



Lamar Middle School

2013-2014

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

We Confirm the Above Information ...

Position	Name	Date
Principal	George Llewellyn	10/7/2013
Co-Chair	Michelle Nagy	10/7/2013
Co-Chair	Karen Moore	10/7/2013



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

CAMPUS ADVISORY COUNCIL: Current Membership

Non-Voting Members	Name
Principal	George Llewellyn

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Jodi Leach			X			
Parent	Karen Moore	X					
Parent	Elizabeth Alford						
Parent	Lisa Holden						
Parent	Liz Kline						
Parent	Steven Brown						
Parent	Amy Leftwich						
Professional Staff Member	Michelle Nagy	X					
Professional Staff Member	Jeremy Watson					X	
Professional Staff Member	Ann Kestner				X		
Professional Staff Member	Sara Massey				X		
Professional Staff Member	Yvonne Steckel				X		
Professional Staff Member	John Saxton				X		
Professional Staff Member	Daniel Smith				X		
Classified Staff Member	Dennis Willenburg						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Scott Doyal						
Community Representative	Chip Somerville						

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
Normal Time:	5pm-6pm

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
x	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
1 Hour	6 Hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- Classroom Observations performed by administrative/instructional team
- 2013 Preliminary Index Summary – Index 2 areas in need for student progress
- 2013 Needs Assessment Data Profile

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

- We need tools that will help with engagement and retention, rigor (bell-to-bell, homework every night)
- We need to close performance gaps (Avid strategies in ALL classrooms)
- Economically Disadvantaged Students in SS
- ELL students in ALL subjects

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Teachers will use tools to promote engagement and rigor in the classroom.					
Applicable Strategic Plan Goal(s):1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campus-wide teachers will utilize AVID strategies such as Cornell Notes, Socratic Seminars, and Philosophical Chairs.	Teachers AVID Teachers Administration Team Leaders	Training on AVID strategies (done by AVID teachers in PD on first week for teachers)	Teachers will be utilizing strategies in their classrooms. Admin will use WICOR walkthrough form to note strategies being implemented. Teachers must use an engagement strategy when disseminating information to students.	All Year	In-progress/training complete
Backwards-Design will be utilized in all Core Classes	Teachers Administration	Common-Planning time for core teachers, Admin support, training on backward design	Teachers will submit Unit Outlines with plan for assessment and Big Ideas/Essential Questions	All Year	In Progress
Utilize Drama-Based Instruction Strategies to promote engagement.	Teachers Administration DBI Staff	Support and Ideas for implementing DBI	1. Administration Walkthroughs, Unit plans, Lesson Plans 2. Agendas of DBI trainings.	All Year	In Progress

Table #CI-2 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase Social Studies Results for Economically Disadvantaged Students.					
Applicable Strategic Plan Goal(s):1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Ensure quality rigorous instruction for all students. Two new Social studies teachers are now staffed at Lamar. Teachers will receive a highly skilled mentor and receive feedback on teaching.	Teachers Administration Mentor Teachers Lead Mentor Contact	Mentor program through ISD. Walkthrough forms. Training on mentoring (provided by Office of Educator Quality) Training on teaching to ALL students (provided by Office of Educator Quality)	Walkthroughs End of year data Mentor logs	End of Year	In Progress
Get feedback from a Humanities Texas Mentor as an outside source for social studies teaching excellence.	Teachers Humanities Texas Mentor Administration	Humanities Texas Mentor	Walkthroughs and end of year data logs.	End of Year	In Progress

Table #CI-3 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Raise student growth for ELL in all subjects.					
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
Utilize the ELL teacher as the primary reading intervention teacher for the 7 th and 8 th grade ELL students that failed STAAR reading.	ELL Teacher Administrators	Plan for pullout intervention	End of year data ELL teacher diagnostic tests	All Year	In Progress
Utilize the school librarian as a secondary intervention specialist with the ELL teacher.	ELL Teacher Librarian Administrators	Plan for pullout intervention	End of year data Diagnostic Tests	All Year	In Progress
Ensure quality rigorous instruction for all students. New teachers are now staffed at Lamar in every subject area. Teachers will receive a highly skilled mentor and receive feedback on teaching.	Teachers Administration Mentor Teachers Lead Mentor Contact	Office of Educator Quality trainings Walkthroughs Compensation from Office of Educator Quality for Mentors	Walkthroughs	All Year	In Progress

(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
The campus will show evidence of an environmental change using Coordinated School Health materials.	Administration Counselors Department Chairs Team Leaders Teachers	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.		
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Administration Counselors Department Chairs Team Leaders Teachers	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.		
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	PE Teachers Administration		All students' data will be entered in Fitnessgram according to teacher and campus.	This will occur once in the Fall and once in the Spring.	
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	Administration Counselors Department Chairs Team Leaders Teachers Nurse	Fitnessgram	The PE teacher will assess students BMI using Fitnessgram. The PE teachers will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	1 st Semester	In Progress
Annually Principals will provide campus	Administration	Fitnessgram	Include distribution of data	All Year	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
staff, teachers, and parents the campuses Fitnessgram report/results.	Counselors Department Chairs Team Leaders Teachers	School Calendar	on school calendar. Spot checks to see if data were received.		
All middle school students will be enrolled and participate in four semesters overall of physical education.	Administration Counselors Department Chairs Team Leaders Teachers	Master Schedule	Master Schedule	Two semesters in 6 th Grade, one semester in 7 th , and one semester in 8 th .	In progress
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local). Principal will Share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents. Principal will communicate contents of the policy across stakeholders. Principal will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food.	Administration Counselors Department Chairs Team Leaders Teachers	Nutrition Policy Wellness Policy	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services	All year	

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
No Place for Hate Program - provides educators and students with the resources to ensure that anti-bias and	SEL Teacher Leader Teachers Administration	School motivational posters	Decrease in discipline referrals for bully behavior and fights.	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
diversity education are an integral part of the school curriculum. No Place for Hate® also helps to create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual difference while challenging bigotry and prejudice.					
CIS – Communities In Schools – provides services such as counseling, crisis intervention, and educational support as well as leverage other resources from the community to address specific student needs.	CIS Coordinator Teachers Administration Counselors	CIS Resources	Decrease in discipline referrals for bully behavior and fights.	Ongoing	In Progress
Social Emotional Learning Programs – helps students to recognize and manage emotions, solve problems effectively and establish positive relationships with others. SEL provides direct instruction in skills that enable students to succeed in college, career and life by being responsible citizens and decision makers. Instruction in SEL enables students to see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively. It supports school cultures and climates to allow students to practice life skills throughout their school experience.	SEL Teacher Leader Teachers Administration	SEL Curriculum SEL Training for teachers	Decrease in discipline referrals for bully behavior and fights.	Ongoing	In Progress
ISS Timeout System – students leave class for a 15 minute time out in ISS, in which time they return back to class.	ISS Monitor Teachers Administration	ISS Monitor Student Work	ISS Records	All Year	Ongoing
Junior Police Academy – Class for students basic introduction on the role	School Officer Administration	JPA Curriculum AFD support	Lesson Plans	All Year	Ongoing

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
of law enforcement. Knowing the laws, character traits needed, what to do in situations where you're a victim or witness. Anti Drug/Anti Gang crime reduction.	Counselors	DPS support APD Metro Tac support APD Air Operations Unit Joint Juvenile Intervention Gang Unit support DWI Specialist			

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
Increase communication between teachers and parents and students through the student Gmail system.	Teachers Administration	Training on use of the cloud to access Gmail system for students.	Administrators copied on all agenda email communication between teachers and students/parents.	Ongoing	In Progress
End of Summer/Beginning of Year End Picnic	PTA	Funding from PTA		August 2013	Completed
Parent Teacher Association - Lamar PTA joins together parents, teachers, and community members to serve the needs of our students, families, and school. Help bridge the elementary schools of Brentwood, Gullett, Highland Park, Reilly, and Ridgetop to Lamar.	PTA Administration Teachers	None	Monthly minutes from PTA Meetings every 2 nd Monday Monthly Newsletter	Ongoing	In Progress
Scottie Dads - Scottie Dads is a program designed to increase the adult male presence on our campus, while building quality relationships between our parents and students. Scottie Dads help increase student safety during all three lunch periods, while keeping connected with their child's school life and experiences.	Administration	None	Scottie Dad attendance	Ongoing	In Progress
Front office parent volunteers	Administration Front Office Staff	None	Volunteer Attendance	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
CAC – Campus Advisory Council	Administration PTA Teachers Support Staff Parents Community Student Volunteers	None	Minutes from CAC	Ongoing	In Progress
Lamar Fest	PTA Administrators Teachers Students Community	Donations, Supplies, Vendors, Volunteers	PTA Account Balances	September 2013	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
Monthly Staff Meetings run by departments (Teachers teaching teachers)	Department Chairs Teachers Administration	Funding	Sign In Sheets Staff Meeting Minutes	Ongoing, Monthly	In Progress
Beginning of Year PD focusing on rigor in the classroom via campus-developed unit plan template and backwards design.	Administration Teachers Department Chairs Team Leaders	Beginning of year PD time, Funding	Emailed to administrator and saved in shared drive. Administrator approval for all Unit plans. Must be submitted before beginning of unit.	August 2013	Completed
Philosophical Chairs Training – Teachers teaching teachers. AVID Coordinator performed PD on Philosophical Chairs with Staff at the beginning of year PD	AVID Coordinator Teachers Administration AVID Staff	PD Materials AVID Training for Coordinator, Funding	Sign In Sheets for PD Walkthroughs with teacher use of Philosophical Chairs in the classroom	August PD	Completed
Cornell Notes Training – Teachers teaching teachers. AVID Teacher performed PD on use of Cornell Notes in the classroom	AVID Teacher AVID Coordinator Teachers Administration	AVID Videos and training materials AVID Training, Funding	Sign In Sheets for PD Walkthroughs with teacher use of Cornell Notes in the classroom	August PD	Completed

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
<p>Drama Based Instruction – Creates intentional partnerships between UT and interested communities/school districts. To increase teacher efficacy and student engagement across the curriculum;</p> <p>Facilitates trainings for teachers, administrators, and community members interested in the application of drama-based instructional strategies (role play, improvisation, active learning techniques) across the curriculum;</p> <p>Provides partnering school districts ongoing data on projected outcomes;</p> <p>Shares program outcomes with community stakeholders and at related state and national conferences.</p>	Teachers DBI Staff Administration	Days for training, Funding	Walkthroughs Teacher documentation	Ongoing	In Progress
New Teacher Orientation	LMTC Mentors Campus Administration	Funding, Materials, Presenters ,	Agenda, sign-in sheets, Work-force reports, HCP	August 2013	Completed
District Provided Professional Development Days	AISD Office of Educator Quality, Campus Administration	Funding	HCP	Ongoing	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
Use district protocol for identifying students in need for special education services.	Administration Counselors SPED staff Teachers	District Protocol for SPED	Documentation from identification process and ARD meetings that reflect correct protocol.	Ongoing	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): No					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-7					
Objective: Reduce the rate of Hispanic students identified for special education.					
Condition: If rate > 1 percentage point above Hispanic enrollment rate				Source: SPED C-IEP (C)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intensive sped support within the regular education classrooms with student IEP goals in mind.	Administration Counselors SPED staff Teachers	Additional TA staffing to meet the intensive needs of student IEPs.	Documentation from identification process and ARD meetings that reflect correct protocol.	Ongoing	In Progress
ARD meetings for our Hispanic SPED population will be reviewed prior to January 2014 with emphasis on dismissal of those students who have met their IEP goals.	SPED Department Chair District Diagnostician SPED Administration SPED Staff	Additional TA staffing to meet the intensive needs of student IEPs.	Documentation from identification process and ARD meetings that reflect correct protocol.	January 2014	In Progress

Special Education Disciplinary Placements– All Levels

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

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

Table #DR-10					
Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model. Lead persons will utilize campus Performance Data, eCST service tracking, and Student Learning reviews provided by district to identify areas of need and monitor student progress.	Administration Counselors Department Chairs Team Leaders Teachers		Data reports generated each cycle and stored on s-drove. Minutes of campus leadership weekly meetings, department meetings, department chair meetings.		In Progress
Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: <ul style="list-style-type: none">Conflict Management	Administration Counselors Department Chairs Team Leaders Teachers	PD time at the beginning of year.	Participation lists from training Weekly agendas	Before start of school	Complete

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
<ul style="list-style-type: none"> How to maintain academic rigor while reducing behaviors. Staff will participate in SEL training before students return for the school year and follow-up training during the year. The SEL facilitating teacher will teach SEL instruction in every core classroom throughout a three week period.					
Continue use of SLC for students who would otherwise be removed for discretionary reasons. Appropriate levels along the Scottie Learning Center continuum will be used for SPED students prior to any immediate removal from campus.	Administration Counselors Department Chairs Team Leaders Teachers ISS Monitor	SLC student handbook Orientation Packet PD on SLC for staff	SLC Handbook and program outline Document SLC assignments in eCST	All Year	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
Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions. SPED chair will train professional staff on LRE.	Administration Counselors SPED Staff	Depends on individual IEP's	Sign in sheets from training. Master schedule will reflect the change.	End of year	In Progress
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administration Counselors Department Chairs Team Leaders Teachers	Trainers, Funding,	Data reports generated each cycle and stored on s-drive. Minutes of campus leadership weekly meetings, department meetings, department chair meetings.	Ongoing	In Progress
NOTE: Lamar has an unusually large life skills program who are at most 20% LRE.					

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	
Campus administrator annually reports length of instructional day to SPED coordinator – Data and Compliance.		Administration Counselors SPED staff Teachers	Depends on individual IEP's	Email to respective groups containing schedule information.	Ongoing	In Progress	
Continue to have campus counselors and SPED department chairs use forms developed in SY 12-13 verifying that student schedules are based on the IEP schedules of services.		Administration Counselors SPED staff Teachers	SPED student schedules, TEAMS Reports	Students schedules that reflect the IEPs	Ongoing	In Progress	
SPED case managers will distribute		Administration	Hard copies and electronic	SPED chair gathered	Ongoing	In Progress	

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	
relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.		Counselors SPED staff Teachers	copies of IEPs	receipts from teachers that they have their IEPs.					
Email distribution of ARD meetings and updates related to testing will be related to staff and students taking the STAAR-M will be discussed at team meetings so teachers are aware of instructional supports needed to advance student from STAAR-M to STAAR.		Administration Counselors SPED Staff Teachers	None	Email Updates, Team Meeting Minutes		Ongoing		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	
Email distribution of ARD meetings and updates related to testing will be related to staff and students taking the STAAR-M will be discussed at team meetings so teachers are aware of instructional supports needed to advance student from STAAR-M to STAAR.		Administration Counselors SPED Staff Teachers	None	Email Updates, Team Meeting Minutes		Ongoing		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): Yes					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e. ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy.	Administration Counselors Department Chairs Team Leaders Teachers ELL Campus Specialist	Professional Development	1. Participation Sign-in sheets 2. Team	Ongoing	In Progress
Implement a reading Intervention class for 7 th /8 th grade ELLs who did not pass STAAR. STAAR results determine placement in class.	ELL Campus Specialist Librarian Administration	Professional Development	Walkthroughs, meetings with admin	Ongoing	In Progress
Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations.	Administration Counselors Department Chairs Team Leaders Teachers ELL Campus Specialist	Benchmark Data	Participation Sign in sheets Team meeting minutes Staff Development agenda	Ongoing	In Progress
Require that teachers scaffold core content to address linguistic differentiation among ELLs	Administration Department Chairs Teachers ELL Campus Specialist	Funds for core teachers to attend ELPS training and funds to ensure teachers have ESL certification.	-Unit plans, lesson plans, walkthrough feedback -Walkthrough logs reflect science teachers are implementing strategies.	Ongoing	In Progress

Table #DR-15

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

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

Source: AISD CDA Report

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			-Certificate of attendance for PD teachers attended to support scaffolding of science content.		
Conduct Collaborative Planning sessions that ensure pace and scope of curriculum is consistent with the ESL and regular classrooms	Administration Department Chairs Teachers ELL Campus Specialist	Funds for substitutes to cover classes as needed because there is not a common planning period.	-Participation sign in sheets -Team Meeting Minutes -ELL Specialist will provide information for dissemination at campus-wide and department meetings Unit plans, lesson plans, walkthrough feedback	Ongoing	In Progress
Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided, including vocabulary acquisition.	Administration Department Chairs Teachers ELL Campus Specialist	TEAMS Reports, Lesson Plans,	-ELL Specialist maintains a service log when working with specific students. -ELL specialist will provide administration with email communications and feedback of Webb visitations	Ongoing	In Progress
Conduct professional development for teachers on the LIAG. Teachers will attend LIAG Trainer of Trainers Training. One staff meeting will be devoted to training campus.	ELL Campus Specialist Administration	Professional Development	Participation Sign in Sheets Teachers will attend LIAG Trainer of Trainers Training. One staff meeting will be devoted to training campus.	Ongoing	In Progress

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

Table #DR-16

☐ State: Below safeguard target

☐ 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
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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): n/a							
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): n/a							
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): n/a					
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): n/a					
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
Extra Duty – CP-AVID-Lamar	Extra duty pay for AVID program and / or tutorials supporting targeted students at risk of dropping out and under-represented in post-secondary education.
Extra Duty – CP-Tutor-Lamar	Extra duty pay for AVID program and / or tutorials supporting targeted students at risk of of not meeting state level academic performance goals in core content areas on STAAR
Professional Salary – CP-AVID-Lamar	Salary for AVID program staff supporting targeted students at risk of dropping out and under-represented in post-secondary education.
Support Personnel Salary – CP-At Risk Stdnt Supp-Lamar	Salary for counseling staff supporting targeted students at risk of not meeting state performance targets in core content areas of STAAR. Targeted students in need of additional social, emotional, behavioral, and academic supports for effective learning.
FICA – CP-Tutor-Lamar	FICA for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
FICA – CP-AVID-Lamar	FICA for AVID program staffing and extra duty pay supporting targeted students at risk of dropping out and under-represented in post-secondary education.
FICA – CP-At Risk Stdnt Supp-Lamar	FICA for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
Health/Life Ins – CP-AVID Lamar	Insurance for AVID program staffing and extra duty pay supporting targeted students at risk of dropping out and under-represented in post-secondary education.
Health/Life Ins – CP-At Risk Stdnt Supp-Lamar	Insurance for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
Wk's Comp – CP-Tutor-Lamar	Wellness benefit for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
Wk's Comp – CP-AVID-Lamar	Wellness benefit for AVID program staffing and extra duty pay supporting targeted students at risk of dropping out and under-represented in post-secondary education.
Wk's Comp – CP-At Risk Stdnt Supp-Lamar	Wellness benefit for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
Teacher Retirement – CP-	Benefit for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic

Programs/Services	Use
Tutor-Lamar	performance goals in core content areas on STAAR.
Teacher Retirement – CP- At Risk Stdnt Supp- Lamar	Benefit for extra duty pay tutorials supporting targeted students at risk of not meeting state level academic performance goals in core content areas on STAAR.
Extra Duty – CP-Aft Sch Det-Lamar	Extra duty pay for afterschool detention in which students receive assistance with academic assignments. Targets at risk students in need of additional social, emotional, behavioral, and academic interventions for effective learning.
FICA – CP-Aft Sch Det- Lamar	FICA afterschool detention in which students receive assistance with academic assignments. Targets at risk students in need of additional social, emotional, behavioral, and academic interventions for effective learning.
Wk's Comp – CP-Aft Sch Det-Lamar	Wellness benefit for afterschool detention in which students receive assistance with academic assignments. Targets at risk students in need of additional social, emotional, behavioral, and academic interventions for effective learning.
TOTAL	92,458.00

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX G

Additional NCLB Requirements

Parent Notice

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

Support

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

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

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

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

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

Evaluation and Outcomes

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

APPENDIX H

Pregnancy Related Services

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

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

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

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

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

APPENDIX I
Strategic Performance Measures and Improvement Targets

Campus Scorecard 2013-14

For ALL levels, the following performance indicators are included:

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

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

- Primary Reading Assessment

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

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

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

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

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

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

STAAR/EOC Reading/ELA at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	51	52	65.00	61
Asian	*	*	75.00	*
AA	31	26	50.00	40
Hispanic	35	38	55.00	50
White	71	71	80.00	77
2 or More	56	67	80.00	73
EcD	30	33	55.00	47
ELL	15	13	55.00	30
Spec Ed	38	38	55.00	50
6th English	47	48	75.00	59
7th Grade	51	48	75.00	58
8th Grade	56	58	75.00	67

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	37	33	55.00	46
Asian	*	*	75.00	*
AA	*	*	55.00	*
Hispanic	22	26	55.00	41
White	55	46	75.00	56
2 or More	63	*	75.00	*
EcD	18	22	55.00	38
ELL	13	*	55.00	*
Spec Ed	31	30	55.00	44
6th English	43	31	55.00	44
7th Grade	30	28	55.00	42
8th Grade	36	38	55.00	51

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	39	30	55.00	44
Asian	n/a	*	55.00	*
AA	*	<1	55.00	20
Hispanic	29	20	55.00	36
White	55	44	75.00	55
2 or More	*	*	75.00	*
EcD	20	16	55.00	33
ELL	*	*	55.00	*
Spec Ed	43	42	55.00	53
7th Grade	39	30	55.00	44

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	33	29	55.00	44
Asian	*	n/a	55.00	n/a
AA	*	<1	55.00	20
Hispanic	14	22	55.00	37
White	54	45	75.00	56
2 or More	*	*	55.00	*
EcD	12	16	55.00	33
ELL	*	*	55.00	*
Spec Ed	*	29	55.00	43
8th Grade	33	29	55.00	44

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	43	48	65.00	58
Asian	*	n/a	55.00	n/a
AA	*	*	55.00	*
Hispanic	24	36	55.00	49
White	65	69	80.00	75
2 or More	*	*	80.00	*
EcD	16	28	55.00	42
ELL	*	*	55.00	*
Spec Ed	39	43	55.00	54
8th Grade	43	48	60.00	58

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	22	26	35.00	33
Asian	*	*	60.00	*
AA	<1	*	35.00	*
Hispanic	10	13	35.00	22
White	39	44	60.00	49
2 or More	38	39	60.00	45
EcD	7	9	35.00	18
ELL	*	<1	35.00	10
Spec Ed	9	10	35.00	19

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	14	10	35.00	19
Asian	*	<1	35.00	10
AA	*	<1	35.00	10
Hispanic	7	5	35.00	14
White	22	19	50.00	27
2 or More	*	*	35.00	*
EcD	4	*	35.00	*
ELL	*	<1	35.00	10
Spec Ed	*	*	35.00	*

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	8	35.00	17
Asian	n/a	*	35.00	*
AA	<1	<1	35.00	10
Hispanic	*	*	35.00	*
White	17	13	50.00	22
2 or More	*	<1	35.00	10
EcD	*	*	35.00	*
ELL	<1	<1	35.00	10
Spec Ed	*	*	35.00	*

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

STAAR/EOC Social Studies at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	16	11	35.00	20
Asian	*	n/a	35.00	n/a
AA	<1	<1	35.00	10
Hispanic	*	*	35.00	*
White	29	18	50.00	26
2 or More	*	*	35.00	*
EcD	*	*	35.00	*
ELL	<1	<1	35.00	10
Spec Ed	<1	*	35.00	*

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	10	18	35.00	26
Asian	*	n/a	35.00	n/a
AA	<1	<1	35.00	10
Hispanic	*	10	35.00	19
White	17	32	50.00	39
2 or More	*	<1	35.00	10
EcD	<1	*	35.00	*
ELL	<1	<1	35.00	10
Spec Ed	*	*	35.00	*

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	95.7%	95%	95.3%	94.7%	95.9%	95.9%	96.00
African American	95.2%	93.7%	94%	91.3%	95.2%	95.1%	96.00
Asian	98.7%	97.6%	97.6%	95.8%	96.5%	97.2%	99.00
Hispanic	95.4%	95%	95.2%	95.2%	95.4%	95.8%	96.00
Native American	95%	94.7%	90.5%	76%	99.4%	99.3%	99.50
White	95.9%	95.2%	95.7%	94.9%	96.5%	96.2%	97.00
2 or More				96.9%	96%	95.7%	97.00
EcD	95.1%	94.5%	94.7%	93.8%	95.2%	95.3%	96.00

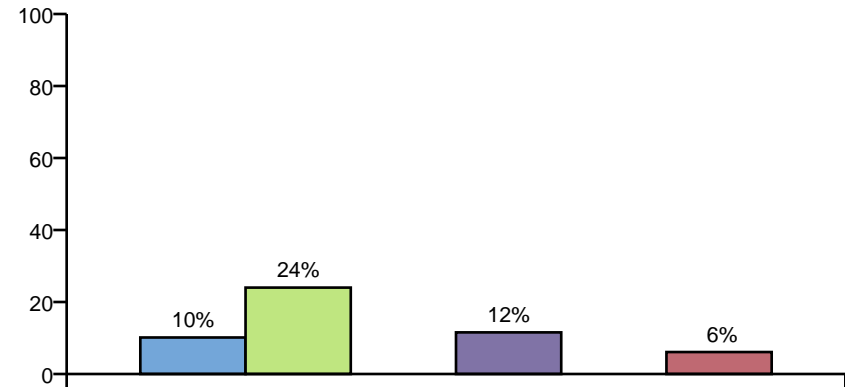
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	621
African American	50
Asian	8
Hispanic	294
Native American	2
White	246

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

Campus Suspension to Home



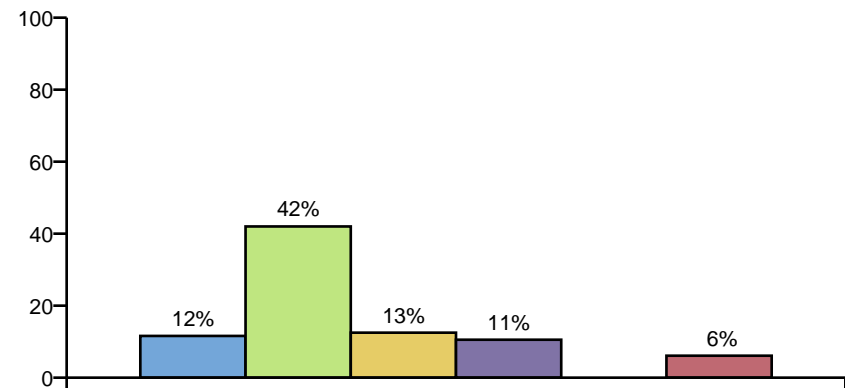
	All	A-A	Asian	Hisp	N-A	White
HS	10%	24%	-	12%	-	6%

Campus Discretionary Removals



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

Campus ALC/EDAP or ISS



	All	A-A	Asian	Hisp	N-A	White
ISS	12%	42%	13%	11%	-	6%

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	4	.65%	3	.5%			0.00
African American	2	3.51%					0.00
Asian							0.00
Hispanic	2	.69%	3	1.02%			0.00
Native American							0.00
White							0.00

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

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

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	77	12.54%	88	14.67%	63	10.14%	5.00
African American	19	33.33%	9	21.43%	12	24%	5.00
Asian							5.00
Hispanic	41	14.14%	53	18.03%	34	11.56%	5.00
Native American							5.00
White	16	6.93%	24	10.34%	15	6.1%	5.00

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	127	20.68%	97	16.17%	72	11.59%	5.00
African American	28	49.12%	13	30.95%	21	42%	5.00
Asian	1	7.69%	1	8.33%	1	12.5%	5.00
Hispanic	67	23.1%	57	19.39%	31	10.54%	5.00
Native American	1	33.33%					5.00
White	28	12.12%	23	9.91%	15	6.1%	5.00

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	780	663	598	565	588
African American	114	82	60	36	47
Asian	30	22	12	10	8
Hispanic	340	300	268	265	269
Native American	3	3	3	3	2
White	293	256	223	224	237
2 or More			32	27	25

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	60	3	5%	59	3	5%	2.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	-	-	-	0.00	
Hispanic	56	3	5%	53	2	4%	2.00	
White	*	*	*	*	*	*	0.00	
EcD	58	3	5%	56	3	5%	2.00	
Special Ed	15	2	13%	17	1	6%	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	66	25	38%	64	28	44%	43	17	40%	43	13	30%	71	32	45%	71	30	42%
F	Hispanic	311	173	56%	306	166	54%	279	130	47%	273	122	45%	302	162	54%	299	139	46%
F	White	229	154	67%	224	147	66%	226	145	64%	220	150	68%	321	240	75%	314	219	70%
F		606	352	58%	594	341	57%	548	292	53%	536	285	53%	694	434	63%	684	388	57%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	76	51	67%	76	60	79%	40	23	57%	40	31	78%	52	33	63%	52	36	69%
M	Hispanic	377	164	44%	375	242	65%	364	157	43%	364	237	65%	361	184	51%	361	238	66%
M	White	305	207	68%	300	249	83%	292	211	72%	286	239	84%	284	197	69%	284	240	85%
M		758	422	56%	751	551	73%	696	391	56%	690	507	73%	697	414	59%	697	514	74%
total		1364	774	57%	1345	892	66%	1244	683	55%	1226	792	65%	1391	848	61%	1381	902	65%

Data Source: AISD Fitnessgram