

# **Wooldridge Elementary School**

**2013-2014**

**Campus Improvement Plan**

**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

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

### We Confirm the Above Information ...

Position	Name	Date
Principal	Sheri Mull	09/30/2013
Co-Chair	Marta Johnson	09/30/2013
Co-Chair	Cristina Rodriguez	09/30/2013



## **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	Sheri Mull

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Cristina Rodriguez	✓					
Parent	Janie Samarripa			✓			
Parent	Rosa Mar						
Parent	Veronica Patino						
Parent	Tina Briseno						
Parent	Antonia Palafox						
Professional Staff Member	Marta Johnson	✓					Instructional Coach
Professional Staff Member	Jennifer Blakely				✓		
Professional Staff Member	Monica Trethewey				✓		
Professional Staff Member	Elizabeth Mikeska		✓		✓		
Professional Staff Member	Sandra Springer				✓		
Professional Staff Member	Migdalia Morales				✓	✓	
Classified Staff Member	Teresa Campos						PSS
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Rob Fowler						
Community Representative	Ernest Reyna						

### 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 <sup>nd</sup> Tuesday):	1 <sup>st</sup> Monday
Normal Time:	3:00

### CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

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

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

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

Approximate Hours Spent on CIP Development	
By CAC and/or CAC Subcommittees	By Campus Administration and/or Leadership Team
10	5

## CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

### CAMPUS NEEDS ASSESSMENT

***The following data were reviewed:***

- 2013 STAAR results
- 2013 Campus Data Profile Notebook
- Parent and Student survey results
- Special Education and LEP Performance Data

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

- STAAR Reading, Math, and Writing for all students
- STAAR science performance for ELL students
- Level II Phase II and Level III performance for all students
- Reading performance for primary students

### 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					
<b>Objective:</b> Students will meet or exceed STAAR passing standards, and close performance gaps between all student groups in the areas of reading, math, and science with 30% of students scoring at the Level II Phase 2 or Level III in all areas.					
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
Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program.	Instructional team (Administration and Instructional Coaches), classroom teachers	Math Blasters program, funds for copies and materials	Progress Monitoring spreadsheet	Begin by first week of September and continue daily.	
Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan.	Instructional team (Administration and Instructional Coaches), classroom teachers	Lone Star Math program, Countdown to STAAR, funds for copies	Classroom walkthroughs, MOY math scores	Begin by first week of September and continue daily.	
Increase math performance among African American and ELL students	Classroom teachers	Intervention materials	Intervention logs MOY math scores	On-going	

in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades through monitoring data on assessments and providing interventions for struggling AA and ELL students in math.					
Increase the rigor of science lessons in the bilingual and ESL classrooms.	Classroom teachers, 5 <sup>th</sup> grade Instructional Coach	Funds for Interactive Science Notebooks and science materials	Classroom walkthroughs, Science MOY scores	On-going daily	
All struggling students will receive appropriate, timely interventions.	Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for intervention materials	Intervention logs, MOY scores	October 2013-April 2014	
Increase the number of students scoring advanced on the state assessment in all areas.	Classroom teachers, instructional coaches, GT advocate, tutors	Funds for intervention materials	MOY scores	On-going	
Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help their children at home.	Administration, Cadres, classroom teachers	Cadre meetings, funds for materials for parent nights	Sign in sheets	October, November, January, February	
Hire highly qualified teachers and assistants.	Administration	Consultation with HR	100% of staff is highly qualified	August 2013, on-going as necessary	
Meet at least twice individually with parents to discuss student progress and assessment results in parents' native language, and provide academic assessment results, including an interpretation of the results.	Classroom teachers	Time for conferences	100% completion as documented with sign-in sheets	October and February	
3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers will	Instructional team	Time, funds for subs	Meeting data and sign-in	December and	

participate in data meetings following each benchmark to discuss student progress, plan interventions, and decide about next assessments.			sheets	March	
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Table #CI-2 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective:** Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.

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
Provide explicit instruction in the five components of reading, including phonological awareness, phonics, vocabulary, fluency and comprehension to ensure students are reading at or above grade level.	Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for instructional materials, TLI professional development, Daily five training	DRA/EDL middle of year results will increase to 60% of all students in K,1,2 will be on grade level and 85% at the end of the year. Teachers will include in weekly lesson plans evidence on guided reading groups. Running records will be monitored.	On-going	
All K,1,2 teachers will implement the Heggerty phonics program.	K-2 Instructional coaches	Funds to purchase program and components	DRA/EDL middle of year results will increase to 60% of all students in K,1,2 will be on grade level and 85% at the end of the year.	October2013-June 2014	
Instructional coaches will meet weekly with teams during the planning process, model lessons as needed, and support teachers in the	Instructional coaches	Time	DRA/EDL middle of year results will increase to 60% of all students in K,1,2 will be on grade	Weekly	



classroom to increase the rigor of instruction in the K,1,2 language arts classrooms.			level and 85% at the end of the year.		
Continue operating a lending library for parents to check out books to read with their students in both English and Spanish	Parent Support Specialist	Funds to purchase books for library	Lending library check out list	Daily	

Table #CI-3 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective:** Transition to Kindergarten from Pre-Kindergarten Lucy Read.

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
Inform parents of meeting of students attending Pre-K at Lucy Read in the language they will understand	Principal Parent Support Specialist	Flyers will be sent home about meeting for Pre-K at Lucy Read activity prior the meeting and the same week of the meeting in the language that parents will understand	Agendas and flyers of meetings with dates on them	May 2014	
Principal will attend meeting at Lucy Read before the end of the school to coordinate the transition with the Lucy Read Principal	Principal	Principal will attend meetings and will communicate with kinder teachers and will parents	Agendas of meetings with dates on them	April 2014	

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

**Objective:** Fourth grade students will meet or exceed STAAR passing standards in writing with 30% of students scoring at the Level II Phase 2 or Level III in all areas with an increase in the percent of ELL students meeting expectations.

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
Increase the number of 4 <sup>th</sup> grade	4 <sup>th</sup> grade teachers, 4 <sup>th</sup>	Funds for grammar	Classroom walkthroughs,	September 2013-	

students scoring 5-8 on the STARR Writing Compositions	grade instructional coach	notebooks, writing camp, Grammar notebook professional development.	monitoring of writing assignments, MOY scores	May 2014, Writing Camps in December, January, and February	
Provide writing camp targeted interventions for ELL students.	4 <sup>th</sup> grade teachers, 4 <sup>th</sup> grade instructional coach	Writing camp materials Funds to pay teachers	Writing camp assignments	December, January, and February	
All struggling students will receive appropriate, timely interventions.	Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for intervention materials	Intervention logs, MOY scores	October 2013-April 2014	

## DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

### REQUIRED FOR ALL CAMPUSES

Table #DR-1					
<b>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.</b>					
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
Comply with the Federal, State, and Local Wellness Policy.	PE Teachers Administration	Texas Public School Nutrition Policy	Newsletters	On-going	
Teachers will teach five health and/or five CATCH lessons each nine-weeks, and all students will participate in moderate to vigorous physical activity during PE, WOW, and brain breaks.	Classroom teachers, PE teachers	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	On-going each nine-weeks	
Implement CATCH/Coordinated School health Program	PE teachers Wellness Team	CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	On-going	
Host two family fitness fun nights annually.	PE teachers, Wellness team	Funds for event materials	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	December, April	
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development	PE teachers	Assessments	Students' data will be entered in Grade Speed according to grade level and teacher.	Daily	

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
assessments.					
Improve campus Fitnessgram scores for all students grades 3-5.	PE teachers	Time	All students' data will be entered in Fitnessgram according to teacher and campus.	May 2014	
Identify students in the 85 <sup>th</sup> to 99 <sup>th</sup> plus percentile to receive health and wellness information and case management for obesity.	PE teachers	The PE teacher will assess students BMI using Fitnessgram. The PE teacher 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.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 <sup>th</sup> plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	May 2014	

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
Continue implementing No Place for Hate	Counselor	Funds for materials, training for staff	No Place for Hate designation	May 2014	

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
All classrooms will implement Mind Up social, emotional learning program.	Counselor, classroom teachers, CIS	Staff training, funds for books and materials	Lesson plans, classroom walkthroughs	On-going, daily	

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
Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help their children at home.	Administration, Cadres, classroom teachers	Cadre meetings, funds for materials for parent nights	Sign in sheets	October, November, January, February	
Host two family fitness fun nights annually.	PE teachers, Wellness team	Funds for event materials	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	December, April	
Meet at least twice individually with parents to discuss student progress and assessment results in parents' native language.	Classroom teachers	Time for conferences	100% completion as documented with sign-in sheets	October and February	
Continue operating a lending library for parents to check out books to read with their students in both English and Spanish.	Parent Support Specialist	Funds to purchase books for library	Lending library check out list	Daily	
Offer classes for parents (ESL,	Parent Support	Funds for materials,	Class sign-in sheets	May 2014	

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
Financial literacy, Healthy Cooking)	Specialist, Boys and Girls Club director, Wellness team	space, time			

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
Reading TLI 800 Word Genre Study Professional Development Heggerty training for K,1,2	Administrators Coaches	TLI Curriculum TLI agenda 800 Word Booklets Genre Monitoring Tool Genre Fountas & Pinnel	Agenda of the PD occurring on November 11 Sign in sheets	August 2013- November 2014	
Math Problem Solving Plan-Campus Wide LoneStar Math Numerical Fluency Program TEMI	Administrators Coaches	LoneStar Math Curriculum TIMI	Sign-in sheets	August 2013- November 2013	
Provide Mind Up training for all staff	Administration, Goldie Hawn Foundation	Mind Up books	Sign in sheets	August 2013 December 2013	

## 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): 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-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
Review campus level data on SPED representation provided by SPED department.	Administration	Administration will review Sped data monthly reports.	Sped monthly data will show a decrease in the number of identified Hispanic students.	Monthly	
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Administration Teachers Child Study Team	All Hispanic students referred to CST will receive intensive Tier II interventions with progress monitoring and be reviewed	CST meeting notes	On-going	

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
		through CST for effectiveness.			
Ensure that all students that are receiving both special education services, and that are identified ELL/LEP, have a completed ARD LPAC document on file by 3 <sup>rd</sup> grade that has set up appropriate exit criteria.	ARD Committee Administration	Time	Completed ARD/LPACS	On-going	



## 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): 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

## 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.	Administration and Special education team	time	Increase in the number of students served in the general education population setting for 80% of the day or more.	October 2013	
All struggling students will receive appropriate, timely interventions.	Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for intervention materials	Intervention logs, MOY scores	October 2013-April 2014	

## 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	
<b>Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).</b>									
<b>Condition: If rate &lt; 50%</b>								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			
Provide strategic interventions to anyone projected to take the STAAR M in an effort to move them to STAAR.		Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for intervention materials	Intervention logs, MOY scores	October 2013-April 2014				
If results show student performance is multiple years below grade level then student will take STAAR-M, if		ARD committee	Time	Increase in the number of Special Education students taking STAAR.	May 2014				

Table #DR-12						<input type="checkbox"/> State: Below safeguard target		<input type="checkbox"/> AYP: Area of low performance			
<b>Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).</b>											
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	
not, student will take STAAR.											

Table #DR-13						<input type="checkbox"/> State: Below safeguard target		<input type="checkbox"/> AYP: Area of low performance	
<b>Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).</b>									
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	
Use on -going progress monitoring to gauge students’ knowledge, provide meaningful access to grade level curricula, and to drive intervention efforts.		Instructional team (Administration and Instructional Coaches), classroom teachers	Funds for intervention materials	Intervention logs, MOY scores		October 2013-April 2014			
Collaborate with Child Study V-team facilitator to train staff on Tier 2 and 3 interventions.		Administration	Time	Increase in the number of Special Education students taking STAAR.		January 2014			
Monitor use of interventions to better meet the needs of individual students.		Administration Coaches	Time	Increase in the number of Special Education students taking STAAR.		On-going			

## 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): 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

## 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
Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	Administration DL teachers	Dual language Professional Development for third grade teachers and new teachers	Walkthroughs Gomez and Gomez visit documentation	On-going, daily	
Ensure administrative staff and teachers attend all DL trainings, and all DL teachers attend PD for sheltered instruction.	Administration DL teachers	Dual language Professional Development for third grade teachers and new teachers	Training certificates	August for initial training, monthly for follow up trainings	
Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English	DL teachers	Time	Teacher schedules	August 2013	
For second grade and third grade provide 2 reading periods—one in English and one in Spanish	DL teachers	Time	Teacher schedules Walkthroughs	Daily	

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

Table #DR-16 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Reduce the special education annual dropout rate.</b>					
<b>Condition: If SPED annual dropout rate &gt; 2% (MS-grades 7-8; HS-grades 9-12)</b>					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-17						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
<b>Objective: Reduce the ELL annual dropout rate.</b>							
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): 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	

#### 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
<b>Objective: Increase the rate of special education students who graduate within four years.</b>							
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		
<b>Objective: Increase the rate of ELLs who graduate within four years.</b>										
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
After-School Tutorials	Support struggling students in reading, math, writing, and science
General Supplies for at-risk students	Supplies for classroom instruction and after school tutoring in reading, science and math
Reading specialists	Increase literacy skill instruction for students not meeting standards in reading, math and science
Parent Support Specialist	Increase the hours of service of the parent support specialist to be able to bring more parent involvement and teach classes for parents with emphasis on serving at-risk students and their families
<b>TOTAL</b>	<b>\$178,294.00</b>

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



## APPENDIX B

### Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

	Offer early-bird signing bonuses to teachers at Title I campuses
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

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

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

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

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
<input checked="" type="checkbox"/>	Provide substitutes or stipends for professional development
	Other:

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

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

<b>Components</b>	<b>Pages</b>
Comprehensive needs assessment	Notebook, 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	6-10, 13
Instruction by highly qualified staff	7
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	14
Strategies to attract highly qualified teachers to high-need schools	25
Strategies to increase parental involvement	13-14
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	9
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	8
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	7
Coordination and integration of federal, state, and local services and programs	24
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	7-8

**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:

<b>Components</b>	<b>Pages</b>
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		
<b>Personnel</b>				
Bilingual Teacher Assistants	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. All struggling students will receive appropriate, timely interventions. Increase the number of students scoring advanced on the state assessment in all areas.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.	\$64,794.00	EOY assessments State Assessments
Bilingual instructional coach, Instructional coach	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase math performance among African American and ELL students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades through monitoring data on assessments and providing interventions for struggling AA and ELL students in math. Increase the rigor of science lessons in the bilingual and ESL classrooms. Increase the	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science.	\$104,000.00	EOY assessments State Assessments

	number of 4 <sup>th</sup> grade students scoring 5-8 on the STARR Writing Compositions All struggling students will receive appropriate, timely interventions. Increase the number of students scoring advanced on the state assessment in all areas.			
1/2 Assistant Principal	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase math performance among African American and ELL students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades through monitoring data on assessments and providing interventions for struggling AA and ELL students in math. Increase the rigor of science lessons in the bilingual and ESL classrooms. Increase the number of 4 <sup>th</sup> grade students scoring 5-8 on the STARR Writing Compositions All struggling students will receive appropriate, timely interventions. Increase the number of students scoring advanced on the state assessment in all areas.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.	\$34,000.00	EOY Assessments State Assessments
½ Parent Support Specialist	Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above	\$17,684.00	EOY Assessments State Assessments

	<p>their children at home. Host two family fitness fun nights annually. Meet at least twice individually with parents to discuss student progress and assessment results in parents' native language. Continue operating a lending library for parents to check out books to read with their students in both English and Spanish. Offer classes for parents (ESL, Financial literacy, Healthy Cooking)</p>	<p>grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.</p>		
4 <sup>th</sup> Grade Classroom teacher	<p>Increase numerical fluency of all students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade math classes with school wide problem solving plan. Increase math performance among African American and ELL students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades through monitoring data on assessments and providing interventions for struggling AA and ELL students in math.</p> <p>Increase the rigor of science lessons in the bilingual and ESL classrooms. Increase the number of 4<sup>th</sup> grade students scoring 5-8 on the STARR Writing Compositions</p> <p>All struggling students will receive appropriate, timely interventions. Increase the number of students scoring advanced on the state assessment in all areas.</p>	<p>Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science.</p>	\$53,252.00	
Substitutes, Part time	All struggling students will	Increase students meeting or	\$40,000.00	EOY Assessments

Hourly, and extra duty (tutoring, Science Summer Camp, Summer Writing Program, Summer Reading Program, summer Curriculum Writing, during the day interventions from certified teachers, team planning sessions, substitutes for professional development)	receive appropriate, timely interventions.	exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.		State Assessments
Ace Tutors	Provide explicit instruction in the five components of reading, including phonological awareness, phonics, vocabulary, fluency and comprehension to ensure students are reading at or above grade level.	Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.	\$5000.00	EOY Assessments
<b>Instructional Supplies, Materials, and Equipment</b>				
Software-instructional technology (Accelerated Reader, Learning A-Z, )	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase the number of students scoring advanced on the state assessment in all areas.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.	\$7,000.00	EOY Assessments State Assessments
General Supplies (replacement white boards, toner cartridges, replacement bulbs for innovation stations, die-cuts, instructional materials for reading, math, science, and physical education, classroom library	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase the number of students scoring advanced on the state assessment in all areas. Host	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. .	\$87,710.00	EOY Assessments State Assessments CATCH event sign-in sheets Parent event sign-in sheets

materials, materials for family nights, classroom storage items for math and science materials, consumable science lab materials, including composition books for journaling, Social Studies Kits for Kindergarten, Treasures" CD's, Spanish Science Materials, Write Source Materials)	2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help their children at home.			
Computers and Equipment (computers and printers for classrooms, projectors for classrooms, Smartboards, laminator, Copiers)	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase the number of students scoring advanced on the state assessment in all areas.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. .	\$1,500.00	EOY Assessments State Assessments
Copier Rental	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide problem solving plan. Increase the number of students scoring advanced on the state assessment in all areas.		\$8,416	EOY Assessments State Assessments
<b>Professional Development/Staff Training</b>				
Substitutes(grade level and subject area data and planning meetings)	Increase numerical fluency of all students in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades using an external fluency program. Implement daily, rigorous problem solving in all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade math classes with school wide	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or	\$5000.00	EOY Assessments State Assessments



	problem solving plan. Increase the number of students scoring advanced on the state assessment in all areas.	above grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.		
<b>Community Services (Function 61)</b>				
Parent support supplies (training materials, reproducing, lending library materials, materials and supplies for Parent Resource Center)	Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help their children at home. Host two family fitness fun nights annually. Meet at least twice individually with parents to discuss student progress and assessment results in parents' native language. Continue operating a lending library for parents to check out books to read with their students in both English and Spanish. Offer classes for parents (ESL, Financial literacy, Healthy Cooking)	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.	\$4,951.00	Parent sign-in sheets Lending library sign-out sheets
Travel (home visits, conferences)	Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help their children at home. Host two family fitness fun nights annually.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.	\$300.00	Parent Survey
Refreshments	Host 2 math/science and 2 Language Arts focused monthly coffee talks, 1 Math Night, 1 Literacy Night and 1 Science Research Night for parents to learn how to help	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science. Increase K-2 students reading at or above	\$1500.00	Parent sign-in sheets Lending library sign-out sheets

	their children at home. Host two family fitness fun nights annually.	grade level on end of year DRA/EDL assessments. Establish goals at each school to prepare children to be healthy, fit, and ready to learn.		
<b>Other Requests</b>				
General Supplies-Counseling(Red Ribbon Week, STAAR Stress Free Days)	All struggling students will receive appropriate, timely interventions.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science.	\$500.00	EOY Assessments State Assessments
Students Snacks(tutoring, STAAR testing dates)	All struggling students will receive appropriate, timely interventions.	Increase students meeting or exceeding STAAR passing standards, and close performance gaps between all student groups in the areas of math and science.	\$500.00	EOY Assessments State Assessments
Total			436,107.00\$	
+salary cushion			13,524.00	
<b>TOTAL (Must Match BTO Total)</b>			<b>449,631.00\$</b>	

**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				
			\$	

			\$	
			\$	
<b>Professional Development/Staff Training</b>				
			\$	
			\$	
			\$	
<b>Community Services (Function 61)</b>				
			\$	
			\$	
			\$	
<b>Other Requests</b>				
			\$	
			\$	
			\$	
<b>TOTAL (Must Match BTO Total)</b>			\$	

## **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	23	26	80.00	41
Asian	*	*	80.00	*
AA	*	*	80.00	*
Hispanic	21	25	80.00	40
White	*	*	80.00	*
2 or More	*	*	80.00	*
EcD	23	25	80.00	40
ELL	15	14	80.00	31
Spec Ed	<1	20	80.00	36
3rd English	33	36	80.00	49
3rd Spanish	<1	<1	80.00	20
4th English	23	23	80.00	38
4th Spanish	<1	<1	80.00	20
5th English	27	28	80.00	42

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	30	30	80.00	44
Asian	*	55	80.00	64
AA	*	*	80.00	*
Hispanic	29	30	80.00	44
White	*	*	80.00	*
2 or More	*	<1	80.00	20
EcD	30	30	80.00	44
ELL	22	23	80.00	38
Spec Ed	*	37	80.00	49
3rd English	20	22	80.00	38
3rd Spanish	<1	<1	80.00	20
4th English	35	37	80.00	50
4th Spanish	<1	<1	80.00	20
5th English	36	26	80.00	41

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	13	24	80.00	39
Asian	*	*	85.00	*
AA	*	*	80.00	*
Hispanic	13	21	80.00	37
White	<1	*	80.00	*
2 or More	<1	n/a	80.00	n/a
EcD	14	23	80.00	39
ELL	11	13	80.00	30
Spec Ed	<1	*	80.00	*
4th English	16	25	80.00	40
4th Spanish	*	<1	80.00	20

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	20	18	80.00	34
Asian	>99	*	80.00	*
AA	*	*	80.00	*
Hispanic	16	16	80.00	33
White	*	*	80.00	*
2 or More	>99	n/a	80.00	n/a
EcD	18	16	80.00	33
ELL	10	9	80.00	27
Spec Ed	*	*	80.00	*
5th English	20	18	80.00	34

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	11	40.00	20
Asian	*	*	45.00	*
AA	*	*	40.00	*
Hispanic	5	9	40.00	18
White	*	*	65.00	*
2 or More	<1	<1	40.00	10
EcD	7	10	40.00	19
ELL	*	*	40.00	*
Spec Ed	<1	<1	20.00	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	12	12	40.00	21
Asian	*	*	40.00	*
AA	*	*	40.00	*
Hispanic	11	11	40.00	20
White	*	*	40.00	*
2 or More	*	<1	40.00	10
EcD	12	11	40.00	20
ELL	8	6	40.00	15
Spec Ed	<1	<1	20.00	10

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

Includes Algebra I EOC test

**STAAR/EOC Writing at Level III**

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	*	*	40.00	*
Asian	*	*	70.00	*
AA	<1	<1	40.00	10
Hispanic	*	*	40.00	*
White	<1	*	60.00	*
2 or More	<1	n/a	40.00	n/a
EcD	*	*	40.00	*
ELL	*	<1	40.00	10
Spec Ed	<1	<1	20.00	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	*	*	40.00	*
Asian	>99	<1	40.00	10
AA	<1	<1	40.00	10
Hispanic	*	*	40.00	*
White	*	*	60.00	*
2 or More	<1	n/a	40.00	n/a
EcD	*	*	40.00	*
ELL	<1	<1	40.00	10
Spec Ed	<1	<1	20.00	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	76%	74%	64%	80.00	>=90%
Kinder DRA Spanish	75%	56%	78%	80.00	>=90%
1st DRA English	47%	21%	49%	80.00	>=90%
1st DRA Spanish	41%	80%	82%	85.00	>=90%
2nd DRA English	53%	41%	41%	80.00	>=90%
2nd DRA Spanish	41%	23%	58%	80.00	>=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	97.1%	97.2%	96.5%	97.3%	97.1%	97.1%	97.30
African American	96.3%	96.2%	95.9%	96%	96.7%	97.5%	97.60
Asian	96%	96%	96.8%	96.9%	97.7%	97.1%	97.30
Hispanic	97.3%	97.3%	96.6%	97.4%	97.2%	97.1%	97.30
Native American	98.9%	98.3%	97.7%	100%	98.6%	97.4%	97.50
White	94.5%	95.2%	95.9%	95.4%	97.2%	94.9%	97.00
2 or More				96.1%	95.4%	98.5%	98.60
EcD	97.2%	97.2%	96.6%	97.2%	97.2%	97.1%	97.30

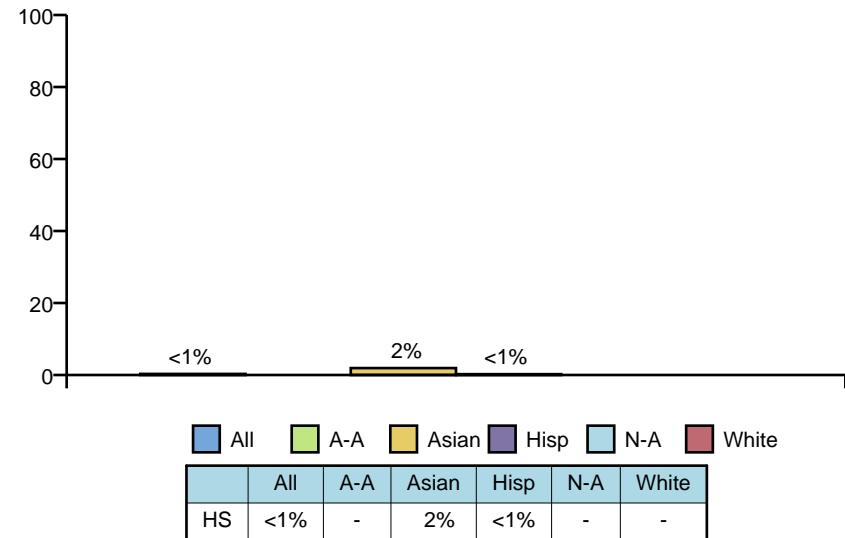
Data Source: AISD Student Information System

### Student Discipline Aggregate Counts

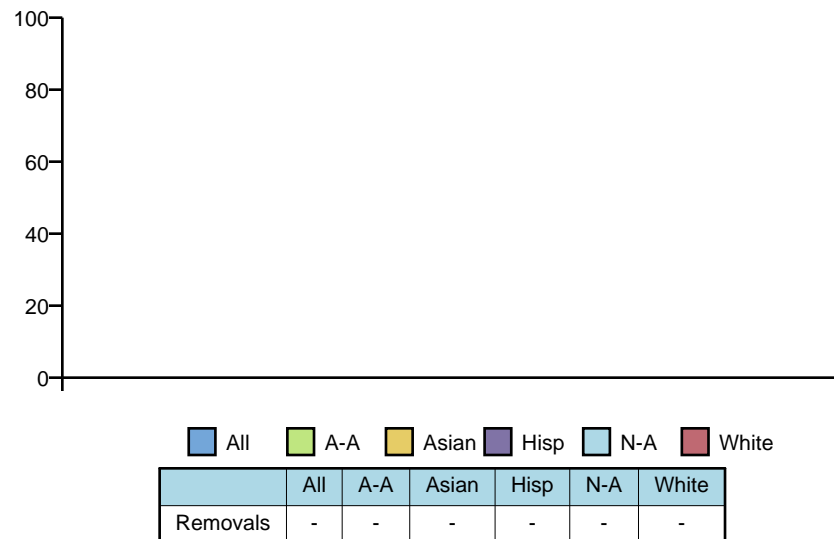
Student Group	Enrollment 2012-13
All Students	1003
African American	50
Asian	52
Hispanic	868
Native American	2
White	27

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

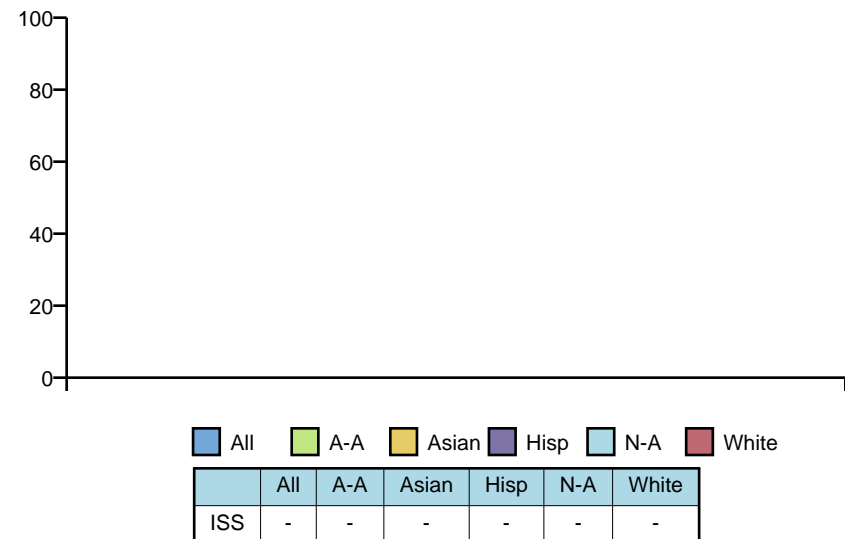
### Campus Suspension to Home



### 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			1	.1%			0.00
African American			1	1.75%			0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White							0.00

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

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

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	7	.76%	7	.68%	3	.3%	0.20
African American	2	4.17%	3	5.26%			0.00
Asian			1	2.17%	1	1.92%	0.50
Hispanic	3	.37%	2	.23%	2	.23%	0.20
Native American							0.00
White	2	10%					0.00

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

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



### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	6	.65%	3	.29%			0.00
African American	2	4.17%	2	3.51%			0.00
Asian							0.00
Hispanic	3	.37%	1	.11%			0.00
Native American							0.00
White	1	5%					0.00

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

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

### Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	840	884	879	901	906
African American	38	42	40	46	39
Asian	20	19	32	36	47
Hispanic	763	808	772	776	783
Native American	1	1	2	2	2
White	18	14	20	19	18
2 or More			13	20	17

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	392	54	14%	377	49	13%	10.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	*	*	*	6	3	50%	30.00	
Hispanic	359	47	13%	352	44	13%	10.00	
White	*	*	*	*	*	*	0.00	
EcD	390	54	14%	376	49	13%	10.00	
Special Ed	33	21	64%	33	18	55%	40.00	

Data Source: Contractor's Electronic Files

## Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	12	6	50%	6	3	50%	10	8	80%	9	7	78%	11	7	64%	6	3	50%
F	Hispanic	175	93	53%	100	48	48%	174	93	53%	92	52	57%	147	82	56%	77	38	49%
F	White	6	3	50%	*	*	*	6	3	50%	*	*	*	5	3	60%	*	*	*
F		193	102	53%	108	52	48%	190	104	55%	105	61	58%	163	92	56%	84	41	49%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	12	5	42%	8	5	63%	11	8	73%	*	*	*	12	11	92%	8	7	88%
M	Hispanic	163	75	46%	83	58	70%	187	96	51%	107	76	71%	191	92	48%	114	81	71%
M	White	5	2	40%	*	*	*	*	*	*	*	*	*	5	3	60%	*	*	*
M		180	82	46%	95	67	71%	202	107	53%	114	82	72%	208	106	51%	124	90	73%
total		373	184	49%	203	119	59%	392	211	54%	219	143	65%	371	198	53%	208	131	63%

Data Source: AISD Fitnessgram