



G.W. Norman Early College Prep. Academy

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 | Floretta Andrews | 9/23/13 |
| Co-Chair | Chaitra McGrew | 9/23/13 |
| Co-Chair | Emily Alexander | 9/23/13 |



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 | Floretta Andrews |
| Asst. Principal | Brandy Ratcliff |

| Voting Members | Name | CAC Co-Chair (✓) | CAC Sec. (✓) | PTA Pres. (✓) | Classroom Teacher (✓) | SpEd Expertise (✓) | Other Prof. Staff Member (Give Title) |
|---------------------------|--|------------------------|--------------------|---------------------|-----------------------------|--------------------------|---|
| Parent | Emily Alexander | X | | | | | |
| Parent | Donna Johnson | | | X | | | |
| Parent | Reedy Sprigner | | | | | | |
| Parent | Bernice Pinchback | | | | | | |
| Parent | Maria Castellanos | | | | | | |
| Professional Staff Member | Jacqueline King | | X | | X | | |
| Professional Staff Member | Jazmine Martinez | | | | X | X | |
| Professional Staff Member | Angela Bell | | | | X | | |
| Professional Staff Member | Shawn Mckinley | | | | X | X | |
| Professional Staff Member | Chaitra McGrew | X | | | X | | |
| Classified Staff Member | Jamila Hamlin | | | | | | TA |
| Student (If Applicable) | N/A | | | | | | |
| Student (If Applicable) | N/A | | | | | | |
| Business Representative | Leopoldo Arroyo | | | | | | |
| Community Representative | Pastor Lenorad D. James Greater Works Baptist Church | | | | | | Community Rep |

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): | 4th Monday |
| Normal Time: | 3:00 PM |

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

| Check Any As Applicable (✓) | Method of Orientation |
|-----------------------------------|---|
| | Self-Orientation Using Materials on CAC Website |
| x | Orientation at CAC Meeting (Provided by Campus) |
| | Orientation at CAC Meeting (Provided by Central Office) |
| x | 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 |
| 4 hours | 10 hours |

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- 2013 Campus Data Profile (including academic performance/assessment data)
- Parent survey results, staff climate results, student survey results

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

- Primary literacy
- Math, reading and writing achievement
- Percent of students meeting level II final and level III passing standards on state assessments
- Student health and fitness

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

| Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|---|--|--|---|--------------------------|-----------------|
| Objective: Improve primary literacy development. | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Insure balanced literacy, daily 5, explicit instruction in phonics/phonemic, awareness (PA) occur daily/weekly. | Principal Assistant principal Reading specialist Teachers | Daily 5 follow up training Fluency building PD Phonics/Phonemic awareness PD (Words Their Way) Interactive writing PD | Staff development agenda, grade level planning minutes, observation of Daily 5 strategies in classroom walkthroughs | November | In progress |
| Analyze BoY assessment data to identify struggling students and target interventions. | Principal Assistant principal Classroom teachers Reading specialist | Funding for subs for data analysis/professional development days | Training agendas/sign-in sheets, documentation of student intervention plans, campus budget | October | In progress |
| Provide interventions for struggling students and monitor student progress biweekly, adjusting interventions as needed. | Principal Assistant principal Reading specialist Primary teachers | Funding for subs for data analysis/professional development days Funding for interventions during the day and after school | Progress monitoring records Observation of interventions | October - May | Not yet started |
| Provide guided reading/small group literacy instruction daily and insure that struggling readers receive small group instruction/support daily. | Principal Assistant principal Reading specialist Primary teachers | PD for guided reading as needed | Teacher schedules Classroom observations | October - May | In progress |
| Provide a kinder transition workshop for PK and EE parents to prepare parents and students for literacy instruction in kindergarten. | Principal Assistant principal Kinder teachers Pre-K teachers PSS | District information for kinder round up | Documentation of flyer, agenda, and parent sign-in | May | Not yet started |

| Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance | | | | | |
|--|--|--|---|--------------------------|-------------|
| Objective: Increase number of students meeting level II final and level III passing standards on All STAAR assessments. | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Provide rigorous, engaging core instruction that is aligned to TEKS/SEs and assessments. | Principal Assistant Principal Classroom teachers | Time to analyze STAAR released assessments | Classroom observation and feedback | October - May | In progress |

| | | | | | |
|--|---|---|---|---------------|-----------------|
| | Specialists | | | | |
| Utilize differentiation and continuous formative assessment to monitor student understanding and meet diverse students' needs. | Principal Assistant Principal Classroom teachers Specialists | Professional development on differentiation strategies | Training records Classroom observation and feedback | October - May | In progress |
| Implement a systematic intervention plan for Tier II & Tier III students. | Principal Assistant Principal Classroom teachers Specialists | Time to meet teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training | Documentation of interventions and progress monitoring CST records Training records | October - May | In progress |
| Utilize STAAR question types, Bloom's Taxonomy, problem solving, and inquiry-based instruction to promote critical thinking and increase student engagement in the learning process. | Principal Assistant Principal Classroom teachers Specialists | Professional development that supports individual teachers in the classroom Professional development on STAAR question types, Bloom's taxonomy, inquiry-based instruction as needed | Training records Classroom observation and feedback | October - May | In progress |
| Implement all Area 3 Negotiable strategies in reading, Math, Writing, and Science | Principal Assistant Principal Classroom teachers Specialists | Time to train and implement new new area strategies for all core content areas | Training records Classroom observation and feedback | October - May | In progress |
| Provide tutorials for all at risk scholars in reading, math, and science | Classroom teachers and coaches | Part-time-hourly staff, additional tutors, and subs for teachers | Increased academic performance by all at risk scholars. | Dec-April | Not started yet |

DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

| Table #DR-1 | | | | | |
|---|--|--|---|--|-----------------|
| Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12. | | | | | |
| Applicable Strategic Plan Goal(s): 1,2 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks. | Principal Assistant Principal PE Teacher Classroom Teachers | PE teachers will review CATCH Curriculum with staff on the November staff development day. | CATCH lesson reminders will be added to the master calendar. Teachers will submit documentation of CATCH lessons (lesson plan, photo, email, etc.). | November | In progress |
| Homeroom teachers will lead structured physical activities for 20 minutes on days students do not have PE classes. | Principal Assistant Principal PE Teacher Classroom Teachers | PE teacher will review utilization of structured PE lessons for teachers and equipment. | Teachers will include the structured activities they will use in their lesson plans on days students do not have PE. | November | In progress |
| Parents, staff and students will be encouraged to participate in physical activities each morning before classes begin. | Principal Assistant Principal PE Teacher Classroom Teachers | Web-based exercise activities, dances, etc. that can be played in the cafeteria prior to morning assembly. | Stakeholders can observe and/or participate each morning. | November | Not yet started |
| 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments. | Principal Assistant Principal PE Teacher Classroom Teachers | None | PE teacher will provide newsletter or letters for parents each nine weeks that describe the assessments for that grading period. PE teacher will communicate assessment results with students, staff, and parents. | First and last week of the grading periods | In progress |
| Provide health and wellness information and case management for obesity for families of students in the ≥85 th percentile BMI. | Principal Assistant Principal PE Teacher Nurse PSS | None | PE teacher will provide a list of students in the 85 th percentile to PSS, nurse, and principal. PSS and nurse will verify that health and wellness information has been given to families of identified students. | February | Not yet started |
| Making healthy nutrition choices information provided to parents and | PSS, Admin staff, PE Teacher, Nurse | None | The campus will schedule wellness workshops for campus families and | October-April | 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. Partnership with St. James and Town Lake Links | | | staff to share information about making healthy choices. | | |
| Test and record Fitness gram data for all scholars K-5 th grade | PE teacher and Nurse | Substitute teacher | Increased percent of scholars in the healthy Zone for BMI | Sept-April | 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 |
|--|---|---------------------------------------|---|--------------------------|-------------|
| Campus will seek a No Place For Hate designation by implementing and documenting NPH requirements. | Campus administrators Counselor Student Council Campus climate committee | None | Documentation of completed NPH requirements (resolution of respect, committee meetings, three activities, etc.) | October April | 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 |
|---|--|---|--|--------------------------|-----------------|
| Provide monthly opportunities to involve parents in their child's education. | Campus administrators PSS Classroom teachers | None | Meeting agendas and sign in sheets | Monthly | In progress |
| Provide transitional meetings for students entering kinder and middle school. | Campus administrators PSS Classroom teachers | Kinder round-up information from the district Timely information from middle schools regarding registration, choice sheets, magnet and academy application information | Meeting agendas and sign in sheets, flyers | By May | Not yet started |
| Provide parent workshops that focus on academic achievement. | Campus administrators PSS Classroom teachers | Provide a math and literacy night as well as opportunities for parents to meet with administrators and teachers to discuss teaching and learning. | Meeting agendas and sign in sheets, flyers | By November | In progress |
| Communicate student progress to parents in a language they | Campus administrators Parent support specialist | Provide a progress report and/or report card at four week and nine week intervals. | Conference schedules and | August - June | 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 |
|-------------------------------|-----------------------|---------------------------------------|--|--------------------------|--------|
| understand. | Classroom teachers | Hold two parent-teacher conferences. | sign in sheets, report cards, progress reports | | |

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 |
|--|--|---|--|------------------------------------|-------------|
| Parents and staff will have opportunities to provide input on what type of professional development is provided. | Parents Teachers Administrators | Time and funding for campus PD | Surveys | Beginning, middle, and end of year | In progress |
| Professional development for improvement strategies will be provided as needed. | Administrators Teachers Solution team Curriculum team Campus support staff | Time and funding for campus PD Trainers and facilitators | Training agendas and/or sign-in sheets | Beginning, middle, and end of year | In progress |
| Differentiated, follow-up professional development, including in-class support, will be provided as needed. | Administrators Teachers Solution team Curriculum team Campus support staff | Time and funding for campus PD Trainers and facilitators | Training agendas, sign-in sheets, and/or teacher PD reflection notes | Beginning, middle, and end of year | 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 (focus on African American Males) | | | | | |
| Condition: If rate > 8.5% | | | | Source: SPED C-IEP (A) | |
| Does Campus Performance Require Inclusion of This Objective (Yes or 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 |
| Continue developing and implementing a new Child Study System with a systematic intervention plan for Tier II & Tier III students. | Principal Assistant Principal Classroom teachers Specialists | Time to meet with teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training | Documentation of interventions and progress monitoring CST records Training records A reduction in the identification rate | October - May | In progress |
| Review campus level data on SPED representation provided by SPED department. | Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants | Time and funding for subs to meet with teachers and support staff to review special education data and adjust programs as needed. | Meeting agendas, meeting notes, meeting handouts (data), sign in sheets A reduction in the identification rate | October - May | In progress |
| Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment. | Principal, Asst. Principal Special education Team leaders. | Cultural Proficiency training. | Increased understanding by all staff members of the culture and background of scholars served on the campus. | September | Completed |
| Improve differentiation strategies and instructional supports in general education classrooms to meet student needs. | Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants | Provide training for staff on differentiation strategies. Provide time for special education teacher and general education teachers to work together and collaborate on | Training records A reduction in the identification rate | October - May | In progress |

Table #DR-5

Objective: Reduce special education identification rate (focus on African American Males)**Condition:** If rate > 8.5%

Source: SPED C-IEP (A)

Does Campus Performance Require Inclusion of This Objective (Yes or 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 |
|-------------------------------|-----------------------|---------------------------------------|---|--------------------------|--------|
| | | instructional strategies. | | | |

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):

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 |
|---|---------------------------------|---------------------------------------|---|--------------------------|-------------|
| Train staff on the implementation of Teir II strategies and interventions. | Campus math and reading coaches | Substitutes | Reduction in identification of Special Education scholars | Aug-Oct | In Progress |
| Campus staff attend training that assists in staff awareness of the different cultures of scholars being served | Principal PLC leaders | None | Reduction in Misidentification of scholars. | Nov | Completed |

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):

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. | Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants | Time to meet with teachers to review special education data and make programming adjustments | Meeting records Increase in percentage of time special education students are spending in the general education setting | October - May | In progress |
| Review staffing biannually and make adjustments to support IEPs. | Principal Assistant Principal Special education staff | Time for staffing meetings | Meeting records Increase in percentage of time special education students are spending in the general education setting | August & May | August – completed May – not yet started |
| General education and special education teachers will collaborate weekly for lesson planning and inclusion models. | Principal Assistant Principal Special education staff General education staff | Additional time and funding for subs so that teachers can plan together | Meeting records Increase in percentage of time special education students are spending in the general education setting | October - May | In progress |
| Review instructional arrangement patterns and utilize the responsible scheduling protocols to optimize scheduling of staff and students. | Principal Assistant Principal Special education staff Special education chair | Additional time and funding for subs so that teachers and administrators can plan together | Meeting records Increase in percentage of time special education students are spending in the general education setting | October - May | In progress |

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): | | | | | | | |
| 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 have campus counselors and SPED department chairs use forms developed in SY 10-11 verifying that student schedules are based on the IEP schedules of services. | | Special education campus chair Special education teachers Principal Assistant principal | Time and funding for subs for planning and data analysis meetings | Meeting records Increase in percentage of special education students taking regular STAAR assessments | January - May | Not yet started | |
| SPED case managers will distribute relevant portions of the IEPs electronically to instructional and review them with 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. | | Special education case managers General education teachers | Time and funding for subs for IEP review meetings | Meeting records Increase in percentage of special education students taking regular STAAR assessments | October - May | In progress | |
| General education and special education teachers will collaborate weekly for lesson planning and inclusion models. | | Principal Assistant Principal Special education staff General education staff | Additional time and funding for subs so that teachers can plan together | Meeting records Increase in percentage of special education students taking regular STAAR assessments | October - May | 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): | | | | | | | | | | |
| 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 |
| General education and special education teachers will collaborate weekly for lesson planning and inclusion models. | | Principal Assistant Principal Special education staff General education staff | | Additional time and funding for subs so that teachers can plan together | | Meeting records Increase in percentage of special education students taking regular STAAR assessments | | October - May | | 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): | | | | | | | |
| 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 | | |
| Improve differentiation strategies and instructional supports in general education classrooms to meet student needs. | Principal Assistant principal Reading specialist Classroom teachers Special education teachers Teacher assistants | Provide training for staff on differentiation strategies. Provide time for special education teacher and general education teachers to work together and collaborate on instructional strategies. | Training records A reduction in the identification rate | October - May | In progress | | |
| Utilize STAAR question types, Bloom’s Taxonomy, problem solving, and inquiry-based instruction to promote critical thinking and increase student engagement in the learning process. | Principal Assistant Principal Classroom teachers Specialists | Professional development that supports individual teachers in the classroom Professional development on STAAR question types, Bloom’s taxonomy, inquiry-based instruction as needed | Training records Classroom observation and feedback | October - May | In progress | | |
| Implement strategic Tier II and III interventions, including effective progress monitoring tools using research based AISD model. | Principal Assistant Principal Classroom teachers Specialists Special education teachers | Time to meet with teachers and with support staff to plan interventions Funding for subs allow time for teachers to plan interventions. Funding for research based tier III intervention programs and training | Documentation of interventions and progress monitoring CST records Training records Reduction in the identification percentage of Hispanic students | October - May | 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):

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 |
|---|-----------------------|---------------------------------------|---|--------------------------|-------------|
| Provide training for all teachers developing academic language | Campus coaches | Substitutes | Higher percentage of ELL's scoring advanced on TELPAS | October | Completed |
| Provide staff with training on how to monitor oral and written language | Campus coaches | Substitutes | Higher percentage of ELL's scoring advanced on TELPAS | November | In progress |

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/ Enrichment | Extra duty pay and benefits for after school tutoring. Students served are at risk of not meeting state level academic performance standards on STAAR or not performing at grade level on assessments. |
| General Supplies for at-risk students | General supplies for academic intervention programs. Students served are those at risk of not meeting academic performance goals on STAAR or performing below grade level and/or low income |
| Transition Services | Pre-K to K transition assistance programs for children who qualify for state funded pre-K services and their families: ELL, new comer, low income, SpED, etc. |
| Reading specialists | Reading specialist provides literacy and reading intervention programs to students not working at or above grade level. |
| Elementary Counselors | Elementary counselors support all students and the Social Emotional Learning program. Counselors prioritize providing social, emotional, behavioral, and academic supports to at risk students to promote effective learning. |
| Parent Support Specialist | The PSS collaborates with administration and the counselor to provide additional social, emotional, behavioral, and academic supports to at risk youth and their parents. These services create effective home and school learning environments and maximize student academic gains. |
| TOTAL | \$144,000.00 |

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

| Components | Pages |
|--|--------------|
| Comprehensive needs assessment | 6 |
| School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement, and that use effective methods/strategies based on scientifically based research | 7,8 |
| Instruction by highly qualified staff | 19 |
| High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards | 11 |
| Strategies to attract highly qualified teachers to high-need schools | 19 |
| Strategies to increase parental involvement | 11 |
| <i>For Elementary:</i> Transition to K assistance to Pre-K/EC students | 7, 10 |
| Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) | 7 |
| Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards | 8, 12-17 |
| Coordination and integration of federal, state, and local services and programs | 21-13, 7-8 |
| Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results | 10-11 |

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 | Summative Assessment of Impact |
|-----------------------------|---|--|-----------------------|---|
| | Needs Assessment | Action Plan Strategy | | |
| Personnel | | | | |
| Asst. Principal | Based on the need for more instructional support and support for discipline | Asst. with supervision/management and overall school systems | \$26,000.00 | Reduction in campus referrals, and improved academic achievement. |
| Math Specialist/Coach | Based on campus math scores and the number of new teachers (11) the need for this support is great | Assist with math professional development and work with scholars who are struggling in Math. | 0 | Improved math scores campus wide. |
| Subs | Due to the amount of testing and the need for small group testing, subs are needed to support the number of small groups on the campus. Due to the number of new teachers(11) several (5) days of PD will be built into the master calendar to support the continued learning of new teachers | Subs will be used during testing and on campus PD days. | \$4,100.00 | Increased instructional capacity among classroom teachers and proper coverage during the absence of teachers participating in Professional Development. |
| Part-Time Hourly/Extra duty | Extra support needed in reading and science base on standardized test scores. Small group tutoring during the day and afterschool | Hire retired school teachers to work in small groups with scholars who are not performing well in reading and science during the school day. | \$10,000.00 | Increased scores on standardized tests in reading and science |

| | | | | |
|---|--|--|-------------|--|
| Clerical overtime | Need for help with registration, and support tutoring | set up campus registration, maintain records and supplementals for tutoring | \$582.00 | Reduction in late registration, and errors in supplementals. |
| | | | \$0.00 | |
| Instructional Supplies, Materials, and Equipment | | | | |
| General Campus supplies | Meet basic instructional needs of each campus scholar | Written requests for basic school supplies | \$20,700.00 | Sign out sheets for basic supplies by teacher |
| Technology: Instructional software | Need for interactive instruction for all scholars. | Purchase Acc Math, Sum Dog, and | \$2,363.00 | Increased math scores on standardized assessments |
| Testing Materials | Provide materials to assist teachers with test preparation lessons prior to the state assessment | Use testing materials for small group and intervention group lessons | \$2,000.00 | Increased standardized test scores in all subjects. |
| Accelerated Reader | Need to increase reading activity across the campus | Accelerated reader will be used to motivate scholars to read. Scholars will receive incentives to read books and take quizzes on each story read | \$2,000.00 | Increased |
| Professional Campus Website | Need to communicate with parents and communicate campus events | Meet the communication needs of parents who prefer to receive electronic communication | \$3,000.00 | Increase in parent participation in campus and district surveys and district communication |
| | | | | |
| Transportation | Need to provide support for transportation to field learning experiences. | Pay for buses to crows nest, Botanical gardens, Children's museum, etc | \$400.00 | Provide real world experiences for scholars |
| | | | \$0.00 | |
| | | | \$0.00 | |
| | | | \$0.00 | |
| Community Services (Function 61) | | | | |
| Professional Campus Website | Need to communicate with parents and communicate campus events | Meet the communication needs of parents who prefer to receive electronic communication | \$3,000.00 | 3% increase in parent participation and district in surveys and campus communication. |

| | | | | |
|-------------------------------------|---|---|--------------|---|
| Supplies | Parental need of basic supplies for scholars | Assist families with support in getting school supplies for all scholars. | \$1,500.00 | Sign in sheets to identify families who received supplies |
| Travel and Registration | Need for parent support specialist to get training in parent involvement activities | Attend parenting state conference. | \$600.00 | Increased parent participation in campus activities |
| | | | \$0.00 | |
| Other Requests | | | | |
| | Salary Adjustment | | \$4,300.00 | |
| | | | \$0.00 | |
| | | | | |
| Total (Must Match BTO Total) | | | \$140,545.00 | |

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 | 26 | 18 | 45.00 | 35 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | 22 | 16 | 40.00 | 33 |
| Hispanic | 28 | 17 | 40.00 | 33 |
| White | <1 | <1 | 35.00 | 20 |
| 2 or More | >99 | * | 70.00 | * |
| EcD | 26 | 18 | 45.00 | 34 |
| ELL | * | * | 40.00 | * |
| Spec Ed | 24 | * | 40.00 | * |
| | | | | |
| 3rd English | 18 | 17 | 40.00 | 34 |
| 4th English | 32 | 15 | 40.00 | 32 |
| 5th English | 31 | 23 | 45.00 | 38 |

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 | 34 | 26 | 50.00 | 41 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | 25 | 15 | 45.00 | 32 |
| Hispanic | 44 | 35 | 55.00 | 48 |
| White | <1 | <1 | 40.00 | 20 |
| 2 or More | >99 | * | 75.00 | * |
| EcD | 34 | 25 | 45.00 | 40 |
| ELL | 38 | 32 | 50.00 | 45 |
| Spec Ed | 48 | * | 45.00 | * |
| | | | | |
| 3rd English | 24 | 20 | 45.00 | 36 |
| 4th English | 34 | 23 | 45.00 | 38 |
| 5th English | 44 | 34 | 55.00 | 47 |

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

STAAR/EOC Writing at Level II - Final

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| Safeguard | n/a | n/a | n/a | n/a |
| All Students | 18 | 29 | 50.00 | 43 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | 27 | 50.00 | 42 |
| Hispanic | * | * | 50.00 | * |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | * | >99 | 100.00 | >99 |
| EcD | 19 | 30 | 50.00 | 44 |
| ELL | * | * | 59.00 | * |
| Spec Ed | * | * | 91.00 | * |
| | | | | |
| 4th English | 18 | 29 | 48.00 | 43 |

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes English I Writing and English II Writing EOC tests

STAAR/EOC Science at Level II - Final

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| Safeguard | n/a | n/a | n/a | n/a |
| All Students | 17 | 29 | 50.00 | 43 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | * | 35.00 | * |
| Hispanic | * | 33 | 51.00 | 47 |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | n/a | >99 | 100.00 | >99 |
| EcD | 18 | 29 | 48.00 | 44 |
| ELL | <1 | * | 65.00 | * |
| Spec Ed | <1 | <1 | 25.00 | 20 |
| | | | | |
| 5th English | 17 | 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 | 7 | 6 | 19.00 | 15 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | * | 19.00 | * |
| Hispanic | * | * | 18.00 | * |
| White | <1 | <1 | 15.00 | 10 |
| 2 or More | * | * | 33.00 | * |
| EcD | 7 | 6 | 20.00 | 15 |
| ELL | <1 | <1 | 15.00 | 10 |
| Spec Ed | * | <1 | 15.00 | 10 |

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

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

STAAR/EOC Math at Level III

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| All Students | 9 | * | 18.00 | * |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | <1 | 15.00 | 10 |
| Hispanic | 15 | * | 19.00 | * |
| White | <1 | <1 | 15.00 | 10 |
| 2 or More | <1 | * | 33.00 | * |
| EcD | 9 | * | 18.00 | * |
| ELL | * | * | 20.00 | * |
| 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 | * | * | 17.00 | * |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | <1 | 15.00 | 10 |
| Hispanic | <1 | <1 | 15.00 | 10 |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | <1 | >99 | 100.00 | >99 |
| EcD | * | * | 17.00 | * |
| ELL | <1 | <1 | 15.00 | 10 |
| Spec Ed | * | <1 | 15.00 | 10 |

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

STAAR/EOC Science at Level III

| | 2011-12 Est | 2012-13 Est | 2013-14 Improvement Goal | 2013-14 Target |
|--------------|----------------|----------------|--------------------------------|-------------------|
| All Students | <1 | * | 18.00 | * |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | <1 | <1 | 15.00 | 10 |
| Hispanic | <1 | * | 20.00 | * |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | n/a | <1 | 15.00 | 10 |
| EcD | <1 | * | 18.00 | * |
| ELL | <1 | * | 30.00 | * |
| Spec Ed | <1 | <1 | 15.00 | 10 |

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

Primary Reading Assessment EOY On or Above Grade Level

| | 2010-11 Actual | 2011-12 Actual | 2012-13 Actual | 2013-14 Improvement Goal | End Goal Target |
|--------------------|-------------------|-------------------|-------------------|-----------------------------|--------------------|
| Kinder DRA English | 96% | 95% | 100% | 100.00 | >=90% |
| Kinder DRA Spanish | 67% | 100% | 91% | 95.00 | >=90% |
| 1st DRA English | 55% | 78% | 80% | 80.00 | >=90% |
| 1st DRA Spanish | * | 77% | 83% | 85.00 | >=90% |
| 2nd DRA English | 82% | 56% | 70% | 75.00 | >=90% |
| 2nd DRA Spanish | 50% | n/a | 57% | 60.00 | >=90% |

Data Source: AIMS, EOY Assessment

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

Estimated Attendance

| | Estimated | | | | | | Improvement Goal |
|------------------|-----------|---------|---------|---------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| All Students | 96.1% | 95.3% | 95.2% | 95.2% | 95.7% | 96.3% | 97.00 |
| African American | 95.9% | 95.2% | 94.9% | 95% | 95.7% | 96% | 97.00 |
| Asian | 100% | 97.3% | | | | 95.4% | 96.00 |
| Hispanic | 96.3% | 95.5% | 95.7% | 95.6% | 96% | 96.8% | 97.00 |
| Native American | | | | 93.4% | 92.9% | 97.7% | 98.00 |
| White | 93.8% | 91.4% | 91.4% | 90.7% | 91.9% | 94.2% | 96.00 |
| 2 or More | | | | 96.1% | 94.6% | 96% | 97.00 |
| EcD | 96.1% | 95.2% | 95.3% | 95.2% | 95.7% | 96.3% | 97.00 |

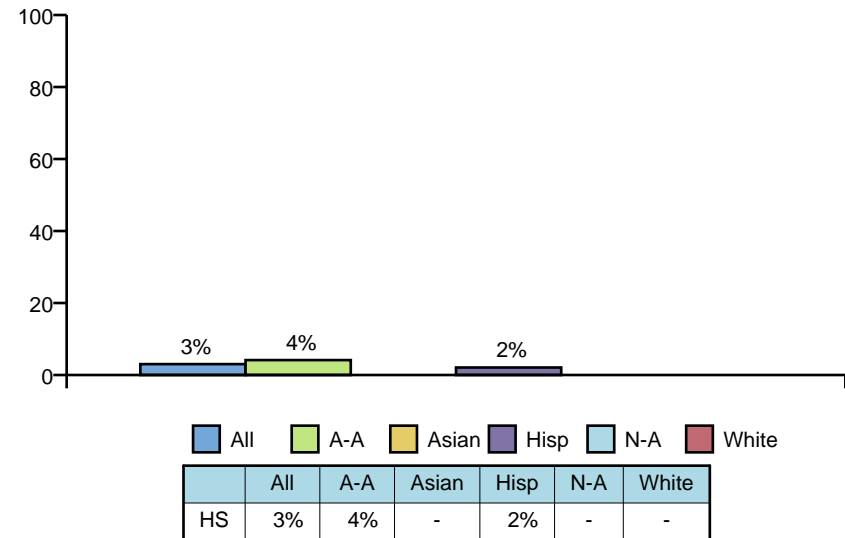
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

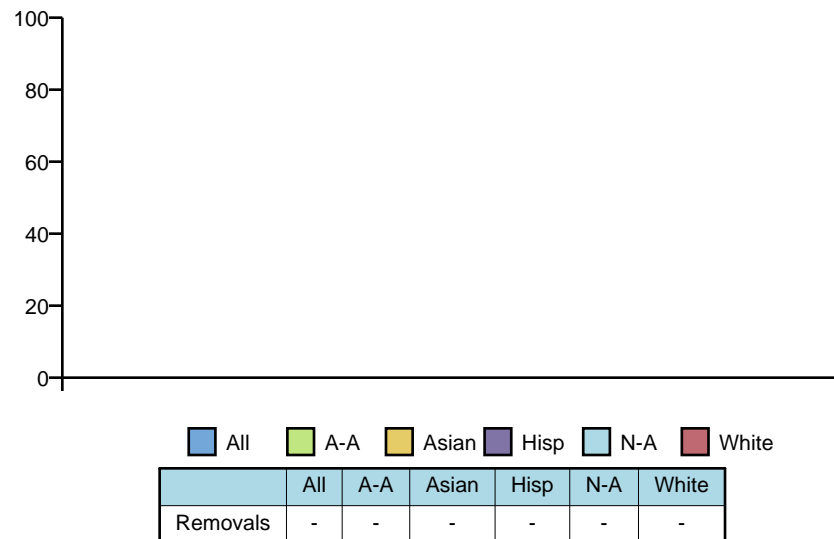
| Student Group | Enrollment 2012-13 |
|------------------|--------------------|
| All Students | 397 |
| African American | 169 |
| Asian | 1 |
| Hispanic | 192 |
| Native American | 2 |
| White | 21 |

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

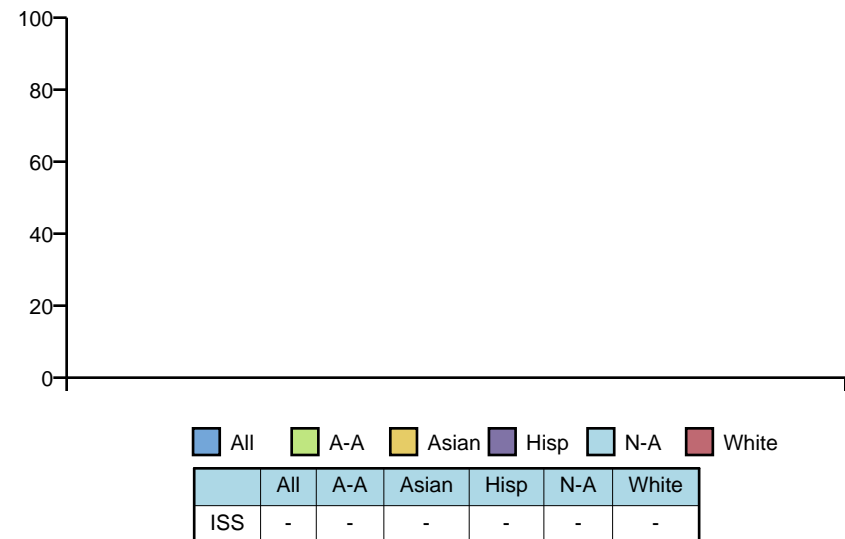
Campus Suspension to Home



Campus Discretionary Removals



Campus ALC/EDAP or ISS



Discipline Targets

Campus Discretionary Removals

| | Estimated | | | | | | Improvement Goal |
|------------------|--|------------------------|--|------------------------|--|------------------------|------------------------|
| | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 |
| | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | # Discretionary Removals to Alt. Ed. Program | % Ethnic Group Removed | % Ethnic Group Removed |
| All Students | | | 3 | .7% | | | 0.10 |
| African American | | | 2 | 1.07% | | | 0.10 |
| Asian | | | | | | | 0.10 |
| Hispanic | | | 1 | .47% | | | 0.10 |
| Native American | | | | | | | 0.10 |
| White | | | | | | | 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 | 2 | .53% | 6 | 1.41% | 12 | 3.02% | 1.00 |
| African American | 2 | 1.08% | 3 | 1.6% | 7 | 4.14% | 1.00 |
| Asian | | | | | | | 0.10 |
| Hispanic | | | 3 | 1.4% | 4 | 2.08% | 1.00 |
| Native American | | | | | | | 0.10 |
| White | | | | | | | 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 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 | 4 | 1.06% | 9 | 2.11% | | | 0.01 |
| African American | 2 | 1.08% | 5 | 2.67% | | | 0.10 |
| Asian | | | | | | | 0.10 |
| Hispanic | 2 | 1.13% | 4 | 1.86% | | | 0.10 |
| Native American | | | | | | | 0.10 |
| White | | | | | | | 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.

Fall Enrollment (PEIMS Snapshot)

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------|---------|---------|---------|---------|---------|
| All Students | 382 | 314 | 328 | 342 | 318 |
| African American | 192 | 155 | 158 | 151 | 148 |
| Asian | | | | | 1 |
| Hispanic | 187 | 154 | 149 | 167 | 132 |
| Native American | | | 1 | 2 | 2 |
| White | 3 | 5 | 6 | 5 | 11 |
| 2 or More | | | 14 | 16 | 24 |

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 | 35 | 5 | 14% | 31 | 1 | 3% | 3.00 | Decrease % ELL students scoring at beginning level on TELPAS Reading |
| African American | * | * | * | - | - | - | 0.00 | |
| Hispanic | 33 | 5 | 15% | 31 | 1 | 3% | 3.00 | |
| White | * | * | * | - | - | - | 0.00 | |
| EcD | 32 | 4 | 13% | 31 | 1 | 3% | 3.00 | |
| Special Ed | * | * | * | * | * | * | 20.00 | |

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 | 32 | 15 | 47% | 17 | 8 | 47% | 38 | 16 | 42% | 21 | 6 | 29% | 31 | 17 | 55% | 15 | 8 | 53% |
| F | Hispanic | 40 | 18 | 45% | 27 | 20 | 74% | 46 | 23 | 50% | 35 | 26 | 74% | 29 | 14 | 48% | 14 | 10 | 71% |
| F | White | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | - | - | <1% |
| F | | 75 | 34 | 45% | 46 | 29 | 63% | 85 | 40 | 47% | 57 | 33 | 58% | 61 | 32 | 52% | 29 | 18 | 62% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | African American | 42 | 21 | 50% | 20 | 18 | 90% | 47 | 24 | 51% | 32 | 26 | 81% | 28 | 16 | 57% | 16 | 13 | 81% |
| M | Hispanic | 27 | 11 | 41% | 16 | 8 | 50% | 33 | 14 | 42% | 24 | 18 | 75% | 31 | 14 | 45% | 22 | 19 | 86% |
| M | White | - | - | - | - | - | - | * | * | * | * | * | * | - | - | - | - | - | - |
| M | | 69 | 32 | 46% | 36 | 26 | 72% | 81 | 39 | 48% | 57 | 45 | 79% | 59 | 30 | 51% | 38 | 32 | 84% |
| total | | 144 | 66 | 46% | 82 | 55 | 67% | 166 | 79 | 48% | 114 | 78 | 68% | 120 | 62 | 52% | 67 | 50 | 75% |

Data Source: AISD Fitnessgram