct hands-on activities that reflect state/national standards while engaging students.	Magnet Director, Instructional Coaches, Teachers	1) Plan lessons as a team to promote highly engaging activities 2) Monitor student data through SchoolNet, AIMSweb, and eCST (as part of SEL)	1) Lesson plans 2) Classroom observations 3) Student academic data and use of eCST for tracking SEL 4) Percent of student dialogue noted in observations.	Ongoing	In Progress
7) Ensure that all students enrolled in a	Magnet Director,	1) Lessons include higher	1) Lesson Plans	Ongoing	In Progress

Table #CI-4

Objective: Increase number of college ready students as evident in Level III STAAR Scores by 5%

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
pre-AP or magnet class score Level III; and that 15 percent of students in regular classes score Level III.	Comprehensive Director, Teachers	order questioning and student dialogue 2) Projects that offer choice, analysis, and transfer opportunities 3) Tutorials as needed	2) Classroom observations 3) MOY data		
8) 8 th Grade SSI Math STAAR camp implementation.	Comprehensive Director, Math Instructional Coach	1) Staffing & Schedule 2) Curriculum 3) Materials & Resources	1) Increase in students passing STAAR	Spring Semester	Not Yet Started
9) Math, Health (Falcons on the Move), and Science Night implementation.	Math Instructional Coach, Math Department Chair, Math Teachers, Science Department Chair, Science Teachers	1) Establish activities and materials 2) Advertise to students, parents, and community 3) Solicit local science community involvement 4) Building a culture of math by students and parents	1) Increase the participation of students and parents. 2) Participation of parents, students, teachers and community in all events.	Spring Semester	Not Yet Started
10) Literacy Night implementation	Reading Instructional Coach, ELA Department Chair, ELA Teachers, Literacy Coach	1) Establishment of activities 2) Advertise to students and parents. 3) Building a culture of literacy by students and parents 4) Promote components of TLI grant.	1) Increase the participation of students and parents.	End of October	In Progress

Table #CI-5

Objective: Decrease dropout rates.

Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
1) Implement separate advisory classes and train all middle school staff on the Social and Emotional Learning initiative, including anti-bullying strategies, transition to high school strategies (understanding graduation plans, credits, grade point average, and the like), attendance monitoring, and Second Step curriculum.	Comprehensive Director, Assistant Principals, and Advisory Team	1) Monitor absences in Advisory classes and have teachers follow up with all students 2) Provide opportunities for advisors to select and implement activities from No Place For Hate anti-bullying booklet with students- Students attend the yearly conference 3) Advisors counsel or provide students with strategies to combat bullying and successful transition to high school	1) Absence reports 2) Drop out reports 3) Banner award from Anti-Defamation League; Fulmore will maintain NO PLACE FOR HATE campus designation 4) Counselor visits classes about transitioning to high school 5) 8 th grade transition visit to Travis High School	Weekly	In Progress
2) Grade level principal & counselors work with Drop Out Specialist and Parent Support Specialist to review drop out lists.	Assistant Principals, Academic Counselors, Dropout Intervention Specialist, Parent Support Specialist, Teachers	1) Keep updated lists of drop out and potential at risk students and utilize the CST process.	1) Drop out numbers low 2) Track student social/emotional progress through eCST.	September	Finished
3) Offer attendance incentives to students such as: No Tardy Party, Falcon Cards, Class Competitions	SEL Team, Attendance Specialist, Assistant Principals, SEL teachers	1) Monitor attendance and communicate with teachers and other support staff. 2) Scheduling time for <i>No Tardy Parties</i> and organizing staff.	1) Increased awareness of the campus's 98% attendance goal. 1) Increased attendance rates across all three grade levels.	Ongoing	In Progress
4) Attendance plan that includes daily phone calls home.	Office staff with follow-up provided by Assistant Principals	1) Daily attendance logs	1) Updated spreadsheet with outcome of each daily phone call	Daily	In Progress
5) Hold yearly parent nights that inform students and parents consequences for absences. This will educate parents on	Assistant Principals, Dropout Intervention Specialist, Attendance	1) Pick dates for Parent Forums 2) Set topics for	1) Increased attendance rates 2) Fewer students filed on for	Fall and Spring Semester	Not Yet Started

Table #CI-5					
Objective: Decrease dropout rates.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources	Implementation Evidence	Timeframe for Completion	Status
why we need their children at school.	Specialist, Parent Support Specialist	discussion 3) Arrange for food for forum	truancy		

(add additional rows and tables as needed)

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Comply with the Federal, State, and Local wellness policy	Principal and Administrative Team	1) Principals will share the nutrition memo with staff, teachers, PTA, and parents 2) Principals will communicate contents of the policy across stakeholders 3) Principals will identify the three exempted days and email the information to AISD Health Coordinator 4) Teachers will use alternative rewards instead of food	1) No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	Ongoing	In Progress
2) Implement CATCH/ Coordinated School Health Program	Comprehensive Director, Teacher Leader	1) Utilize CATCH posters, flyers, marketing materials. 1) Establishment of CATCH lessons 2) Lesson planning CATCH activities	1) Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	Ongoing	In Progress
3) Ensure students participate in moderate to vigorous physical activity during PE and Brain Breaks during academic classes.	Comprehensive Director	1) Two semesters in 6 th grade, one semester in 7 th and one semester in 8 th	1) Master schedule. 2) Observed Brain Breaks in observations.	Daily	In Progress

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
4) Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Comprehensive Director	1) Include distribution of data on school calendar.	1) Spot checks to see if data were received.	Spring Semester	In Progress
5) Functional Fitness- Full year of 6 th grade PE initiated to increase fitness levels of students.	PE Teachers	1) Beginning of the year fitness assessments 2) On- going fitness training (mile run, curl ups, etc)	5) Improved Fitnessgram results in 7 th grade.	Beginning of school	Finished

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) All students on campus will be exposed to Social and Emotional Learning course.	Administrative Team and SEL Steering Committee.	1) District provided lessons and professional development for teachers.	1) Advisory team will provide lessons to teachers who will facilitate lessons in advisory.	Weekly	Finished
2) SEL support through advisory and BMC (Behavior Modification Center).	SEL Steering Committee, Administrators, BMC teacher, and all teachers.	1) Train staff and BMS teacher how to implement curriculum.	1) SEL lessons will be distributed through Advisory and BMC.	Weekly	In Progress
3) An Assistant Principal and a counselor will be paired together for every grade level	Principal	1) Each pair will follow the student group through all three grade levels.	1) Decrease in student referrals 2) Increase student attendance	Beginning of the year	Finished
4) Strategies for School Wide Implementation of PBIS: Develop a PBIS Academy	Assistant Principal, PBS Committee, Teachers	1) Establish monthly meeting dates 2) Set monthly agendas 3) Review "PBS hot topics" at team level	1) Decrease in overall discipline referrals 2) Attendance at monthly meetings 3) Hot topics discussed at	Ongoing	In Progress

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
		meetings 4) Monthly student PBS Academies will include students, parents, and teachers	team meetings 4) Selected staff attends academies		
5) Review discipline data weekly to identify patterns for groups (male, female, Eco Dis, AA, W, H)	Comprehensive Director, Assistant Principals	1) Identify root issue to determine intervention	1) Target group discipline data decreases or is stabilized and proportional to population.	Weekly	In Progress
6) Teaming strategies & expectations	Grade Level Team Leaders	1) Set team expectations to discuss students at risk for grades, attendance, or discipline 2) Teams will progress monitor student needs and progress through eCST	1) Decrease in overall discipline referrals.	Weekly	In Progress
7) Student support focus groups such as student leadership academies	Principal, Administrative Team, Counselors, CIS	1) Determine student needs and identify students to participate.	1) Schedule meetings for groups to meet.	Ongoing	In Progress
8) Referrals to CIS and other support groups	Principal, Assistant Principals, and Counselors	1) Available support groups such as: GLAM, Expect Respect, Safe Place, Behind Bars, Seedling Mentors, and focused groups determined by counselors.	1) Adequate number of students attending each group.	Monthly	In Progress
9) Student recognition of positive behavior	Assistant Principal, PBiS Coordinator	1) Teams determine positive behavior criteria 2) Each 6 weeks, teams determine students to be rewarded 3) Falcon Pride tickets are given out to be redeemed at the school store	1) Increase in positive student behavior 2) Scheduled events throughout the year that reflect celebrations 3) Parents invited to award ceremonies	Ongoing	In Progress

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
		4) End of the Year Celebration 5) No Tardy Party 6) Semester Recognition			

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Community Outreach and Student Support	Dropout and Parent Specialist	1) Specialists will reach out to the community (CIS, Grace Methodist Church, Operation School Bell, ect.) for student materials and basic needs. 2) Campus will promote and provide student support through the 21st century club. 3) Full time parent support specialist.	1) Volunteers will be present on campus making improvements such as cleaning, decorating, or otherwise providing support in whatever capacity is needed. 2) CIS will have space provided to house in campus support such as student groups and clothing closet. 3) Applications will be given to students at the beginning of school and school staff will promote the participation of students in the program. 4) Parent Support Specialist will be available to help parents navigate the school system and provide resources when necessary.	Ongoing	In Progress
2) Parent Outreach	Administrative Team, Counselors, Dropout Intervention Specialist	1) Parent meeting 2) Home visit 3) Newsletters	1) Weekly newsletters send out by principal 2) Documentation of home	Ongoing	In Progress

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
		4) Website	visits in CST 3) Website updated daily to communicate new events and campus news 4) Disclosure of STAAR scores in English and Spanish		

Table #DR-4

Objective: Adequate and appropriate campus-level professional development will be provided.**Note: This action plan component must be approved by the CAC.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) The school will provide specialized professional development to staff throughout the school year through teacher input.	Administrative Team	1) School will send core teachers to receive Margret Kilgo training. 2) Administration team will survey teachers before PD sessions to help determine the PD content.	1) Teachers will use strategies learned to inform instruction and make instructional adjustments based on STAAR data.	Ongoing	In Progress
2) Faculty Book Studies	Principal	1) Book Titles: <i>38 Academic Language Builders, Building Academic Vocabulary, & Teach Like A Champion</i>	1) Increase student academic performance through benchmarks and passing rates for each six-week grading period. 2) Decrease the number of referrals 3) Increase in the number of ELLs and SPED students passing STAAR 4) Foster campus climate of collaboration and lifelong learning	Ongoing	In Progress
3) Provide structured planning time for teachers to align the curriculum and to design efforts that address the	Principal, Administrative Team, Instructional Coaches	1) Organize and plan PLC schedule to include best practices highlighting	1) PLC schedule	Weekly	In Progress

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
academic, developmental, social, and personal needs of students.		Lesson Planning Process focusing on unpacking the TEKS, understanding SEL, and effectively incorporating ELPS in the classroom.			
4) Create peer support groups for novice teachers led by an experienced facilitator. Peer support groups will meet throughout the school year with a minimum of one meeting every six weeks. Participation will be voluntary, but teachers will be compensated for participation through the district. Teacher peer support groups will be formed based on convenience of geographic location and common grades/subjects.	Principal and Lead Mentor Teacher	1) Plan effective meetings addressing the needs of novice teachers. 2) Follow up with teachers on a regular basis to ensure their campus needs are being met.	1) Classroom observation 2) PDAS 3) Meeting agendas and planned meetings as a pair and as a larger group.	Monthly	In Progress

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
1) Review campus level data on SPED representation provided by SPED department.	Principal, Comprehensive Director, and SPED Department Chair	1) Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	1) Monthly meetings addressing this topic using data from the C-IEP.	Monthly	In Progress
2) Implementation of Child Study System including service tracking and progress monitoring.	CST team, Teachers, and Assistant Principals	1) Weekly CST meetings to identify and track target students.	1) CST meeting logs, service tracking information, and goals assigned to targeted students.	Weekly	In Progress
3) Provide intervention opportunity during the school day for students who need additional instructional support.	SPED Department Head	1) Learning Lab accessibility to SPED students during the day.	1) Learning lab hours of operation and sign-in sheets 2) All SPED students will have a block Math class with built in intervention time in the classroom.	Daily	In Progress
4) Provide professional development to teachers on how to apply differentiation strategies during the planning process and classroom implementation with a focus on culturally responsive pedagogy.	Comprehensive Director and SPED Department Chair	1) Faculty participates in book studies focused on culturally responsive pedagogy such as: <i>Teach Like a Champion</i> and <i>Discipline with Dignity</i> .	1) Time designated on the PLC calendar and PD days	Weekly	In Progress
5) Provide professional development for teachers on how to integrate general and content specific accommodations for students with disabilities.	Comprehensive Director and SPED Department Chair	1) Instructional coaches and SPED department support should be in planning to help differentiate and discuss	1) Time designated on the PLC calendar and PD days	Weekly	In Progress

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
		student needs. 2) Teachers are also given updated IEP's to accommodate planning.			

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
1) Attend professional development that allows administration the opportunity to develop an awareness of his or her own cultural identity, values, attitudes, and biases.	SPED Department Head and Comprehensive Director.	1) Attend district offered professional development at Lamar Middle School regarding over representation of African Americans in special education.	1) Lead persons attend the training and relay skills to the rest of department.	Yearly	In Progress
2) Implement Any Given Child strategies in all classrooms and subjects.	Principal, Comprehensive Director, and Instructional Coaches	1) Any Given Child materials and professional development	1) Activities listed and planned for in lesson.	Ongoing	In Progress
3) Campus continues No Place For Hate designation and requirements	Administrators and No Place For Hate Sponsor	1) SEL advisory time for No Place For Hate activities 2) Teacher support for campus wide activities such as mix-it-up lunch.	1) SEL advisory calendar reflects activities. 2) Documentation as proof of campus wide activities.	Ongoing	In Progress
4) Implement PLCs to reflect collaborative planning, data-driven	Administration, CST team, PBIS Team	1) Continuing to train and implement strategic Tier II	1) CST Agendas and C-IEP snapshot data.	Weekly	In Progress

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
decision making, consistency across classrooms and grade levels, and professional learning for teachers.		interventions, including effective progress monitoring tools using research based AISD model.			

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
1) Provide professional learning for teachers on how to use CRMs and address the linguistic accommodations for students based on the ELPS.	Instructional coaches and Comprehensive Director	1) The Instructional Coach will send teachers on a rotating base to district trainings on the CRM's.	1) Every grade level will have teachers present at the trainings.	Weekly	In Progress
2) Implement Any Given Child strategies in all classrooms and subjects.	Principal, Comprehensive Director, and Instructional Coaches	1) Any Given Child materials and professional development	1) Activities listed and planned for in lesson.	Ongoing	In Progress
3) Campus continues No Place For Hate designation and requirements	Administrators and No Place For Hate Sponsor	1) SEL advisory time for No Place For Hate activities 2) Teacher support for campus wide activities such as mix-it-up lunch.	1) SEL advisory calendar reflects activities. 2) Documentation as proof of campus wide activities.	Ongoing	In Progress
4) Support evidence of best practices for ELLs by monitoring, coaching and providing feedback and	Principal, Comprehensive Director, and Lead	1) Teachers were paid to plan a comprehensive plan to address ELL	1) Lead teachers will present the plan to staff at beginning of school PD.	Weekly	In Progress

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
recommendations to teachers in order to ensure high student engagement lessons.	Teachers	needs and recommendations over the summer.			

Special Education Disciplinary Placements– All Levels

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

Table #DR-9					
Objective: Reduce the rate of special education students in discretionary ISS settings.					
Condition: If rate > 10 percentage points above rate for all students				Source: SPED C-IEP (F)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
1) Implement PLCs that provide teachers the opportunity to develop an awareness of his or her own cultural identity, values, attitudes, and biases.	Comprehensive Director and SPED Department Chair	1) Faculty participates in book studies focused on culturally responsive pedagogy such as <i>The Light in Their Eyes and Lost in School</i> .	1) Time designated on the PLC calendar and PD days	Weekly	Not Yet Started
2) Implement PLCs to reflect collaborative planning, data-driven	Administration, CST team, PBS Team	1) Continuing to train and implement strategic Tier II	1) CST Agendas and C-IEP snapshot data.	Weekly	In Progress

Table #DR-9

Objective: Reduce the rate of special education students in discretionary ISS settings.**Condition: If rate > 10 percentage points above rate for all students**

Source: SPED C-IEP (F)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
decision making, consistency across classrooms and grade levels, and professional learning for teachers.		interventions, including effective progress monitoring tools using research based AISD model.			
3) Implement Any Given Child strategies in all classrooms and subjects.	Principal, Comprehensive Director, and Instructional Coaches	1) Any Given Child materials and professional development	1) Activities listed and planned for in lesson.	Ongoing	In Progress
4) Campus continues No Place For Hate designation and requirements	Administrators and No Place For Hate Sponsor	1) SEL advisory time for No Place For Hate activities 2) Teacher support for campus wide activities such as mix-it-up lunch.	1) SEL advisory calendar reflects activities. 2) Documentation as proof of campus wide activities.	Ongoing	In Progress
5) Use supports such as BIPs and functional behavioral assessments to meet the needs of our Special Education students.	Academic Director, SPED Department Chair, Case Managers, and Teachers	1) Updated student records 2) Timely ARD schedule and weekly monitoring	1) ARD calendar and CST progress monitoring	Ongoing	In Progress
6) Attend training on alternatives to suspensions provided by the district.	Assistant Principals	1) Time to attend session and time to teach others on campus.	1) Less home and in-school suspensions for Special Education students.	Ongoing	On Progress
7) Implement PLCs to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, and professional learning for teachers.	Administration, CST team, PBS Team	1) Continuing to train and implement strategic Tier II interventions, including effective progress monitoring tools using	1) CST Agendas and C-IEP snapshot data.	Weekly	In Progress

Table #DR-9

Objective: Reduce the rate of special education students in discretionary ISS settings.**Condition: If rate > 10 percentage points above rate for all students**

Source: SPED C-IEP (F)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
		research based AISD model. .			

Table #DR-10

Objective: Reduce the rate of special education students in discretionary OSS settings.**Condition: If rate > 6 percentage points above rate for all students**

Source: SPED C-IEP (G)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
1) Implement PLCs that provide teachers the opportunity to develop an awareness of his or her own cultural identity, values, attitudes, and biases.	Administration	1) Attend district offered PD on alternatives disciplinary actions other than suspension and implementation strategies for Special Education students.	1) Administrative presence at PD and share out with other administrators.	Weekly	In Progress
2) Implement Any Given Child strategies in all classrooms and subjects.	Principal, Comprehensive Director, and Instructional Coaches	1) Any Given Child materials and professional development	1) Activities listed and planned for in lesson.	Ongoing	In Progress
3) Campus continues No Place For Hate designation and requirements	Administrators and No Place For Hate Sponsor	1) SEL advisory time for No Place For Hate activities 2) Teacher support for campus wide activities such as mix-it-up lunch.	1) SEL advisory calendar reflects activities. 2) Documentation as proof of campus wide activities.	Ongoing	In Progress
4) Use supports such as BIPs and functional behavioral assessments to meet the needs of our Special Education students.	Academic Director, SPED Department Chair, Case Managers, and Teachers	1) Updated student records 2) Timely ARD schedule and weekly monitoring	1) ARD calendar and CST progress monitoring	Ongoing	In Progress
5) Attend training on alternatives to	Assistant Principals	1) Time to attend session	1) Less home and in-school	Ongoing	On Progress

Table #DR-10

Objective: Reduce the rate of special education students in discretionary OSS settings.**Condition: If rate > 6 percentage points above rate for all students**

Source: SPED C-IEP (G)

Does Campus Performance Require Inclusion of This Objective (Yes or No): 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
suspensions provided by the district.		and time to teach others on campus.	suspensions for Special Education students.		
6) Implement PLCs to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, and professional learning for teachers.	Administration, CST team, PBIS Team	1) Continuing to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	1) CST Agendas and C-IEP snapshot data.	Weekly	In Progress

Special Education Service in LRE – All Levels

Table #DR-11

Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.**Condition: If rate < 66%**

Source: SPED C-IEP (H)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Special Education students will be served in general education through an inclusion model including a learning lab.	Special Education Department Head, counselors, and Comprehensive Academic Director.	1) Review student and campus data provided by Special Education department on LRE for targeting reviews of individual placement decisions and staffing decisions.	1) Students will be scheduled in the appropriate classes with the utilization of the learning lab for additional support. 2) Learning Lab sign – in sheets will be evidence of usage.	Daily	In Progress
2) Increase the rate of Special Education students taking the STAAR by distributing relevant portions of the IEPs electronically to instructional and support providers.	Special Education Case Managers	1) Managers will distribute IEP information the first day of each semester or within one day after the finalization of annual ARD meeting or other ARD meetings where changes	1) Signed receipt forms indicating delivery.	As needed	In Progress

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
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
		were made.			

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
1) Provide intervention opportunity during the school day for students who need additional instructional support.	Principal and Comprehensive Director	1) Inclusion teachers will help support student in general education core classes. 2) Students also have accessibility to the Learning Lab for additional support. 3) Student will participate in Numerical Fluency and 1300 Word Challenge	1) Master schedule reflects room and teacher assignments. 2) Sign-in sheets reflect learning lab usage. 3) Progress monitoring is evident in regards to Numerical Fluency and 1300 Challenge.	Daily	In Progress

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	

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			
1) Exiting 5 th grade SWDs with STAAR-M determination will have ARD committee use “District rubric to determine STAAR assessment determination”. If the results from the rubric show student performance is two or more years below grade level as defined by district committee, then SWDs will take STAAR-M, If not, then SWDs will take STAAR.		Special Education Case Managers and AP's	1) ARD committee and meeting times	1) Meetings scheduled as soon as possible to determine academic needs and resources.	August	Finished			
1) Provide opportunities for the LPAC/ARD collaboration to discuss and plan linguistic and academic interventions for ELLs in Special Education.		LPAC Committee	1) LPAC representative will attend and participate in all ARDs where students are ELL.	1) Signed committee members at meetings.	Yearly	In Progress			

Special Education Measureable Postsecondary Goals - HS

Table #DR-14					
Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.					
Condition: If ARD rate < 100%				Source: SPED C-IEP (N)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

ELL Proficiency Levels – All Levels

Table #DR-15	
Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).	
Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5%	Source: AISD CDA Report
Does Campus Performance Require Inclusion of This Objective (Yes or No): No	
Applicable Strategic Plan Goal(s): 1.2.3.4	

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

Dropout Rates – **MS and HS Levels Only**

Table #DR-16 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Reduce the special education annual dropout rate.					
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-17 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Reduce the ELL annual dropout rate.					
Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

4-Year Graduation Rates – **HS Level Only**

Table #DR-18 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the rate of special education students who graduate within four years.					
Condition: If special education student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-19 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the rate of ELLs who graduate within four years.					
Condition: If LEP student rate < 75%				Source: AISD Acct/PEIMS Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): No					
Applicable Strategic Plan Goal(s): 1,2,3,4					

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

Graduation Plans – HS Level Only

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

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

APPENDIX A

Use of State Compensatory Education Funds for Improved Student Achievement

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

Programs/Services	Use
After-School Tutorials	Top Flight tutorials targeting students on the cusp of passing state standardized STAAR tests in core content areas.
After-school detention	After school detention will be provided by the administration when needed. Provides additional social, emotional, behavioral, and academic interventions to identified at-risk students. .
Reading specialists	Literacy coach providing reading interventions to students identified as at risk of not meeting state standard on STAAR.
Dropout prevention services	Hired dropout prevention specialist support students identified as at-risk of dropping out/not graduating on time.
AVID Coordinator	Hired AVID coordinator for elective class. AVID supports identified at-risk students and students traditionally underrepresented in post-secondary education.
Parent Support Specialist	Hired a parent support specialist to share with Travis Heights Elementary. PSS provides additional social, emotional, behavioral, and academic supports to at risk students and to families in short term, temporary and long term crisis needing community referral.
TOTAL	\$80,060.00

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):

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and/or special education stipends
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
<input checked="" type="checkbox"/>	Provide leadership opportunities for teachers
<input checked="" type="checkbox"/>	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
<input checked="" type="checkbox"/>	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	7-11
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	7-11, 13-15
Instruction by highly qualified staff	36
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	7, 10, 11, 19, 23-29
Strategies to attract highly qualified teachers to high-need schools	36
Strategies to increase parental involvement	6, 8, 11-18, 20-22
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	n/a
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	8, 11-15, 19, 22
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	6-11
Coordination and integration of federal, state, and local services and programs	18
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	22

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

** In February 2013, The Texas Education Agency (TEA) submitted a request to the United States Department of Education (USDE) to waive specific provisions of the Elementary and Secondary Education Act of 2001. The waiver was intended to provide all 1,200 Texas public school districts greater flexibility in budgeting and in providing high quality education services to students.*

The waiver request was granted conditionally by Arne Duncan, U.S. Secretary of Education on September 30, 2013. Because the waiver was granted, districts were not required to comply with many of the AYP School Improvement requirements in the 2013-2014 school year.

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	N/A
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	N/A
Plan addresses the specific academic issues that caused the campus to not meet AYP	N/A
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)	N/A
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	7, 10, 11, 19, 23- 29, 36
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	N/A
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)	N/A
Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum)	N/A
Includes strategies to promote effective parental involvement in the school	N/A
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	N/A
Incorporates a teacher mentoring program	N/A

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?
	Needs Assessment	Action Plan Strategy		
Personnel				
3 Assistant Principals (1/3 each)	STAAR/TELPAS data	Performance Objective 1-11	\$77,352.00	Longitudinal Discipline Data
Classroom teacher	STAAR/TELPAS data	Performance Objective 2, 3, 4, 5, 7, 8, 9, 10	\$55,264.00	Longitudinal STAAR and Benchmark scores
Technology Support Specialist (1/2)	READ 180 Classroom Software and hardware support	Performance Objective 1-11	\$22,347.00	HEAT Ticketing System
5% Salary Cushion	STAAR/TELPAS data	Performance Objective 1-11	\$7,748.00	Climate Survey
After-school Tutoring and Saturday Math Camp Instruction	STAAR/TELPAS data	Performance Objective 2-6, 10	\$15,000.00	MOY II Data and SCA Scores
Instructional Supplies, Materials, and Equipment				
Substitutes for testing, core subject camps	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$2,500.00	MOY II Data and SCA Scores
Printing/Reproductions of instructional materials for core subjects	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Implementation of Area II initiatives
Instructional Supplies, Materials, and Equipment, including computer - related equipment, software, books and televisions	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$5,173.00	Increased intervention implementation and materials
Breakfast tacos for students at Saturday Math Camp	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Monitoring order amount versus student total
Snacks/water for students while testing	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Monitor amount purchased to minimize waste
Extra duty for leadership team	STAAR/TELPAS data	Performance Objective 1-11	\$4,000.00	Revised systems

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
	Needs Assessment	Action Plan Strategy		
meetings, retreats				and interventions.
Contracted services or hiring of retired teacher to present professional development	STAAR/TELPAS data	Performance Objectives 2-10	\$2,500.00	Monitoring impact of professional development on lessons
Books and other materials for staff development	STAAR/TELPAS data	Performance Objective 1-11	\$3,000.00	Implementation of strategies in the classroom
Travel & registration for core subject area and special ed./ELL faculty, principal/comprehensive academic director, parent support specialist, drop out prevention specialist	STAAR/TELPAS data	Performance Objective 1-11	\$11,098.00	Evidence of learning in classroom observations
School Administration (Function 23)				
Administrator for Saturday Math Camp	STAAR/TELPAS data	Performance Objective 2-6, 10	\$0.00	Increased MOY II and benchmark scores
Community Services (Function 61)				
Translation services at parent meetings	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$0.00	Increased parental involvement
Printing of Parent Survival Guide	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$1,200.00	Increased Parental Involvement
Instructor pay, supplies, refreshments for English classes for parents	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$1,800.00	Increased parental involvement
General supplies for parent involvement, Academic nights	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$83.00	Increased parental involvement
Refreshments for parent meetings, Academic Nights	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$293.00	Increased parental and student involvement
Other Requests				
Extend duty days for instructional coaches, technology support specialist, teachers, special ed teachers, parent support specialist,	STAAR/TELPAS data	Performance Objective 1-11	\$0.00	Increased planning time and intervention options

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
	Needs Assessment	Action Plan Strategy		
assistant principal.				
Curriculum writing for RTI levels one, two and three interventions and core instruction.	STAAR/TELPAS data	Performance Objective 2-6, 10	\$0.00	Increased intervention options for students
Total (Must Match BTO Total of \$209,358)			\$209,358.00	

APPENDIX F

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

** In February 2013, The Texas Education Agency (TEA) submitted a request to the United States Department of Education (USDE) to waive specific provisions of the Elementary and Secondary Education Act of 2001. The waiver was intended to provide all 1,200 Texas public school districts greater flexibility in budgeting and in providing high quality education services to students.*

The waiver request was granted conditionally by Arne Duncan, U.S. Secretary of Education on September 30, 2013. Because the waiver was granted, districts were not required to comply with many of the AYP School Improvement requirements in the 2013-2014 school year.

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?
	Needs Assessment	Action Plan Strategy		
Personnel				
3 Assistant Principals (1/3 each)	STAAR/TELPAS data	Performance Objective 1-11	\$77,352.00	Longitudinal Discipline Data
Classroom teacher	STAAR/TELPAS data	Performance Objective 2, 3, 4, 5, 7, 8, 9, 10	\$55,264.00	Longitudinal STAAR and Benchmark scores
Technology Support Specialist (1/2)	READ 180 Classroom Software and hardware support	Performance Objective 1-11	\$22,347.00	HEAT Ticketing System
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After-school Tutoring and Saturday Math Camp Instruction	STAAR/TELPAS data	Performance Objective 2-6, 10	\$15,000.00	MOY II Data and SCA Scores
Instructional Supplies, Materials, and Equipment				
Substitutes for testing, core subject camps	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$2,500.00	MOY II Data and SCA Scores
Printing/Reproductions of instructional materials for core subjects	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Implementation of Area II initiatives
Instructional Supplies, Materials, and Equipment, including computer - related equipment, software, books and televisions	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$5,173.00	Increased intervention implementation and materials
Breakfast tacos for students at Saturday Math Camp	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Monitoring order amount versus

				student total
Snacks/water for students while testing	STAAR/TELPAS data	Performance Objectives 2-6, 10	\$0.00	Monitor amount purchased to minimize waste
Staff Training				Revised systems and interventions.
Extra duty for leadership team meetings, retreats	STAAR/TELPAS data	Performance Objective 1-11	\$4,000.00	Revised systems and interventions.
Contracted services or hiring of retired teacher to present professional development	STAAR/TELPAS data	Performance Objectives 2-10	\$2,500.00	Monitoring impact of professional development on lessons
Books and other materials for staff development	STAAR/TELPAS data	Performance Objective 1-11	\$3,000.00	Implementation of strategies in the classroom
Travel & registration for core subject area and special ed./ELL faculty, principal/comprehensive academic director, parent support specialist, drop out prevention specialist	STAAR/TELPAS data	Performance Objective 1-11	\$11,098.00	Evidence of learning in classroom observations
School Administration (Function 23)				
Administrator for Saturday Math Camp	STAAR/TELPAS data	Performance Objective 2-6, 10	\$0.00	Increased MOY II and benchmark scores
Community Services (Function 61)				
Translation services at parent meetings	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$0.00	Increased parental involvement
Printing of Parent Survival Guide	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$1,200.00	Increased Parental Involvement
Instructor pay, supplies, refreshments for English classes for parents	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$1,800.00	Increased parental involvement
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Refreshments for parent meetings, Academic Nights	STAAR/TELPAS data Discipline/Attendance Data, parent climate surveys	Performance Objective 1-11	\$293.00	Increased parental and student involvement
Other Requests				
Extend duty days for instructional coaches, technology support specialist, teachers, special ed teachers, parent support specialist, assistant principal.	STAAR/TELPAS data	Performance Objective 1-11	\$0.00	Increased planning time and intervention options
Curriculum writing for RTI levels one, two and three interventions and core instruction.	STAAR/TELPAS data	Performance Objective 2-6, 10	\$0.00	Increased intervention options for students
Total (Must Match BTO Total of \$209,358)			\$209,358.00	

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	34	43	60.00	55
Asian	46	50	70.00	60
AA	28	37	60.00	50
Hispanic	24	32	55.00	46
White	81	87	95.00	89
2 or More	71	76	85.00	81
EcD	21	30	55.00	44
ELL	7	10	50.00	28
Spec Ed	21	36	55.00	49
6th English	31	46	60.00	57
7th Grade	36	38	60.00	50
8th Grade	37	46	57.00	57

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	26	32	55.00	45
Asian	46	53	70.00	62
AA	15	26	55.00	41
Hispanic	19	23	55.00	38
White	67	69	90.00	76
2 or More	*	62	85.00	70
EcD	16	20	55.00	36
ELL	5	9	50.00	28
Spec Ed	19	30	55.00	44
6th English	31	38	60.00	50
7th Grade	21	22	60.00	37
8th Grade	27	36	55.00	49

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

STAAR/EOC Writing at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	29	24	55.00	39
Asian	*	*	80.00	*
AA	*	<1	50.00	20
Hispanic	23	12	55.00	30
White	68	65	80.00	72
2 or More	*	*	80.00	*
EcD	20	9	55.00	27
ELL	11	*	50.00	*
Spec Ed	26	19	55.00	35
7th Grade	29	24	55.00	39

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Writing and English II Writing EOC tests

STAAR/EOC Social Studies 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	21	26	45.00	41
Asian	*	*	55.00	*
AA	*	29	45.00	43
Hispanic	13	16	40.00	33
White	52	70	80.00	76
2 or More	*	*	70.00	*
EcD	15	17	40.00	34
ELL	*	<1	40.00	20
Spec Ed	22	19	40.00	35
8th Grade	21	26	45.00	41

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

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	31	29	50.00	43
Asian	*	*	55.00	*
AA	*	29	50.00	43
Hispanic	22	19	50.00	35
White	71	80	90.00	84
2 or More	*	*	65.00	*
EcD	20	19	50.00	35
ELL	10	<1	40.00	20
Spec Ed	29	23	45.00	38
8th Grade	31	29	50.00	43

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	18	23	40.00	30
Asian	*	33	50.00	40
AA	14	22	40.00	30
Hispanic	9	12	30.00	21
White	58	65	80.00	69
2 or More	38	52	65.00	57
EcD	8	10	30.00	19
ELL	<1	*	20.00	*
Spec Ed	*	9	25.00	18

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	10	10	30.00	19
Asian	46	*	40.00	*
AA	*	*	20.00	*
Hispanic	5	5	20.00	15
White	31	34	50.00	41
2 or More	*	*	35.00	*
EcD	4	5	20.00	14
ELL	*	*	15.00	*
Spec Ed	*	*	20.00	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

STAAR/EOC Writing at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	11	5	30.00	14
Asian	*	<1	30.00	10
AA	*	<1	30.00	10
Hispanic	5	*	30.00	*
White	39	16	50.00	24
2 or More	*	*	50.00	*
EcD	4	*	30.00	*
ELL	<1	*	20.00	*
Spec Ed	*	*	20.00	*

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

STAAR/EOC Social Studies at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	11	13	25.00	22
Asian	<1	*	50.00	*
AA	*	*	20.00	*
Hispanic	3	6	20.00	15
White	40	53	60.00	57
2 or More	*	<1	15.00	10
EcD	4	6	20.00	16
ELL	<1	<1	15.00	10
Spec Ed	*	*	20.00	*

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	13	15	25.00	24
Asian	*	*	30.00	*
AA	*	*	25.00	*
Hispanic	6	8	20.00	17
White	38	60	70.00	64
2 or More	*	<1	15.00	10
EcD	5	8	20.00	17
ELL	<1	<1	15.00	10
Spec Ed	*	*	20.00	*

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

Estimated Attendance

	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	93%	94.2%	94.5%	95.2%	94.6%	95.1%	95.50
African American	92.4%	93.3%	92.9%	94%	92.7%	93.8%	95.00
Asian	95.4%	97.5%	97.2%	97%	97.8%	98.1%	98.50
Hispanic	92.6%	94%	94.4%	95.2%	94.3%	94.8%	95.00
Native American	93.1%	92.1%	94.8%	88.3%	95.4%	94.8%	95.00
White	94.6%	94.9%	95.4%	96.2%	96.4%	96.6%	97.00
2 or More				95.9%	95.1%	96.4%	97.00
EcD	92.6%	93.6%	94.3%	94.6%	94%	94.5%	95.00

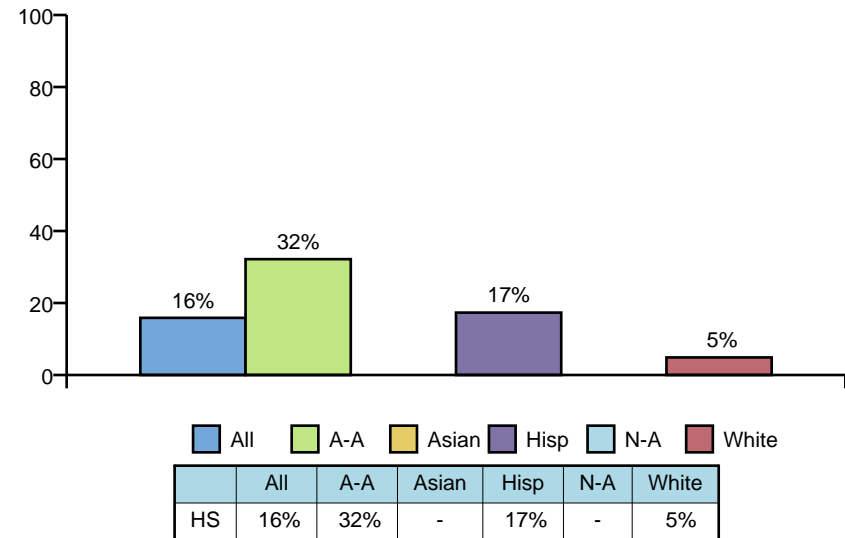
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	1109
African American	87
Asian	26
Hispanic	808
Native American	2
White	164

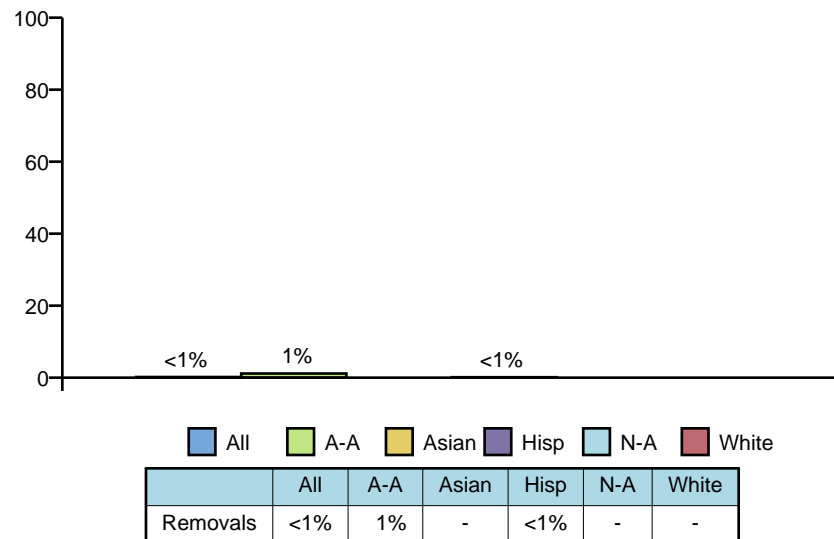
Counts as of discipline report date, June 2013.
Includes both active and inactive students.

Campus Suspension to Home



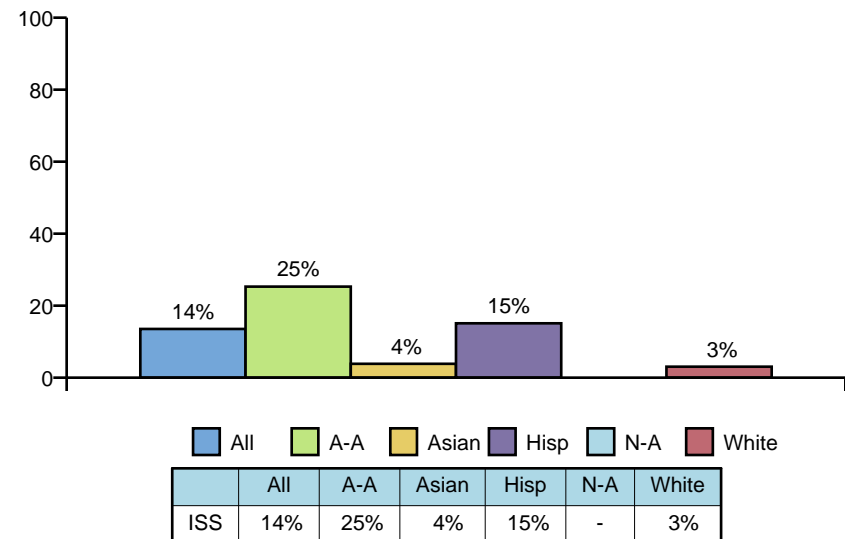
	All	A-A	Asian	Hisp	N-A	White
HS	16%	32%	-	17%	-	5%

Campus Discretionary Removals



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

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	14%	25%	4%	15%	-	3%

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	13	1.25%	11	.94%	2	.18%	0.10
African American	2	2.38%			1	1.15%	0.10
Asian							0.00
Hispanic	10	1.3%	9	1.04%	1	.12%	0.10
Native American							0.00
White			1	.63%			0.10

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	128	12.31%	245	21.03%	176	15.87%	4.00
African American	25	29.76%	34	35.05%	28	32.18%	4.00
Asian	5	25%					0.00
Hispanic	86	11.17%	201	23.32%	140	17.33%	4.00
Native American	2	50%	1	33.33%			0.00
White	5	3.62%	8	5%	8	4.88%	4.00

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	194	18.65%	176	15.11%	150	13.53%	2.00
African American	27	32.14%	33	34.02%	22	25.29%	2.00
Asian	3	15%	1	5.88%	1	3.85%	2.00
Hispanic	142	18.44%	135	15.66%	122	15.1%	2.00
Native American	1	25%					0.00
White	15	10.87%	5	3.13%	5	3.05%	2.00

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

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

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	1040	1010	990	1035	973
African American	98	88	82	86	72
Asian	17	21	16	17	23
Hispanic	751	741	687	712	671
Native American	2	2	3	3	2
White	172	158	141	148	149
2 or More			61	69	56

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	198	6	3%	184	4	2%	1.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	*	*	*	0.00	
Hispanic	190	6	3%	172	3	2%	1.00	
White	*	*	*	*	*	*	0.00	
EcD	194	6	3%	181	4	2%	1.00	
Special Ed	34	4	12%	31	1	3%	2.00	

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	91	55	60%	86	49	57%	87	32	37%	85	34	40%	80	40	50%	78	38	49%
F	Hispanic	741	407	55%	725	390	54%	736	407	55%	736	412	56%	685	374	55%	685	368	54%
F	White	172	124	72%	167	136	81%	172	101	59%	172	119	69%	181	141	78%	181	143	79%
F		1004	586	58%	978	575	59%	995	540	54%	993	565	57%	946	555	59%	944	549	58%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	75	49	65%	75	60	80%	87	59	68%	87	73	84%	50	32	64%	50	40	80%
M	Hispanic	837	395	47%	837	604	72%	877	397	45%	877	625	71%	675	363	54%	648	495	76%
M	White	123	92	75%	123	113	92%	146	104	71%	146	123	84%	134	90	67%	134	106	79%
M		1035	536	52%	1035	777	75%	1110	560	50%	1110	821	74%	859	485	56%	832	641	77%
total		2039	1122	55%	2013	1352	67%	2105	1100	52%	2103	1386	66%	1805	1040	58%	1776	1190	67%

Data Source: AISD Fitnessgram