



Allison 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	Guadalupe Velasquez	10-21-13
Co-Chair	Steve Morris	10-21-13
Co-Chair	Cynthia Day	10-21-13



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	Guadalupe Velasquez

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Cynthia Day	✓					
Parent	Veronica Ramirez						
Parent	Susie Castro			✓			
Parent	Renata Cordero						
Parent	Sonia Diaz						
Parent	Ocali Murillo						
Parent	Flor Rosa Rizo						Librarian
Classified Staff Member	Steve Morris	✓					Parent Support Spec.
Professional Staff Member	Pedro Caamano	✓			✓		Kinder BIL Teacher
Professional Staff Member	Loralie Juen	✓			✓	✓	1 st Gr. ESL & SPED
Professional Staff Member	Denise Lopez				✓		3 rd Grade BIL Teacher
Professional Staff Member	Roland Hutson				✓		4 th Grade ESL Teacher
Professional Staff Member	Charlie Hirst				✓		2 nd Grade ESL Teacher
Professional Staff Member	Karen Young						Music Teacher
Business Representative	Lydia Zapata						Spansion
Business Representative	Craig Elrod		✓				ACE Austin
Community Representative	Leroy Nellis						Seedling Mentor

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):	3 rd Monday of the month
Normal Time:	3:30 p.m. (Library)

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
4 hours (mostly by staff subcommittees)	18 hours (through P.D. and Monday staff mtgs./updates)

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:

- STAAR Reporting (Spring and Summer TEA results)
- Campus Data Profile Notebook 2012-2013
- ATVS (Assessment & Test Validation System)

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

- Mathematics
- Writing
- Science
- Primary Literacy

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of students meeting or exceeding STAAR math passing standards, and close STAAR performance gaps between all student groups. <i>School Wide Reform Strategy</i>					
Applicable Strategic Plan Goal(s): 1, 2, & 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure effective and rigorous implementation of math content standards.	Principal Assistant Principal Teachers Instructional Specialist	Conduct staff development to review and implement a Math Implementation Plan Continue collaborative professional learning in the use of data analysis, lesson design, available instructional resources, collegial observations and conversations centered around effective instructional practices. Use benchmark data,	100% of grade level and special education staff members trained. 90% of students will be able to articulate and demonstrate their understanding of mathematical concept/skill during bi-monthly walkthroughs and observations. 90% of teachers observed will demonstrate mastery of effective strategies during guided math and problem	August 2013 – May 2014	

		<p>weekly assessments, and informal classroom observations to determine students in need of supplemental intervention, then provide small group guided instruction on core concepts and skills identified as areas of need. <i>Teachers are included in decisions regarding use of academic assessment and data.</i></p>	<p>solving opportunities.</p> <p>85% of all students will meet the STAAR standard for their grade level and will demonstrate mastery of problem solving strategies.</p> <p>Plan and deliver efficient and effective guided math instruction through guided math groups and math learning stations</p>		
b. Implement math instruction in a systematic and comprehensive way	Principal Assistant Principal Teachers Instructional Specialist	<p>Implement a minimum of 90 minutes a day for math instruction, which will include time for guided math groups</p> <p>Implement with fidelity the First 20 Days of Math to set up the foundation for subsequent math instruction and for aligning instruction by grade level</p> <p>Continue use of aligned campus-wide problem solving strategy approach such as UPS✓</p> <p>Provide professional development for new staff to implement UPSR strategies</p>	<p>100% of classroom environments, student work displayed and in math journals reflect evidence of SE taught, as indicated by CRMs</p> <p>100% of students use math journals to document their learning and to as a reference tool</p> <p>100% of classrooms display anchors of support and students systematically refer to these to corroborate and/or reaffirm their learning</p>	August 2013 – May 2014	
c. Use math formative assessment data to differentiate instruction and target interventions for students including Tier I, Tier II and Tier III interventions	Principal Assistant Principal Teachers Instructional Specialist	<p>Administer team created or district common assessments to determine mastery of math concepts</p> <p>Provide small-group interventions to students</p>	<p>100% identified students will receive the interventions appropriate to their needs and will show progress in subsequent formative assessments</p>	August 2013 – May 2014	

		<p>who have not mastered math concepts</p> <p>Monitor the effectiveness of the interventions on a consistent basis</p> <p>Plan for and conduct data meetings with grade levels at BoY and MoY to discuss student results and plan next steps and/or adjust suggested plans. <i>Teachers are included in decisions regarding use of academic assessment and data.</i></p> <p>Maintain constant communication with parents whose children's progress is not as expected</p>	<p>Communicate need to parents by conference, phone, call, letter, etc. to request permission (in English and Spanish) to attend intervention classes.</p> <p>The campus will provide parents with individual student academic assessment results in a language they understand, which is English and Spanish, including interpretation of results for state assessments.</p>		
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Table #CI-2 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase the number of students meeting or exceeding STAAR writing passing standards, and close STAAR performance gaps between all student groups. *School Wide Reform Strategy*

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure effective and rigorous implementation of writing content standards by implementing a campus-wide Writing Implementation Plan	Principal Assistant Principal Classroom Teachers Leadership Team	<p>Follow the district recommended schedule for writing compositions and score samples using a common rubric</p> <p>Analyze writing samples as a grade level team with administrator's support to ensure interreliability and accuracy of scoring</p> <p>Implement individual</p>	<p>All 4th grade teachers will schedule individual conferences with students to determine strengths and areas of growth and inform parents of progress (in English and Spanish) of ongoing progress.</p> <p>100% of student writing samples will show evidence of student improvement</p>	August 2013 – May 2014	

		conference time with students to discuss and analyze writing samples and provide specific recommendations to improve student work Ensure writing opportunities, such as "Quick Writes," are included in the daily routine throughout the year	100% of students will complete 2 full cycles of the writing process every two weeks Writing journals evidence daily entries of student work in writing, which show gradual improvement throughout the year (PK-5)		
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Table #CI-3 ☐ State: Below safeguard target ☐ AYP: Area of low performance

Objective: Increase percentage ELLs, General, and Special Education students who meet passing standard on science STAAR *School Wide Reform Strategy*

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy; as well as, training for General and Special Education students	Principal Classroom Teachers	Based on classroom observations and classroom instruction, the principal will meet with teachers to provide feedback and suggestions for PD provided by the district.	Attend PD activities and implement strategies, ideas, lessons, etc. in the classroom.	August 2013 – May 2014	
b. Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations; as well as, for General and Special Education students	Principal Classroom Teachers	Teachers will develop forms for students to use as their own progress monitoring. They will use the forms to graph their weekly assessments. <i>Teachers are included in decisions regarding use of academic assessment and data.</i>	Teachers will implement Student Data Binders that include goals for all academic levels; including Science.	August 2013 – May 2014	
c. Implement and Integrate Engineering is Elementary	Classroom Teachers Interventionist	PD will be needed for all K-5 teachers on how to integrate EiE and CRMs	Grade Levels will meet to plan Science instruction as a team on a weekly basis. This	October 2013 – May 2014	

		together for Science instruction	will include alignment in English/Spanish.		
Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
Objective: Increase the number of students meeting or exceeding DRA reading level standards, and close performance gaps from Kinder-2nd Grade.					
<i>School Wide Reform Strategy</i>					
Applicable Strategic Plan Goal(s): 1, 2, & 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure rigor and alignment by following reading TEKS and CRMs when planning instruction in order to meet goals in the Campus Primary Literacy Implementation Plan	Principal Assistant Principal Classroom Teachers Literacy Specialists	Utilize TEKS and CRMs to plan weekly instruction Collaborate as grade level teams to develop weekly instructional plans to reduce variability and ensure alignment Utilize the 9 Blocks Planning tool during grade level planning weekly sessions or other approved planning tools (by administration) Utilize common assessment data to inform core instruction weekly planning by grade level teams. <i>Teachers are included in decisions regarding use of academic assessment and data.</i> Implement with fidelity the First 20 Days of Reading to set up the foundation for subsequent language instruction and for aligning instruction by grade level	100% of weekly plans will be aligned with district mandated curriculum Leadership Team will monitor level of implementation and fidelity of planning through systematic classroom visits Regular and consistent classroom observations with a focus on guided reading groups and progress monitoring Implementation of EMVT Computational Math Fluency Plan for Grades 3-5 (with a goal of implementing the program for primary grades in Spring 2014)	August 2013 – May 2014	
b. Ensure effective daily implementation of balanced	Principal Assistant Principal	Conduct staff development in August to	100% of grade level and special education staff	August 2013 – May 2014	

literacy in grades PK-2, with a focus on guided and independent reading with a purpose	Classroom Teachers Literacy Specialists	<p>begin review of guided and independent reading instructional practices; continue through May.</p> <p>Use texts at student reading levels beginning in August through May.</p> <p>Implement the coaching model in order to support instructional strategies that involve the gradual release of responsibility to the learner, including but not limited to: higher level questioning, authentic student to student conversations about the text, inferring, determining main ideas and themes, and synthesizing information.</p> <p>Use benchmark data, weekly assessments, and informal classroom observations to determine students in need of supplemental intervention, then provide small group guided instruction on core concepts and skills identified as areas of need. <i>Teachers are included in decisions regarding use of academic assessment and data.</i></p>	<p>members trained.</p> <p>95% of students will be reading at leveled texts during bi-monthly walkthroughs and observations.</p> <p>90% of teachers observed will demonstrate mastery of strategies from coaching model.</p> <p>90% of all students will meet the STAAR standard for their grade level as a result of demonstrating mastery of strategies on weekly assessments and benchmarks</p> <p>At least 85% of primary students will demonstrate one years growth on the DRA/EDL end of year assessment.</p> <p>The campus will provide parents with individual student academic assessment results in a language they understand, which is English and Spanish, including interpretation of results for state assessments.</p>		
c. Utilize reading formative assessments data to plan differentiated instruction including Tier I, Tier II and Tier	Principal Assistant Principal Classroom Teachers Leadership Team	<p>Use progress monitoring tools</p> <p>Identify students in need</p>	<p>100% identified students will receive the interventions appropriate to their needs and will show progress in</p>	August 2013 – May 2014	

III interventions		<p>of additional support through DRA, TPRI/Tejas LEE, Benchmark assessments and other assessment tools</p> <p>Implement appropriate interventions with fidelity</p> <p>Monitor the effectiveness of the interventions on a consistent basis</p> <p>Plan for and conduct data meetings with grade levels at BoY and MoY to discuss student results and plan next steps and/or adjust suggested plans</p> <p>Maintain constant communication with parents whose children's progress is not as expected</p> <p>PD will be needed in Heggerty reading resource</p>	<p>subsequent formative assessments</p> <p>Communicate need to parents by conference, phone, call, letter, etc. to request permission (in English and Spanish) to attend intervention classes.</p> <p>Conduct Parent Info. Nights</p>		
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DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

REQUIRED FOR ALL CAMPUSES

Table #DR-1					
Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	Classroom Teachers	Utilize the developed Health/CATCH curriculum per grade level, K-5. P.E. Teacher will provide beginning of year overview and ongoing updates throughout the school year	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	August 2013 – May 2014	
b. The campus will show evidence of an environmental change using Coordinated School Health materials.	Principal Assistant Principal P.E. Teacher	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	August 2013 – May 2014	
c. Elementary campuses will have two family fitness fun events annually.	P.E. Teacher Parent Support Spec.	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement. Compliance with HEB	October 2013 & March 2014	

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
			Healthy grant guidelines		
d. 85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Classroom Teachers P.E. Teacher	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	August 2013 – May 2014	
e. 100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Classroom Teachers P.E. Teacher	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	August 2013 – May 2014	
f. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Principal Assistant Principal	Include distribution of data on school calendar.	Spot checks to see if data were received.	September 2013 & May 2014	
g. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Classroom Teachers P.E. Teacher	Teachers may follow the master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games and BrainBreaks	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	August 2013 – May 2014	
h. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Principal Assistant Principal	Principals will communicate contents of the policy across stakeholders. Principals will identify the three exempted days and inform the staff, students, and parents	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	August 2013 – May 2014	

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
		Teachers will use alternative rewards instead of food.			

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Combine/Integrate Social, Emotional Learning and “No Place for Hate” lessons, activities and curriculum in Grades PK – 5 with a goal of decreasing student office referrals, bullying, suspensions, and removals.	Principal Assistant Principal Counselor Teachers	Additional P.D. for “No Place for Hate” Provide P.D. for new to district/campus on 2 nd Step SEL kit/lessons	School Wide programs aimed at “No Place for Hate” (throughout the year) SEL lessons provided weekly in PK – 5 classes SEL mini-lessons/skits conducted during morning assemblies once a week “Peace Corner” in all classrooms	August 2013 – 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
a. Plan ongoing parent training workshops based on campus need (i.e. SEL, Health and Fitness, Academics, etc.)	Principal Parent Support Spec.	PSS will monthly with Principal to discuss upcoming trainings and/or workshops	Parent flyers and School Messenger invitations sent home in a language they understand (English & Spanish)	August 2013 – 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
			The campus will provide parents with individual student academic assessment results in a language they understand, which is English and Spanish, including interpretation of results for state assessments.		
b. Provide "Transition to Kinder" information classes for parents in the spring	Principal Parent Support Spec.	Plan meeting with PK-Kinder dept. to plan transition for students	Parent information classes in English & Spanish in Spring	March – May 2014	

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
a. Implement Campus Implementation Plans/Strategies in the areas of Math, Writing, Science, and Primary Literacy	Principal Assistant Principal Specialists Teachers	Full week of P.D. the first week staff reports to school in August Monthly P.D. on all plans	Implementation Plans submitted to the Office of Associate Supt. Develop and use classroom observation forms for effective teacher feedback Meet at least 2-3 times per week (mostly Mondays after school) to review progress of all four implementation plans Campus Implementation Plan visit by Office of Associate Superintendent in September 2013	August 2013 – May 2014	

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
N/A					

Table #DR-6					
Objective: Reduce the rate of African American students identified for special education.					
Condition: If rate > 1 percentage point above African American enrollment rate				Source: SPED C-IEP (B)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Analyze data to determine specific areas of need for each individual student.	Principal Resource Team	Monthly SPED reports that show the majority of students that were already placed in Life Skills and/or Resource prior to arriving at Allison	Students already identified and receiving services will engage in more activities, lessons, presentations, etc. throughout the school year in a grade above or below their current grade assignment.	August 2013 – May 2014	

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): 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
N/A					

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
N/A					

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
N/A					

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
N/A					

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
a. Review student and campus data provided by SPED department on LRE for	Principal Resource Teacher	Principal will review current Inclusion schedules with Resource	Students will engage in more activities, lessons, presentations, etc.	August 2013 – May 2014	

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
targeting reviews of individual placement decisions and staffing decisions.		Team.	throughout the school year in a grade above or below their current grade assignment.		

Special Education STAAR Participation in Regular and Modified Exams – *ES and MS*

Table #DR-12						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).							
Condition: If rate < 50%						Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes							
Applicable Strategic Plan Goal(s): 1,2,4							
Specific Improvement Strategy		Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status	
a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.		Administrators Resource Team	Principal will meet with Resource Teacher on a regular basis to review schedules, ongoing assessment data (i.e. weekly assessments and benchmark data), supports, etc. in order to discuss data results and compliance issues.	Resource and/or TA teacher will provide (push-in) support for at least 95% of the time for each identified SPED student.	August 2013 – May 2014		
b. SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.		Administrators Resource Team	Resource Teacher will be sure to provide each general education teacher with a current IEP for the student(s) they are serving. They will also schedule meetings to review/discuss the IEP, as needed.	General Education teachers will have IEPs readily available to use during the instructional planning and intervention supports.	August 2013 – May 2014		

Table #DR-13						<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance
Objective: Decrease the percentage of special education students who take the modified STAAR test in all subjects (STAAR 3-8).							
Condition: If rate > 20%					Source: AISD CDA Report		
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes							
Applicable Strategic Plan Goal(s): 1,2,4							
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status		
c. Monitor use of interventions to better meet the need of individual students.	Administrators Resource Team	Principal will meet with Resource Teacher on a regular basis to review schedules, ongoing assessment data (i.e. weekly assessments and benchmark data), supports, etc. in order to discuss data results and compliance issues.	Resource and/or TA teacher will provide (push-in) support for at least 95% of the time for each identified SPED student.	August 2013 – May 2014			
d. SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were made.	Administrators Resource Team	Resource Teacher will be sure to provide each general education teacher with a current IEP for the student(s) they are serving. They will also schedule meetings to review/discuss the IEP, as needed.	General Education teachers will have IEPs readily available to use during the instructional planning and intervention supports.	August 2013 – May 2014			

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
a. Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	Administration Classroom Teachers	Meet on a regular basis to review/discuss the Daily Recommended Schedule in order to plan for	Bilingual classrooms will have the Language of the Day implemented, color coded signs/vocabulary, and	August 2013 – May 2014	

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
		instruction in the appropriate language. Campus visits by Office of Dual Language staff	will review the DL Checklist continually.		
b. Ensure administrative staff and teachers attend all DL trainings	Administration Classroom Teachers	Principal attend on-going training by Office of Dual Language and provided follow-up training for PK-3 rd grade teachers.	Teachers are planning meetings with Administration to review/discuss DL implementation with fidelity and are brainstorming additional supports for classroom teachers.	August 2013 – May 2014	
c. Provide schedules that ensure appropriate level of instruction that follows required percentage of day/week in English and Spanish	Assistant Principal Classroom Teachers	Principal provided Recommended Schedule for Dual Language to teachers to implement with fidelity.	Daily Schedule posted. 9-Box planning and lesson plans aligned to CRMs and DL schedule.	August – October 2013	
d. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Principal Classroom Teachers	Based on classroom observations and classroom instruction, the principal will meet with teachers to provide feedback and suggestions for PD provided by the district.	Attend PD activities and implement strategies, ideas, lessons, etc. in the classroom.	August 2013 – May 2014	
e. Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations	Principal Classroom Teachers	Teachers will develop forms for students to use as their own progress monitoring. They will use the forms to graph their weekly assessments.	Teachers will implement data collection that include goals for all academic levels	August 2013 – May 2014	
f. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Classroom Teachers Interventionist	Additional PD needed for new bilingual software purchased by the district	ELLs will use new district provided intervention software in the classroom and hopefully at home, if	August 2013 – May 2014	

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
			access is granted.		
g. Continue to use CRMs for instruction	Classroom Teachers	Grade Levels will meet to plan instruction as a team on a weekly basis. This will include alignment in English/Spanish.	Evidenced in the weekly 9-box planning forms by grade levels.	August 2013 – May 2014	

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	Through formative and summative assessments, including weekly common assessments, we will provide interventions/tutorials for targeted students who continue to struggle academically, especially our economically disadvantaged and/or at-risk students.
General Supplies for at-risk students	Student books, software, classroom materials, book bags We will provide general supplies for all students who demonstrate a need for general supplies to assist them in their classroom instruction, especially our economically disadvantaged and/or at-risk students.
Reading specialists	We continue to identify targeted students, especially economically disadvantaged and/or at-risk students who continue to struggle academically in Math, Reading, Writing, and Science and provide them with Interventionists (during the day and afterschool support; as well as, Saturday Camps)
Elementary Counselors	Full-time counselor provides daily lessons (i.e. Social Emotional Learning, Anti-Bullying curriculum, <i>No Place for Hate</i> (campus/district initiative) and support for individuals and classrooms. This year, many of our at-risk students are requiring a lot of individual and family support.
Parent Support Specialist	Plan and prepare parent training sessions throughout the year. PSS prioritizes serving at risk students in need of social, emotional, behavioral, and academic supports and their families to create positive, effective learning environments and maximize students' academic achievement.
TOTAL	\$539,285.00

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

APPENDIX B

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

	Offer early-bird signing bonuses to teachers at Title I campuses
<input checked="" type="checkbox"/>	Provide bilingual and 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
<input checked="" type="checkbox"/>	Other: REACH

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

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

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

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

Components	Pages
Comprehensive needs assessment	6-12
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	6-12 & 17-22
Instruction by highly qualified staff	24
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	15-16, 24, 7-12, & 21
Strategies to attract highly qualified teachers to high-need schools	24
Strategies to increase parental involvement	8, 11, 13, & 15
<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	15
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	6-14, 17, & 19-21
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	7-12 & 19-21
Coordination and integration of federal, state, and local services and programs	23 & 26-30
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	8, 11, 15, & 30

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
Literacy Specialist/Coach	Support High-Needs Students	Provide push-in and pull-out supports (both whole group and small group); as well as, intensive interventions for struggling learners (both academically and behaviorally) before, during, and afterschool	\$82,435 (includes benefits)	10% increase in Advanced level of STAAR for each content area, student group, and grade level. 90% of all students will meet the STAAR standard for their grade level as a result of demonstrating mastery of strategies on benchmarks, short cycle, & weekly assessments. 80% of 2 nd grade students will be on or above grade level by the end of the school year.
Parent Support Specialist (.5)	Home to School Family Support	Plan and provide academic and enrichment classes for parents, meet with families of students who have chronic tardies and/or absences, train parents on how they provide classroom support, conduct and/or host nutrition classes for parents, and assist with school-wide family learning events throughout the school year	\$21,348 (includes benefits)	Decrease in tardies and absences so the campus can average about 96% attendance. Increase in parent involvement activities and participation. Sign in sheets.
Instructional Supplies, Materials, and Equipment				
General Supplies	Resources for classrooms	Books for classroom libraries, resources for instructional planning, supplementary	\$18,685	At least 80% of primary students will demonstrate grade level performance on

		materials for primary and intermediate grades that focuses on comprehension and fluency, copier paper, supply materials for classrooms, supplies for weekly science intervention lessons; as well as, science materials for the campus, STAAR ribbons and pencils in preparation for testing; audio equipment for classroom instruction/intervention, purchase/replace technology for classroom innovation (i.e. purchase/replace netbooks)		the DRA/EDL end of year assessment. 100% of the classrooms will have a student friendly 5E model displayed in the classroom as well as anchor charts related to interactive notebooks and key scientific concepts. 95% of students will read in leveled texts during bi-monthly walkthroughs and observations.
Software (Computer Related Equipment)	Resources for classrooms	Purchase A-Z license for classroom take-home reading books in English and Spanish for primary grades	\$3,000	At least 80% of primary students will demonstrate grade level performance on the DRA/EDL end of year assessment.
Substitutes	Data Planning	Grade Level planning throughout the year to plan for instruction and interventions, Data Planning Days after BoY, MoY, Benchmark assessments, individual planning days for identified teachers in need of assistance, additional coverage for testing days for compliance (i.e. 504, dyslexic bundling, small group and individual testing)	\$10,000 (includes benefits)	90% of teachers will demonstrate mastery of facilitating conversations with students about data and goal setting during bi-monthly walkthroughs and observations. 10% increase in commended level of STAAR for each content area, student group, and grade level.
Extra Duty Pay	Tutoring	Provide tutoring for students during the day, afterschool, and on Saturdays.	\$30,000 (includes benefits)	Use benchmark data, weekly assessments, and informal classroom observations to determine students in need of supplemental intervention, then provide small group guided instruction on core concepts and skills identified as areas of need.
Extra Duty Pay for Training	Professional Development during the day and/or weekends	Provide a supplemental stipend for staff to attend trainings, workshops, or meetings after the school day or weekend	\$1,500	Encourage staff to attend mandatory and optional trainings and/or workshops provided by the district that will provide extra resources and professional development so that teachers can continue to use benchmark data,

				weekly assessments, and informal classroom observations to determine students in need of supplemental intervention, then provide small and whole group guided instruction on core concepts and skills identified as areas of need.
Professional Development/Staff Training				
Part Time Hourly	Extra Duty Help	Provide tutorials and interventions for small and whole groups during the day, afterschool, and on weekends	\$41,925 (includes benefits)	Meet with classroom teachers on continuous basis to use benchmark data, weekly assessments, and informal classroom observations to determine students in need of supplemental intervention, then provide small and whole group guided instruction on core concepts and skills identified as areas of need.
Community Services (Function 61)				
General Supplies	Parent Training	Office supplies for parent use in parent training sessions	\$800	Parents will provide assistance and support for classroom teachers.
Travel & Registration	Parent Involvement Seminar	Attend a local conference and possibly recruit at least 2-3 parent leaders to attend	\$1,000	Provide opportunities for parent leaders to increase their awareness of ways they can support the learning not only for their child, but also, for the entire learning community.
Refreshments	Parent Meetings/Trainings	Provide nutritious refreshments at most parent training meetings	\$1,548	Parent attendance at meetings continues to increase, especially when refreshments are provided.
Other Requests				
Field Trips	Extended Classroom Study	Participate in study trips to extend learning (i.e. Austin Zoo, Austin Nature Center, Bob Bullock Museum, etc.)	\$2,000	Students will take their Interactive Notebooks on trips to record data from the learning experiences.
Refreshments	Assessment, Saturday Camps, &	Motivate and encourage students	\$5,000	Provide refreshments for

	Tutoring	for participating in intervention and academic challenge camps and tutorials		students during the day, after school, and on weekends as a part of their participation in enrichment and intervention camps for struggling learners; as well as, for students involved in academic camps.
ACE Literacy Program	Primary Literacy K-2	Provide intensive one-on-one bilingual literacy tutoring to kindergarten, first-grade, and second-grade students	\$10,000 <i>*Please do not deduct until City Council Mtg. decision in late Sept. 2013. We may not have to pay this if approved by the City of Austin.</i>	80% of the children who receive one-on-one tutoring from ACE will reach or exceed grade level in key early reading skills
Salary Adjustment			\$5,190	

<i>TOTAL (Must Match BTO Total)</i>	\$234,431
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PARENT \$3,348
CAMPUS \$231,083

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	39	37	50.00	50
Asian	n/a	n/a	0.00	n/a
AA	43	*	56.00	*
Hispanic	39	36	49.00	49
White	<1	>99	100.00	>99
2 or More	n/a	n/a	0.00	n/a
EcD	39	36	50.00	49
ELL	39	25	40.00	40
Spec Ed	71	67	74.00	73
3rd English	33	31	45.00	45
3rd Spanish	<1	<1	20.00	20
4th English	41	50	60.00	60
4th Spanish	*	32	46.00	45
5th English	46	34	48.00	47

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	29	32	46.00	45
Asian	n/a	n/a	0.00	n/a
AA	*	*	60.00	*
Hispanic	29	29	44.00	43
White	*	>99	100.00	>99
2 or More	n/a	n/a	0.00	n/a
EcD	30	33	47.00	46
ELL	24	23	39.00	38
Spec Ed	53	74	79.00	79
3rd English	28	36	50.00	49
3rd Spanish	<1	*	60.00	*
4th English	24	33	47.00	47
4th Spanish	*	*	29.00	*
5th English	42	34	48.00	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	19	28	43.00	42
Asian	n/a	n/a	0.00	n/a
AA	*	>99	100.00	>99
Hispanic	17	25	41.00	40
White	<1	>99	100.00	>99
2 or More	n/a	n/a	0.00	n/a
EcD	19	28	43.00	42
ELL	31	30	44.00	44
Spec Ed	*	*	74.00	*
4th English	21	29	43.00	43
4th Spanish	*	*	42.00	*

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

STAAR/EOC 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	33	25	41.00	40
Asian	n/a	n/a	0.00	n/a
AA	<1	*	47.00	*
Hispanic	37	23	39.00	38
White	<1	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	33	25	40.00	40
ELL	*	*	38.00	*
Spec Ed	*	*	60.00	*
5th English	33	25	41.00	40

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	10	11	20.00	20
Asian	n/a	n/a	0.00	n/a
AA	*	*	30.00	*
Hispanic	10	9	19.00	18
White	<1	>99	100.00	>99
2 or More	n/a	n/a	0.00	n/a
EcD	9	10	19.00	19
ELL	15	*	18.00	*
Spec Ed	*	*	25.00	*

Data Source: Contractor's Electronic Files

Includes EOC taken in Middle School

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

STAAR/EOC Math at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	8	10	19.00	19
Asian	n/a	n/a	0.00	n/a
AA	<1	*	37.00	*
Hispanic	9	8	18.00	17
White	<1	<1	10.00	10
2 or More	n/a	n/a	0.00	n/a
EcD	8	10	19.00	19
ELL	*	*	18.00	*
Spec Ed	*	*	29.00	*

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	<1	*	12.00	*
Asian	n/a	n/a	0.00	n/a
AA	<1	<1	10.00	10
Hispanic	<1	*	12.00	*
White	<1	<1	10.00	10
2 or More	n/a	n/a	0.00	n/a
EcD	<1	*	12.00	*
ELL	<1	*	14.00	*
Spec Ed	<1	<1	10.00	10

Data Source: Contractor's Electronic Files
Includes EOC taken in Middle School
Includes 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	*	11	20.00	20
Asian	n/a	n/a	0.00	n/a
AA	<1	*	25.00	*
Hispanic	*	*	18.00	*
White	<1	n/a	0.00	n/a
2 or More	n/a	n/a	0.00	n/a
EcD	*	*	19.00	*
ELL	<1	*	20.00	*
Spec Ed	*	*	46.00	*

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	84%	77%	66%	75.00	>=90%
Kinder DRA Spanish	82%	56%	65%	75.00	>=90%
1st DRA English	61%	63%	59%	75.00	>=90%
1st DRA Spanish	76%	76%	69%	75.00	>=90%
2nd DRA English	65%	83%	65%	75.00	>=90%
2nd DRA Spanish	92%	84%	100%	100.00	>=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	94.8%	95.3%	95.1%	95.3%	95.6%	95.6%	97.00
African American	94.7%	94.5%	94.1%	94.3%	93.6%	94.6%	97.00
Asian	86.3%	89.5%					0.00
Hispanic	94.9%	95.4%	95.2%	95.4%	95.9%	95.7%	97.00
Native American		96%	93.7%			90.7%	97.00
White	95%	94.9%	93%	91.1%	89.2%	91.7%	97.00
2 or More				90.6%	74.8%	94.4%	97.00
EcD	94.9%	95.2%	95.2%	95.3%	95.6%	95.5%	97.00

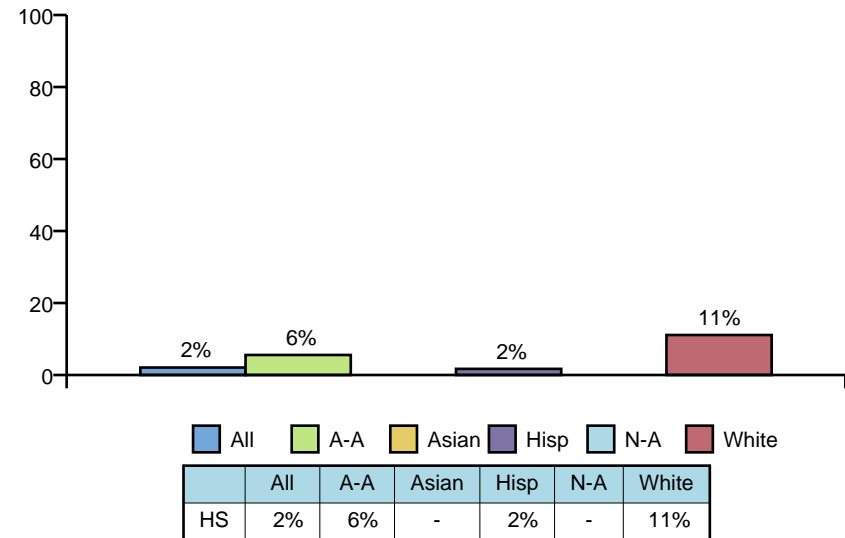
Data Source: AISD Student Information System

Student Discipline Aggregate Counts

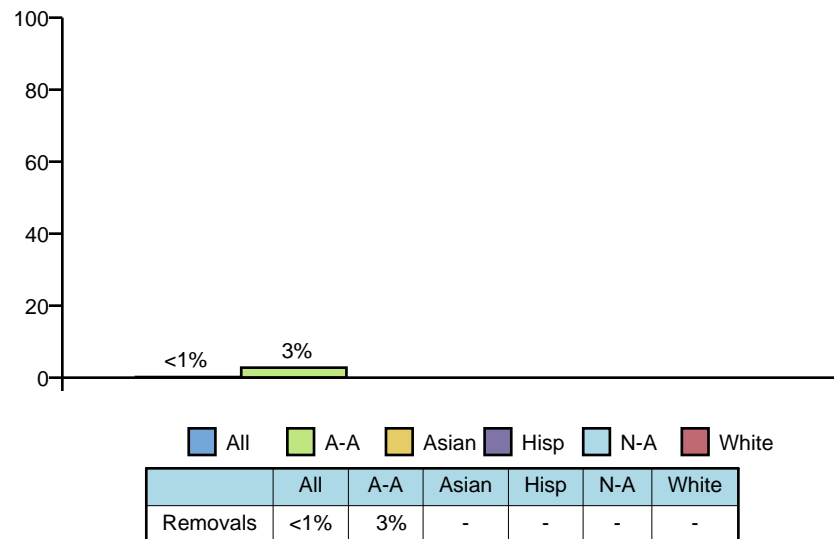
Student Group	Enrollment 2012-13
All Students	581
African American	36
Asian	
Hispanic	530
Native American	1
White	9

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

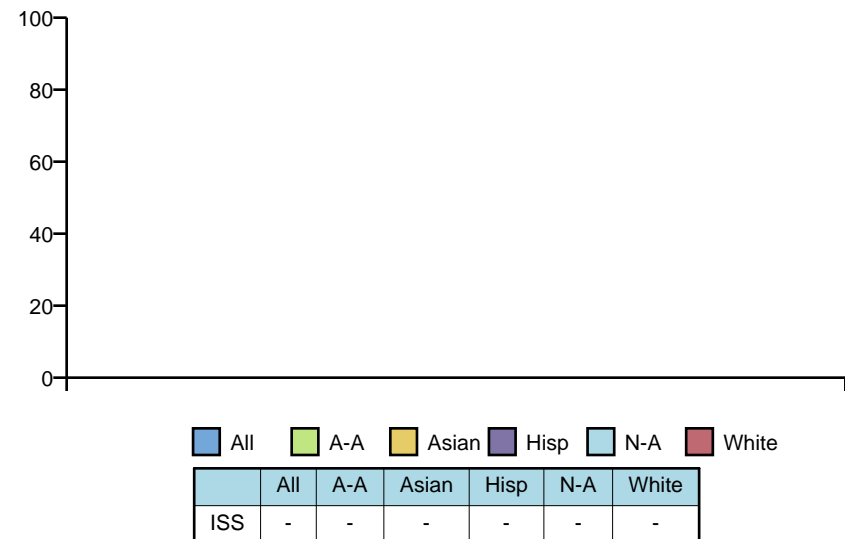
Campus Suspension to Home



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	.51%	4	.67%	1	.17%	0.10
African American	1	2.33%	1	2.44%	1	2.78%	2.00
Asian							0.00
Hispanic	2	.37%	3	.55%			0.25
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	14	2.36%	11	1.84%	12	2.07%	2.00
African American	4	9.3%	4	9.76%	2	5.56%	2.00
Asian							0.00
Hispanic	10	1.85%	7	1.28%	9	1.7%	1.00
Native American							0.00
White					1	11.11%	2.00

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

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

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	5	.84%	4	.67%			0.00
African American	1	2.33%	1	2.44%			0.00
Asian							0.00
Hispanic	4	.74%	3	.55%			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.

Fall Enrollment (PEIMS Snapshot)

	2008-09	2009-10	2010-11	2011-12	2012-13
All Students	512	529	555	521	502
African American	43	29	43	37	30
Asian	1				
Hispanic	459	490	456	441	442
Native American	1	1			1
White	8	9	5	7	7
2 or More			51	36	22

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	111	6	5%	99	3	3%	2.50	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	111	6	5%	99	3	3%	2.50	
White	-	-	-	-	-	-	0.00	
EcD	107	6	6%	94	3	3%	2.50	
Special Ed	*	*	*	*	*	*	0.00	

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	11	2	18%	7	2	29%	*	-	-	*	-	-	*	*	*	*	*	*
F	Hispanic	111	58	52%	67	42	63%	96	57	59%	52	36	69%	90	48	53%	47	29	62%
F	White	-	-	-	-	-	-	*	-	-	*	-	-	*	*	*	*	*	*
F		122	60	49%	74	44	59%	101	57	56%	55	36	65%	94	49	52%	50	29	58%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	10	6	60%	5	4	80%	6	2	33%	*	*	*	8	4	50%	5	2	40%
M	Hispanic	95	31	33%	65	42	65%	89	39	44%	46	27	59%	96	48	50%	51	35	69%
M	White	*	*	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
M		106	38	36%	70	46	66%	97	42	43%	49	29	59%	104	52	50%	56	37	66%
total		228	98	43%	144	90	63%	198	99	50%	104	65	63%	198	101	51%	106	66	62%

Data Source: AISD Fitnessgram