# Oak Springs School
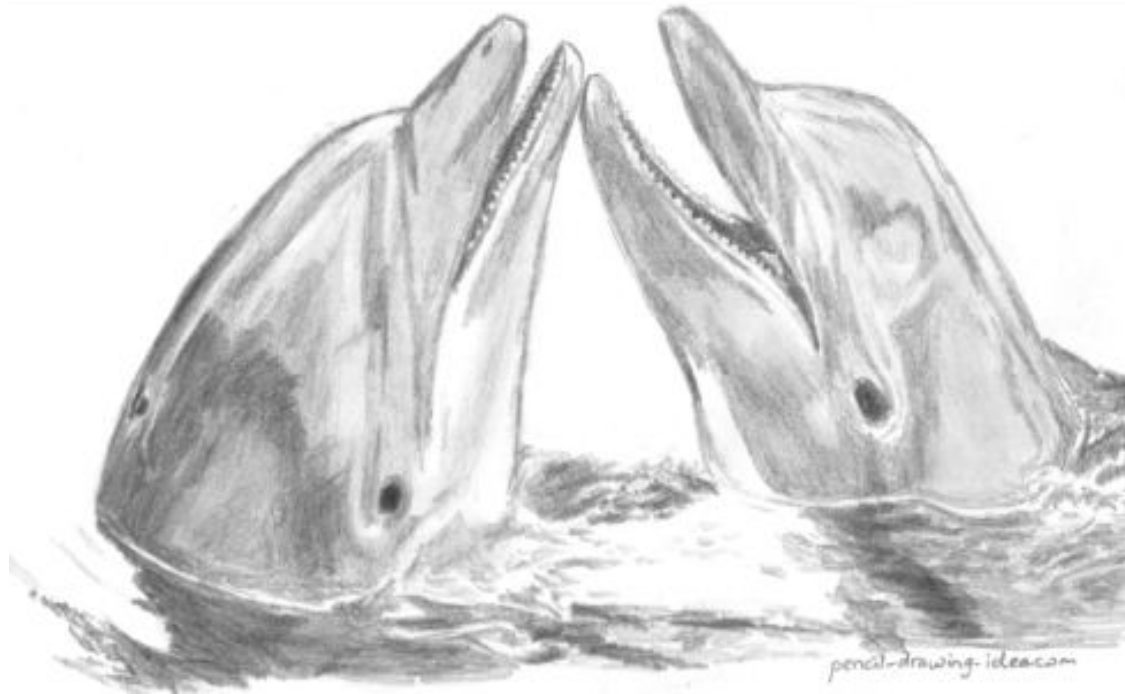
## 2013-2014
## Campus Improvement Plan

## 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 | Monica Woods | 9/30/2013 |
| Co-Chair | Lisa Sanford | 9/30/2013 |
| Co-Chair | Sandra Deleon | 10/8/2013 |

**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 | **Monica Woods** |

| Voting Members | Name | CAC Co-Chair (✔) | CAC Sec. (✔) | PTA Pres. (✔) | Classroom Teacher (✔) | SpEd Expertise (✔) | Other Prof. Staff Member *(Give Title)* |
|---|---|---|---|---|---|---|---|
| Parent | Sandra Deleon | ✔ | | ✔ | | | |
| Parent | Anisa Trevino | | | | | | |
| Parent | Lenor Martinez | | | | | | |
| Parent | Rosa Castillo | | | | | | |
| Parent | Hope Muneoz | | | | | | |
| Parent | Robert Down | | | | | | |
| Professional Staff Member | Chetan Mekan | | | | ✔ | | PK Professor |
| Professional Staff Member | Camisha Maxwell | | | | ✔ | | KG Professor |
| Professional Staff Member | Tracy Esbrand | | ✔ | | | | 4$^{th}$ Grade Professor |
| Professional Staff Member | Lisa Sanford | ✔ | | | | | 5$^{th}$ Grade Professor |
| Professional Staff Member | Madeline Enriquez | | | | ✔ | | 4$^{th}$ Grade Bilingual Professor |
| Professional Staff Member | Iris Teas | | | | ✔ | ✔ | SPED Professor |
| Classified Staff Member | Jackeline Ramos | | | | | | Parent Support Specialist |
| Business Representative | Dorothy Strickland | | | | | | First Baptist Church |
| Community Representative | Dee Olagundoye | | | | | | Christian Outreach |
| Community Representative | | | | | | | |

# 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., 2nd Tuesday): | 2nd Tuesday |
| Normal Time: | 3:05-4:30 |

# 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 |
| 22 hours and 30 minutes | 15 hours |

# CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

**CAMPUS NEEDS ASSESSMENT**

*The following data were reviewed:*
- STAAR 2012-2013 performance data

*Based on review of the above data, the following areas of needed improvement were identified:*
- **Math – improve math fluency, increase exposure to STAAR like problems, and hold the professor accountable**
- **Writing – increase scholar performance in grammar (STAAR objectives) and writing skills**
- **Reading – increase all scholars' reading levels and improve questioning strategies**

**ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS**

## Reading

| Table #CI-1 | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | | |
|---|---|---|---|---|---|
| **Objective: Increase scholars meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all scholar groups.** | | | | | |
| 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** |
| **READING** 1. Implement scientific research based rigorous reading instruction | <ul><li>PK-5 Professors</li><li>Instructional Team</li><li>Principal</li><li>Inclusion Professors</li></ul> | <ul><li>First 20 Days of Reading</li><li>Treasures curriculum</li><li>CRMs / TEKS (PD support provided by Language Arts department)</li><li>LETRS Professional Development</li><li>Genre Study by Fountas and Pinnell (PD provided by Area 2)</li></ul> | <ul><li>100% of Pk-5th professors will include district expectations in lesson plans: 1st 20 days, balanced literacy framework</li><li>Scholars' performance will improve to 95% on district benchmarks, SCAs, and state assessments</li></ul> | <ul><li>August-September</li><li>September – May</li></ul> | • In Progress |

| | | | | | |
|---|---|---|---|---|---|
| 2. Incorporate authentic literature in all curriculum areas | • PK – 5 Professors<br>• Instructional Team<br>• Principal | • Text Talk kits (will have mini-PD to refresh)<br>• Bringing Words to Life (book study)<br>• Questioning the author (possible book study)<br>• National Geographic and Time for Kids literature | • Professors will continue to use text talk kits and Bringing words to life techniques in daily lessons.<br>• Professors will use questioning the author to improve scholars' understanding of text.<br>• Professors will use literature embedded in balanced literacy and content area such as National Geographic and Time for Kids<br>• $3^{rd}$ – $5^{th}$ grade performance will increase by 90%.<br>• PK – $2^{nd}$ performance will increase by 95% | • September - May | • In Progress |
| 3. Monitor scholars reading progress | • PK – 5 professors<br>• Instructional Team<br>• Inclusion Professors<br>• Principal | • TPRI / Tejas Lee<br>• DRA / EDL<br>• Flynt –Cooter<br>• TPRI Progress Monitoring kits (teachers will attend district PD)<br>• PD on running records as refresher | • Professors will administer, assess, and analyze comprehensive assessments:<br>• $3^{rd}$ – $5^{th}$ benchmarks and weekly assessments.<br>• K-2 submits running record scores bi-weekly to monitor student performance.<br>• K-2 submits TPRI progress monitoring data 3 times a semester. | • September - May | • In Progress |
| 4. Improve the use and effectiveness of independent reading in all | • PK – 5 professors<br>• Instructional | • Leveled books<br>• DRA / EDL | • Classrooms have organized and | • September - May | • In Progress |

| | | | | | |
|---|---|---|---|---|---|
| classrooms | • Team<br>• Principal | • Running records<br>• Response journals<br>• Reading logs | varied books in classroom libraries for student use.<br>• All scholars have independent reading bags / areas with books on their independent reading level.<br>• All scholars record responses in reading response journals.<br>• 1,000 words challenge is used to increase reading fluency through practice and assessment.<br>• 3$^{rd}$ – 5$^{th}$ reading performance on assessments will be 90%.<br>• Scholars will increase on-grade level performance in reading on DRA / EDL with 90% reading on or above grade level at MOY and EOY | | |
| **WRITING**<br>1. Improve the use of academic language in all curriculum areas through the use of word walls, word banks, and turn and talk strategies. | • PK – 5 professors<br>• Instructional Team<br>• Inclusion Professors<br>• Administrators | • 1$^{st}$ 20 days of writing<br>• CRMs<br>• Empowering Writers (4$^{th}$)<br>• Texas Treasures | • Professors will emphasize writing across content areas. Scholars will understand the steps in the writing process.<br>• Professors will use CRM resources to plan writing instruction.<br>• Implement 6 traits of writing in 4$^{th}$ grade | • September - May | • In Progress |

| | | | to address the components of writing compositions.<br>• Professors will use think –turn-talk strategy to promote and practice academic vocabulary. | | |
|---|---|---|---|---|---|
| 2. Improve the use of English grammar in speaking and writing. | • PK – 5 professors<br>• Instructional Team<br>• Inclusion Professors<br>• Administrators | • Building Grammar (4th only)<br>• Treasures<br>• CRMs | • Professors will provide daily grammar instruction during the writing block.<br>• 100% of scholars will use grade-level appropriate grammar effectively in speech and writing.<br>• Scholars will keep a grammar practice book (1st – 5th) to use daily.<br>• Grammar performance on 4th grade STAAR writing test will improve to 80%. | • September - May | • In Progress |

# Talented and Gifted

| Table #CI-2 | ☐ State: Below safeguard target | | ☐ AYP: Area of low performance | | |
|---|---|---|---|---|---|
| **Objective: Increase Gifted and Talented participation by scholars in under-represented groups.** | | | | | |
| Applicable Strategic Plan Goal(s): **2** | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| Increase the number of scholars nominated and assessed for the gifted and talented program. | • Professors<br>• G/T advocate<br>• Gifted and Talented Committee<br>• Principal | • Communication letters to parents / staff<br>• PD on giftedness in children of poverty | • Fall and spring nominations will increase and address all scholar groups.<br>• Parents will be informed of the nomination process in their native language.<br>• Participation in the gifted and talented process is promoted in the school and community.<br>• All areas of the campus assessment are met or exceed expectations. | • September - May | • In Progress |

# Mathematics

| Table #CI-1 | ☐ State: Below safeguard target | | ☐ AYP: Area of low performance | | |
|---|---|---|---|---|---|
| **Objective: Improve math fluency and increase exposure to STAAR like problems** | | | | | |
| 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** |
| **Mathematics**<br>1. 5 minute math program<br>2. TEMI assessment given 2 times a year K-2<br>3. Daily 20 minute mixed grade level TEK practice | • Teacher<br>• Assistant grader at each grade level<br>• Instructional specialist<br>• Administration | • Fluency Sheets<br>• Google drive tracker sheet<br>• TEMI assessments<br>• Masters and copies of Lone Star Daily Rigor | • Grades and tracking of students in Google drive.<br>• Portfolio of past sheets in classroom<br>• Data recorded in AIMS<br>• Growth recorded from Fall to Spring administration | • September 2013-March 2014<br>• October Assessment<br>• February Assessment<br><br>• December | • In progress |

| | | | • Student portfolio of work.<br>• Teacher grades at least 2 sheets per week.<br>• Performance on SCAs. | 2013 | |
|---|---|---|---|---|---|

## Science

| Table #CI-1 | | ☐ State: Below safeguard target | | ☐ AYP: Area of low performance | |
|---|---|---|---|---|---|

**Objective: Continue to the 5E Model delivery of instruction and STAAR like summative assessments weekly**

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| 1. 5 E model used for planning and delivery of science instruction.<br>2. In class written activities used to summarize and apply each lab. | • Teacher<br>• Instructional Specialist<br>• Administration<br>• | • Foss Kits<br>• Manipulatives<br>• Team planning<br>• Preteaching academic vocabulary<br>• Stemscopes, Lab equipment, integration of technology, written activities from various resources | • Performance on SCAs<br>• Observations<br>• Student portfolio | • September 2013-May 2014 | • In progress |

## English Language Learners (ELL)

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

**Objective: Increase the percent of academic achievement of English Language Learners as demonstrated on the Texas English Language Proficiency Assessment System (TELPAS)**

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| 1. Implement and use best practices that are tailored to competencies specific to the instructional program (Dual Language, Bilingual Late Exit, English as a Second Language)<br>2. Professors will attend Professional Development | • Professors<br>• Instructional Coaches<br>• Administrators | • English Language Proficiency Standards (ELPS)<br>• District Professional Development | • Performance on SCA's<br>• Weekly Assessments<br>• Professor observations<br>• Proficiency Level Monitoring Sheet | • September 2013-May 2014 | • In progress |

*Campus and District Accountability 05/6/2013*

| | | Campus Professional Development (Turn around) | EDL/DRA<br>Campus Professional Development (Turn around) | | |
|---|---|---|---|---|---|
| district and/or district wide to implement ELL best practices tailored to competencies specific to their instructional program (DL, BIL Late Exit, ESL) | | • Campus Professional Development (Turn around) | • EDL/DRA<br>• Campus Professional Development (Turn around) | | |

## Social Emotional Learning (SEL)/Campus Wide Discipline Management System

| Table #CI-1 System Fidelity | | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | |
|---|---|---|---|---|---|
| **Objective: Improve the implementation of the Social Emotional Learning (SEL) program to assist scholars in solving problems effectively at school and at home** | | | | | |
| Applicable Strategic Plan Goal(s): **1,2,4** | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1. Improve program fidelity and effectiveness campus wide<br>2. Improve the understanding and consistency of SEL program strategies school-wide<br>3. Provide parent education trainings during parent coffee with the principal and campus activity nights | • SEL Steering Committee<br>• Administration<br>• Parent Support Specialist | • Angela Cardenas – SEL Coach<br>• District led training<br>• SEL Home Links | • Questionnaire responses<br>• Quantitative data – increase in scholar self-control<br>• Use of uniform language<br>• Increased scholar awareness and understanding of the use of self-management tools<br>• Scholar and parent feedback on survey | • August 2013 – May 2013 | • In Progress |

## Creative Learning Campus: MINDPOP

| Table #CI-1 System Fidelity | | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | |
|---|---|---|---|---|---|
| **Objective: Incorporate Creative Learning opportunities: scholar engagement, cultural and personal relevance, academic achievement, campus climate, family engagement , exposure to college and career, and improve attendance** | | | | | |
| Applicable Strategic Plan Goal(s): **1,2** | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1. Increase the percentage of scholars receiving foundational experiences in dance, theatre and digital media<br>2. Provide 2 half days of professional each year on how, when and why to use arts-based instruction<br>3. Identify 6-8 professors to | • Principal<br>• Reading Instructional Specialist<br>• 1st and 2nd grade classroom professors | • Appropriate classroom space<br>• Planned Lessons<br>• Professional Development for staff<br>• Field trips funds for families and for instructional | • Increased number of scholars receiving in-depth, sequential learning in dance, theatre and digital media<br>• Tier 1 professional development accomplished | • August 2013 – May 2014 | • In Progress |

| | | purposes | • Identified professors participate in Tier 3 training. Teachers lead faculty learning individually or in groups such as staff meetings | | |
| :--- | :--- | :--- | :--- | :--- | :--- |
| become campus leaders in integrating arts-based instruction over time and support them in obtaining Tier III Professional Development<br>4. Deepen community arts partnerships to increase diversity of art form, cultural heritage and types of creative learning experiences<br>5. Plan an arts experiences to promote a sense of community among<br>6. Plan an arts experiences to promote to sense of community with families | | | • Increased commitment of arts partnership to meet goals of creative learning plan<br>• At least one community building arts experience for scholars<br>• At least one community building arts experience for families | | |

## Primary Transition

| Table #CI-1   System Fidelity | | ☐ State: Below safeguard target | | ☐ AYP: Area of low performance | |
| :--- | :--- | :--- | :--- | :--- | :--- |
| **Objective:  Transition to KG assistance to PK Scholars** | | | | | |
| Applicable Strategic Plan Goal(s):  **1,2** | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1.  To provide opportunities for Primary staff to dialogue and plan transitions<br>2.  Monitor results from C-PALS, improve performance to ensure readiness for KG | • EC/PK/KG Professors<br>• Instructional Team<br>• Administrators | • Professional Development for staff<br>• Vertical Planning<br>• Instruction tools<br>• Hands-on resources for scholars | • Campus PK Readiness Assessments<br>• Data Conferences<br>• C-PALS results throughout the year | • August 2013 – May 2014 | • In Progress |

# DISTRICT-REQUIRED ACTION PLAN FOR 2013-2014

## REQUIRED FOR ALL CAMPUSES

Table #DR-1

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| 1. Professors use K-5 Health/CATCH curriculum<br><br>2. Identify a blocked time to engage scholars in physical activity breaks (brain break) and WOW time<br><br>3. Comply with Federal, State, and Local Wellness Policy<br><br>4. Ensure scholars participate in moderate to vigorous physical activity during PE, WOW and Brain Breaks<br><br>5. Improve campus Fitnessgram scores | • Professors<br>• Administration<br>• Health and Fitness CIP team<br>• PE Professor | • Health Lessons<br>• Follow PE CRMs<br>• Quality PE lesson plans reflect CRMS<br>• Develop system for fitness tracking for Fitnessgram<br>• CSH Implementation Module<br>• CATCH Coordination Kit<br>• CATCH Curriculum (E-books on the Cloud)<br>• WOW Implementation Module<br>• HOP Sports access for Brain Breaks<br>• PE Institute<br>• AAPER<br>• District Physical Educational Staff | • Weekly lesson plans, flyers, posters, newsletters<br>• Plan 3 wellness events: Community Heath Walk in the fall, Health Night in the spring and Skin Care Seminar for scholars. parents, and staff<br>• Create a "Healthy Eating" showcase<br>• Establish CSH team<br>• Implement CSH module and CATCH Coordination kit<br>• Training: How to use the CSH module<br>• Documentation of activity during 50% class session<br>• 20 minutes of WOW time on during non PE days<br>• Record Fitnessgram data twice a year 85% of scholars meeting standard<br>• Faculty Meetings, Seminars and CAC (agendas): Share Fitnessgram data | • September 2013-May 2014 | • In progress |

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| 1. No Place for Hate school-wide projects to prevent bullying and increase inclusivity<br>2. Grade level interventions groups based on social skills needs | • Counselor<br>• SEL Coordinator<br>• CIS | • Professional Development for coordinator<br>• Campus Professional Development for staff | • Discipline Data<br>• Record of group attendance | • September 2013-May 2014 | • In progress |

| Table #DR-3 |
| --- |

**Objective: Parental involvement will be encouraged.**

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| --- | --- | --- | --- | --- | --- |
| 1. Maintain a Parent Teacher Association<br>2. Training for parents how to support scholars with their educational needs<br>3. Pop with the Principal to create open line of communication with administration<br>4. Home LINKS with Social Emotional Learning to inform parents about skill targets | • Parent Support Specialist<br>• Principal<br>• SEL Coordinator<br>• Counselor | • Professional Development for coordinator<br>• Campus Professional Development for staff | • Discipline Data<br>• Record of group attendance | • September 2013-May 2014 | • In progress |

| Table #DR-4 |
| --- |

**Objective: Adequate and appropriate campus-level professional development will be provided.**

*Note: This action plan component must be approved by the CAC.*

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| --- | --- | --- | --- | --- | --- |
| 1. Schedule specific professional development to address academic needs of scholars to increase performance | • Administrators<br>• Instruction Team<br>• Area II Team | • Title I/Local Funds<br>• Grants<br>• Instructional Resources | • Campus/District Benchmarks Assessments<br>• Monitoring Tool/Strategies | September 2013-May 2014 | In progress |

## REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS (Conditions in Yellow)

### Special Education Identification – *All Levels*

| Table #DR-5 |
| --- |

**Objective: Reduce special education identification rate.**

| Condition: If rate > 8.5% | Source: SPED  C-IEP (A) |
| --- | --- |

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

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| --- | --- | --- | --- | --- | --- |
| 1. Provide on-going, coherent professional development on topics such as to how to | • Administration<br>• Instructional | • District Professional Development | • Assessments<br>• Progress Monitoring through eCST | • August 2013-June 2014 | • In progress |

Table #DR-5

## Objective: Reduce special education identification rate.

<mark>Condition: If rate > 8.5%</mark> | Source: SPED C-IEP (A)

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

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| differentiate instruction, provide multi-level instruction, individualized instruction, and how to make instructional accommodations.<br>2. Design and implement specific interventions based on areas of need. Require intervention plans to address the diverse learning needs and individual learning styles of the scholar.<br>3. Review scholars in SPED through eCST to ensure they are receiving appropriate goals and interventions | • Leader Team<br>• eCST Committee | • Campus Professional Development | • Data Conferences | | |

Table #DR-6

## Objective: Reduce the rate of African American students identified for special education.

<mark>Condition: If rate > 1 percentage point above African American enrollment rate</mark> | 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.

<mark>Condition: If rate > 1 percentage point above Hispanic enrollment rate</mark> | Source: SPED C-IEP (C)

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

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| 1. Special education teacher, general education teacher, and parents set SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for each scholar reviewed. (i.e., | • SPED Caseworker<br>• Gen Ed Professor<br>• ARD | • District eCST Facilitator<br>• District eCST Social Worker<br>• Campus LSSP | • Assessments<br>• Progress Monitoring through eCST<br>• Data | • August 2013-June 3014 | • In progress |

Table #DR-7

## Objective: Reduce the rate of Hispanic students identified for special education.

| Condition: If rate > 1 percentage point above Hispanic enrollment rate | | | | Source: SPED C-IEP (C) | |
|---|---|---|---|---|---|

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

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

| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|---|---|---|---|---|
| Where do you want them to be by the end of this year? Next year? By the end of elementary? How will you ensure that they reach their goals?) <br> 2. Collaborate with parents in finding effective ways to support academic performance and share academic results in their language they understand including an interpretation of the results | • eCST Committee | • Campus Professional Development for English Language Learner strategies (ELPS) | Conferences | | |

## 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 |
|---|---|---|---|---|---|
| 1. Continue to reinforce the five goals of Social Emotional Learning and collaborate efforts with district/outside agencies and parents to support the scholar. <br> 2. Design and implement interventions based individual scholar needs through observations for additional support. | • SEL steering Committee <br> • eCST Committee <br> • Parent Support Specialist (PSS) <br> • Communities in Schools | • Campus support by eCST facilitator <br> • Observation from Behavior Specialist <br> • Communities In Schools <br> • District Social Worker assigned to support Oak Springs | • Decrease in number of DAEP removals | • August 2013-June 2014 | • In Progress |

| Table #DR-9 | | | | | |
|---|---|---|---|---|---|
| **Objective: Reduce the rate of special education students in discretionary ISS settings.** | | | | | |
| Condition: If rate > 10 percentage points above rate for all students | | | | Source: SPED C-IEP (F) | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No):  **NO (Campus does not have ISS setting on campus)** | | | | | |
| 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** |
| 1. Design and implement interventions based on areas of scholar needs that focus on Social Emotional Learning five goals campus wide (Develop Self-Awareness Skills, Develop and demonstrate Self-Management Skills, Develop Social Awareness Skills, Demonstrate Interpersonal (Relationships) Skills, and Demonstrate Decision Making Skills). 2. Continue to provide parents clear information and feedback as to the purpose of the intervention, type of progress of the scholar, and their role in the intervention of their child. | • SEL steering Committee<br>• eCST Committee<br>• Parent Support Specialist (PSS)<br>• Communities in Schools | • Campus support by eCST facilitator<br>• Observation from Behavior Specialist<br>• Communities In Schools<br>• District Social Worker assigned to support Oak Springs | • Decrease in number of discretionary removals | • August 2013-June 2014 | • In Progress |

## Special Education Service in LRE – *All Levels*

| Table #DR-11 | | | | | |
|---|---|---|---|---|---|
| **Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.** | | | | | |
| Condition: If rate < 66% | | | | Source: SPED C-IEP (H) | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): **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 STAAR Participation in Regular and Modified Exams – *ES and MS*

| Table #DR-12 | ☐State: Below safeguard target    ☐ AYP: Area of low performance | | | | |
|---|---|---|---|---|---|
| **Objective: Increase the percentage of special education students who take the regular STAAR test in all subjects (STAAR 3-8).** | | | | | |
| Condition: If rate < 50% | | | | Source: AISD CDA Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): **YES** | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1. Progress monitor scholars towards specific intervention objectives to increase the number of scholars to take STAAR<br>2. For scholars not responding to Tier II interventions, provide diagnostic assessments to inform planning for Tier III interventions<br>3. Design and implement Tier III interventions based on diagnostic assessment of individual scholar needs<br>4. Special education teacher, general education teacher, and parents set SMART (specific, measurable, attainable, realistic, and timely) goals for each scholars reviewed | • Administrator<br>• Instructional Specialist<br>• SPED professors<br>• Gen Ed professors<br>• CST facilitator | • Campus professional development<br>• Progress monitoring<br>• Data conferences | • SCA's<br>• Benchmarks | • August 2013-May 2014 | • In progress |

| Table #DR-13 | ☐State: Below safeguard target  ☐ 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).** | | | | | |
| <mark>Condition: If rate > 20%</mark> | | | | Source: AISD CDA Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No):  **YES** | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1. Progress monitor scholars towards specific intervention objectives to decrease number of scholars taking modified STAAR<br>2. For scholars not responding to Tier II interventions, provide diagnostic assessments to inform planning for Tier III interventions<br>3. Design and implement Tier III interventions based on diagnostic assessment of individual scholar needs.<br>4. Special education teacher, general education teacher, and parents set SMART (specific, measurable, attainable, realistic, and timely) goals for each student reviewed. | • Administrator<br>• Instructional Specialist<br>• SPED professors<br>• Gen Ed professors<br>• CST facilitator | • Campus professional development<br>• Progress monitoring<br>• Data conferences | • SCA's<br>• Benchmarks | • August 2013-May 2014 | • In progress |

## Special Education Measureable Postsecondary Goals - *HS*

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

# 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): | | | | | |
| 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** |
| 1. Reinforce the benefits of using the ELPS to teach and assess English language learners (ELLs) effectively throughout the school year<br>2. Train bilingual and Dual Language professors on the close connection between the Texas English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS)<br>3. Monitor scholars proficiency level ratings for each language domain and linguistically adjust instruction based on scholar proficiency levels by implementing strategic interventions for beginning and intermediate scholars in grades 2 and up<br>4. Implement Dual Language with fidelity | • Bilingual and Dual Language professors<br>• Bilingual and Dual Language Committee<br>• LPAC Committee<br>• Administrators | • District Training on Holistic Rating Process and ELPS<br>• Campus Training ELPS and TELPAS Connection<br>• Campus Training on monitoring proficiency level ratings of scholars throughout the year | • Increase in scholar understanding and use of English during grade level instruction<br>• ELL scholars will learn English more quickly and grasp academic concepts and skills more readily<br>• Professors learn to make effective linguistic accommodations in class to support learning of academic subject matter (TEKS content expectations) and learning of English language (ELPS expectations) to better support scholars<br>• Professors understand the stages of learning English and how to get scholars from one proficiency level to the next<br>• Professors use a common | • August 2013- May 2014 | • In Progress |

Table #DR-15

| | | | | | |
|---|---|---|---|---|---|
| **Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).** | | | | | |
| Condition: If percentage of LEP student at beginning proficiency level over two-year period > 5% | | | | Source: AISD CDA Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| Applicable Strategic Plan Goal(s): 1,2,3,4 | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| | | | vocabulary with one another to plan and with parents in describing language levels and needs of ELLs, and setting goals for progress | | |

## Attendance

Table #DR-

| | | | | | |
|---|---|---|---|---|---|
| **Objective: 98% or better campus attendance** | | | | | |
| Applicable Strategic Plan Goal(s): 1,2 | | | | | |
| **Specific Improvement Strategy** | **Responsible Person(s)** | **Needed Resources (Include PD Support)** | **Evidence of Implementation/ Effectiveness** | **Timeframe for Completion** | **Status** |
| 1. Monitor the attendance campus wide<br>2. Monitor individual classroom attendance<br>3. Communicate with parent/guardian the 1st day the scholar is absent<br>4. Document attendance and tardies concerns in ECST | • Attendance Clerk, Administration<br>• Professors PPCD-5th grade, Counselor, Administration<br>• Professors, Parent Support Specialist, Counselor<br>• Professor, Assistant Principal, Counselor Attendance Clerk, Parent Support Specialist | • Attendance marked accurately and turned in on time by Professors<br>• Classes attend weekly seminars, in which classes that have 98% or above are recognized during the seminar and earn a silver star to display on their classroom door<br>• Attendance Spreadsheet/Parent Call Log<br>• Brochures -*Parent and Engagement - Advocacy for All* | • The daily attendance per grade level will be displayed in the office<br>• Monitor how many stars are awarded to each professor<br>• Documentation of absence and parent contact on spreadsheet<br>• Attendance improving | • August 2013-June 2014 | • In progress |

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

| Table #DR-16 | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | | |
|---|---|---|---|---|---|
| **Objective: Reduce the special education annual dropout rate.** | | | | | |
| Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12) | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| 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 | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | | |
|---|---|---|---|---|---|
| **Objective: Reduce the ELL annual dropout rate.** | | | | | |
| Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12) | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| 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 | ☐State: Below safeguard target | ☐ AYP: Area of low performance | | | |
|---|---|---|---|---|---|
| **Objective: Increase the rate of special education students who graduate within four years.** | | | | | |
| Condition: If special education student rate < 75% | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| 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 | ☐ State: Below safeguard target | ☐ AYP: Area of low performance | | | |
|---|---|---|---|---|---|
| **Objective: Increase the rate of ELLs who graduate within four years.** | | | | | |
| Condition: If LEP student rate < 75% | | | | Source: AISD Acct/PEIMS Report | |
| Does Campus Performance Require Inclusion of This Objective (Yes or No): | | | | | |
| 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): | | | | | |
| 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): | | | | | |
| 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 | Funds will be used to provide after school tutorials (academies) for scholars at risk |
| General Supplies for at-risk students | For instructional use during core content and extended day learning (academies); to improve instruction and provide hands-on experiences for students identified as at risk of not meeting state academic performance goals on STAAR |
| PreKinder Teacher | Work with scholars to improve academic performance, attendance; prepare for transition to next grade level> State Comp ED pre-K provided to targeted students: ELL, eco dis, new comer, SpEd, etc. |
| Reading Specialist | Work with teachers and scholars to improve academic performance; To increase scholars' performances in grades kinder-2$^{nd}$ on or above grade reading. Services provided to students identified as at risk of not meeting state level performance standards on STAAR in Reading. |
| Parent Support Specialist | Work with staff, children and parents to provide a connection to home and school; provide parent involvement activities. Priority given to at risk students in need of additional social, emotional, behavioral, and academic supports to promote effective learning. Services provided to families in short-term, temporary crisis and/or long term crisis in need of community referral and other family stabilization services to create effective learning environments. |
| **TOTAL** | **$284,228.00** |

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

# APPENDIX B
## Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

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

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

| Components | Pages |
|---|---|
| Comprehensive needs assessment | 6-24 |
| 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 | 6-24 |
| Instruction by highly qualified staff | 6-24, 26 |
| High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards | 6-24,15 |
| Strategies to attract highly qualified teachers to high-need schools | 26 |
| Strategies to increase parental involvement | 15 |
| *For Elementary:* Transition to K assistance to Pre-K/EC students | 13 |
| Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) | 15-20 |
| Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards | 6-25, 29-30 |
| Coordination and integration of federal, state, and local services and programs | 6-24, 25 |
| Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results | 16-17 |

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

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

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

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

| Type of Expenditure | How Will Expenditure Improve Student Performance? | | Amount of Expenditure | How Will Impact Be Assessed? |
|---|---|---|---|---|
| | Improvement Strategy | Needs Assessment | | |
| ***Personnel*** | | | | |
| Assistant Principal .5 with benefits | Work with scholars and teachers to improve/maintain campus performance; maintain campus safety, social, and academic needs | Instructional meetings with staff to monitor student performance; daily monitoring of instruction; reduce student referrals and increase student academic performance | $34,104,00 | Produce 80% on STAAR and decrease discipline referrals |
| Math Ins. Spec./Coach .5 benefits | Work with teacher and scholar to improve /maintain campus performance | Work with scholars and teachers to improve math and science instruction | $28,425.00 | Produce 80% on STAAR |
| TWO Part Time TA | Target scholars with academic needs; | Provide during the day interventions | $15,000 | Scholars increase academic performance on cyclical assessments and STAAR |
| .50 Parent Support Specialist | Work with staff, children, and parents to increase attendance and parental involvement | Schedule parent meetings regularly to discuss parenting skills, scholar's attendance, and share valuable resources | $19,173.00 | Agendas, sign-in sheets, and campus attendance |
| After School Tutorials (1st-5th) w/benefits | Reinforce SEs to increase scholar performance | Extend instruction day to increase scholar's understanding of taught skills | $3,000.00 | Scholars increase academic performance on cyclical assessments and STAAR |
| Substitutes: INSTRUCTIONAL | Need for teachers to receive additional time for planning, data collection and reflections | Improve instructional practices; incorporate systems to improve student performance | $5,000.00 | Lesson plans (9-box), student performance, PDAS, Admin monitoring tool |
| ACE Tutorials | To provide reading support for students in grades k-2nd | Increase the number of scholars who are reading at a college reading level | $10,000.00 | Reading Assessments |
| ***Instructional Supplies, Materials, and Equipment*** | | | | |
| Technology Equipment for Instruction: Projectors, screens, document cameras, lamps, printers | Use as a devise to project and communicate information during instruction | Improve the delivery of instruction, instructional videos, and data to enhance student learning | $6,000.00 | Improved scholar participation during instruction; improved scholar instructional outcomes |
| Reproduction/Printing | To print resources to promote college, career and instruction, | Increase an awareness of  college and career opportunities; create tools for instruction  and student needs | $500.00 | Student Portfolios and surveys |
| Consulting Services | Community members to promote self-awareness, college and career choices, positive choices | Provide opportunities for scholars to understand positive outcomes based on decisions and choices | $650.00 | Decrease student referrals and an awareness of college and career choices (portfolio) |

| | | | | |
|---|---|---|---|---|
| Instructional/General Materials | Use materials during core content lessons and extended day learning; Instructional supplies to improve instruction, hands-on opportunities for scholars | Use resources to make connections between core lessons, assessments, and scholar performance; To provide staff with instructional materials to improve student performance and enhance instructional delivery | $23,248.00 | Document the use of materials in lesson plans; Teacher instruction, administrator feedback, student performance, discipline records, academic documents |
| Reading Materials | Use during instruction; prepare for scholars to use independently and during instruction to increase understanding of multi-tiered questions, inference, and higher order thinking | Improvement on class assignments and assessments; scholars engage in content conversations during class discussions | $1,000 | Document in lesson plans, scholar SACs, TEAMS |

### *Professional Development/Staff Training*

| | | | | |
|---|---|---|---|---|
| | | | | |

### *School Administration (Function 23)*

| | | | | |
|---|---|---|---|---|
| Other Reading Materials | Continue improvement of administrative  leadership skills/abilities | Continued improvement to build capacity and leadership; improve communication | $200.00 | Documented during campus team lead meetings: agendas and sign-in sheets |
| Technology: Equipment | To use device(s) to project and communicate information to staff | Improve communication through technology: record instruction , give timely feedback, share data using device | $1,000.00 | Instructional videos to improve instruction, capture real time conversations and share campus data |
| Admin General Supplies | Use materials to record data, communicate with staff, parents and scholars concerning school information | To make connections between core lessons, assessments, and scholar performances | $500.00 | Scholar performance: increase in academic performance, decrease in referrals |
| Travel and Registration | Attend professional development sessions to increase scholar performance, campus collaboration and effectiveness | To share information from PD to inform instruction, conversation, and improve campus outcomes | $500.00 | Agenda's and sign-in sheets will be used to document training presented to staff |

### *Community Services (Function 61)*

| | | | | |
|---|---|---|---|---|
| General Supplies | Materials used to inform parent/student/community | To communicate campus expectations: campus systems, needs, and expectations | $1,404.00 | Increase parental involvement Sign-in logs |
| Refreshments | Means to attract  participation during meetings | To encourage participation and campus support | $800.00 | Meeting Agendas and sign-in sheets |
| | | | | |

### *Counseling Services (Function 31)*

| | | | | |
|---|---|---|---|---|
| Other Reading Material | Use during instruction; prepare for scholars to use independently and during instruction to increase understanding of making decisions | To teach scholars to make wise choices about learning and engaging in productive interactions with others | $183.00 | Decrease in referrals and increase in academic performance and positive decision making |
| General Supplies | Use materials during small group or classroom lessons; Instructional supplies to improve decision making and provide  hands-on opportunities for scholars | Use resources to make connections between scholar's choices, achievement, and opportunities | $200.00 | Decrease in referrals and increase in academic performance and positive decision making |
| | | | | |

### *Other Requests*

| | | | | |
|---|---|---|---|---|
| Salary Adjustments | | | $4,085.00 | |
| | | | | |

| | |
|---|---|
| **_TOTAL (Must Match BTO Total)_** | **$154,322.00** |

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

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

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

# APPENDIX G
## Additional NCLB Requirements

**Parent Notice**

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

**Support**

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

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

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

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

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

**Evaluation and Outcomes**

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

# APPENDIX H
## Pregnancy Related Services

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

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

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

1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.

2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

# APPENDIX I
## Strategic Performance Measures and Improvement Targets

*Campus and District Accountability 05/6/2013*

# 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 | 30 | 29 | 43.01 | 43 |
| Asian | n/a | <1 | 20.00 | 20 |
| AA | 26 | 33 | 46.67 | 47 |
| Hispanic | 31 | 27 | 41.22 | 41 |
| White | n/a | * | 60.00 | * |
| 2 or More | >99 | n/a | 100.00 | n/a |
| EcD | 30 | 29 | 43.01 | 43 |
| ELL | * | * | 49.09 | * |
| Spec Ed | 56 | 52 | 61.74 | 62 |
| | | | | |
| 3rd English | 24 | 29 | 42.86 | 43 |
| 4th English | 21 | 23 | 38.06 | 38 |
| 5th English | 46 | 38 | 50.48 | 50 |

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 | 35 | 36 | 48.49 | 48 |
| Asian | n/a | <1 | 20.00 | 20 |
| AA | 30 | 29 | 42.86 | 43 |
| Hispanic | 36 | 41 | 52.65 | 53 |
| White | n/a | <1 | 20.00 | 20 |
| 2 or More | >99 | n/a | 100.00 | n/a |
| EcD | 35 | 36 | 48.49 | 48 |
| ELL | * | * | 56.36 | * |
| Spec Ed | 62 | 48 | 58.26 | 58 |
| | | | | |
| 3rd English | * | * | 31.43 | * |
| 4th English | 36 | 32 | 45.81 | 46 |
| 5th English | 48 | 62 | 69.52 | 70 |

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 | <1 | 32 | 45.81 | 46 |
| Asian | n/a | <1 | 20.00 | 20 |
| AA | <1 | * | 70.00 | * |
| Hispanic | <1 | * | 38.18 | * |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | n/a | n/a | 0.00 | n/a |
| EcD | <1 | 32 | 45.81 | 46 |
| ELL | <1 | * | 60.00 | * |
| Spec Ed | <1 | * | 70.00 | * |
|  |  |  |  |  |
| 4th English | <1 | 32 | 45.81 | 46 |

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 | 48 | 76 | 80.95 | 81 |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | * | 73.33 | * |
| Hispanic | 53 | 86 | 88.57 | 89 |
| White | n/a | <1 | 20.00 | 20 |
| 2 or More | n/a | n/a | 0.00 | n/a |
| EcD | 48 | 76 | 80.95 | 81 |
| ELL | <1 | >99 | 100.00 | >99 |
| Spec Ed | * | * | 86.67 | * |
| | | | | |
| 5th English | 48 | 76 | 80.95 | 81 |

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 | * | * | 14.93 | * |
| Asian | n/a | <1 | 10.00 | 10 |
| AA | * | * | 14.29 | * |
| Hispanic | * | * | 15.51 | * |
| White | n/a | <1 | 10.00 | 10 |
| 2 or More | <1 | n/a | 0.00 | n/a |
| EcD | * | * | 14.93 | * |
| ELL | <1 | * | 26.36 | * |
| Spec Ed | * | * | 13.91 | * |

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 | 13 | 8 | 17.40 | 17 |
| Asian | n/a | <1 | 10.00 | 10 |
| AA | * | * | 22.86 | * |
| Hispanic | 18 | * | 15.51 | * |
| White | n/a | <1 | 10.00 | 10 |
| 2 or More | <1 | n/a | 0.00 | n/a |
| EcD | 13 | 8 | 17.40 | 17 |
| ELL | * | * | 26.36 | * |
| Spec Ed | * | * | 13.91 | * |

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 | * | 12.90 | * |
| Asian | n/a | <1 | 10.00 | 10 |
| AA | <1 | <1 | 10.00 | 10 |
| Hispanic | <1 | * | 14.09 | * |
| White | n/a | n/a | 0.00 | n/a |
| 2 or More | n/a | n/a | 0.00 | n/a |
| EcD | <1 | * | 12.90 | * |
| ELL | <1 | <1 | 10.00 | 10 |
| Spec Ed | <1 | * | 21.25 | * |

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 | * | * | 22.86 | * |
| Asian | n/a | n/a | 0.00 | n/a |
| AA | * | <1 | 10.00 | 10 |
| Hispanic | * | * | 29.29 | * |
| White | n/a | <1 | 10.00 | 10 |
| 2 or More | n/a | n/a | 0.00 | n/a |
| EcD | * | * | 22.86 | * |
| ELL | <1 | * | 40.00 | * |
| Spec Ed | * | * | 25.00 | * |

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 | 79% | 82% | 65% | 95.00 | >=90% |
| Kinder DRA Spanish | 100% | 88% | 90% | 95.00 | >=90% |
| 1st DRA English | 65% | 68% | 63% | 95.00 | >=90% |
| 1st DRA Spanish | 75% | 78% | 25% | 95.00 | >=90% |
| 2nd DRA English | 27% | 43% | 52% | 95.00 | >=90% |
| 2nd DRA Spanish | 73% | 73% | 50% | 95.00 | >=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 | 95.2% | 94.9% | 94.9% | 95% | 94.6% | 94.9% | 97.00 |
| African American | 94.6% | 94.8% | 94.2% | 94.3% | 93.9% | 94.5% | 97.00 |
| Asian |  | 98.6% |  |  | 98.2% | 99% | 100.00 |
| Hispanic | 95.7% | 94.9% | 95.2% | 95.4% | 94.7% | 95.2% | 97.00 |
| Native American |  |  |  |  |  |  | 97.00 |
| White | 96.1% | 95.9% | 97.7% | 99.2% | 98.1% | 96.4% | 97.00 |
| 2 or More |  |  |  | 92.9% | 94.6% | 82.2% | 97.00 |
| EcD | 95.3% | 94.9% | 95.1% | 95.1% | 94.5% | 94.9% | 97.00 |

Data Source: AISD Student Information System

## Student Discipline Aggregate Counts

| Student Group | Enrollment 2012-13 |
|---|---|
| All Students | 317 |
| African American | 98 |
| Asian | 2 |
| Hispanic | 208 |
| Native American | |
| White | 7 |

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

## Campus Suspension to Home
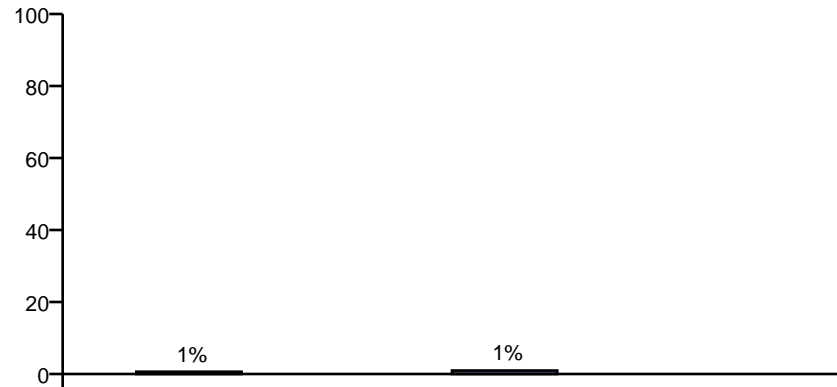


|  | All | A-A | Asian | Hisp | N-A | White |
|---|---|---|---|---|---|---|
| HS | 1% | - | - | 1% | - | - |

## Campus Discretionary Removals



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

## Campus ALC/EDAP or ISS



|  | All | A-A | Asian | Hisp | N-A | White |
|---|---|---|---|---|---|---|
| ISS | - | - | - | - | - | - |

# 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 | 2 | .66% | | | | | 1.00 |
| African American | | | | | | | 1.00 |
| Asian | | | | | | | 1.00 |
| Hispanic | 2 | .99% | | | | | 1.00 |
| Native American | | | | | | | 1.00 |
| White | | | | | | | 1.00 |

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 | 11 | 3.63% | 13 | 3.82% | 2 | .63% | 0.63 |
| African American | 4 | 4.35% | 9 | 9.47% | | | 0.63 |
| Asian | | | | | | | 0.63 |
| Hispanic | 7 | 3.45% | 4 | 1.73% | 2 | .96% | 0.63 |
| Native American | | | | | | | 0.63 |
| White | | | | | | | 0.63 |

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 | 11 | 3.63% | 8 | 2.35% | | | 2.35 |
| African American | 3 | 3.26% | 2 | 2.11% | | | 2.35 |
| Asian | | | | | | | 2.35 |
| Hispanic | 8 | 3.94% | 6 | 2.6% | | | 2.35 |
| Native American | | | | | | | 2.35 |
| White | | | | | | | 2.35 |

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 | 319 | 303 | 284 | 279 | 262 |
| African American | 112 | 94 | 83 | 81 | 80 |
| Asian | 2 | | | | 2 |
| Hispanic | 199 | 204 | 157 | 163 | 154 |
| Native American | | | | | |
| White | 6 | 5 | 2 | 4 | 3 |
| 2 or More | | | 42 | 31 | 23 |

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 | 33 | 1 | 3% | 36 | 1 | 3% | 2.50 | Decrease % ELL students scoring at beginning level on TELPAS Reading |
| African American | * | * | * | - | - | - | 0.00 | |
| Hispanic | 32 | 1 | 3% | 33 | 1 | 3% | 2.50 | |
| White | - | - | - | * | * | * | 0.00 | |
| EcD | 33 | 1 | 3% | 35 | 1 | 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 | 15 | 7 | 47% | 9 | 5 | 56% | 15 | 9 | 60% | 6 | 5 | 83% | 11 | 7 | 64% | * | * | * |
| F | Hispanic | 34 | 19 | 56% | 20 | 13 | 65% | 28 | 16 | 57% | 12 | 7 | 58% | 27 | 18 | 67% | 11 | 9 | 82% |
| F | White | - | - | - | - | - | - | * | * | * | - | - | - | * | * | * | * | * | * |
| F | | 49 | 26 | 53% | 29 | 18 | 62% | 44 | 26 | 59% | 18 | 12 | 67% | 41 | 28 | 68% | 17 | 14 | 82% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | African American | 15 | 9 | 60% | 10 | 10 | >99% | 15 | 7 | 47% | 7 | 6 | 86% | 10 | 4 | 40% | 7 | 7 | >99% |
| M | Hispanic | 32 | 17 | 53% | 17 | 14 | 82% | 26 | 11 | 42% | 12 | 11 | 92% | 35 | 18 | 51% | 17 | 13 | 76% |
| M | White | - | - | - | - | - | - | * | * | * | - | - | - | * | * | * | * | * | * |
| M | | 47 | 26 | 55% | 27 | 24 | 89% | 42 | 19 | 45% | 19 | 17 | 89% | 46 | 23 | 50% | 25 | 21 | 84% |
| total | | 96 | 52 | 54% | 56 | 42 | 75% | 86 | 45 | 52% | 37 | 29 | 78% | 87 | 51 | 59% | 42 | 35 | 83% |

Data Source: AISD Fitnessgram